Préparation du vocabulaire – Chapitre 1

A. LISTEN carefully to the pronunciation of each word or phrase in the vocabulary list.

B. REPEAT each word or phrase OUT LOUD as many times as necessary until you can pronounce it accurately. Make a list of the words in this chapter that are hard to pronounce. Your teacher may ask you to compare your list with other students in your class.

   Modèle: Comment vous appelez-vous?
           Monsieur
           premier

C. WRITE each word on the vocabulary list several times until you can spell each correctly. Listen to the vocabulary list again and write the words as they are spoken. (You may expect dictation quizzes in class!)

D. Learn the English translation of each phrase. Cover the French column and practice giving the French equivalent for each English phrase. Next cover the English column and give the translation of each.

E. Think of word associations for each category of vocabulary. What words, both English and French, do you associate with each word or phrase on the list? Which words are cognates? Cognates are words which sound or look like English words. Which words come from word families in French that you recognize (noun, adjective, verb, adverb)?

   Modèle:
   Associations (10)   Cognates (10)   Word Families (as many as possible)
   Bonjour / Au revoir répétez / professeur dentiste dictionnaire Présentations (noun), présenter (verb) : je vous présente, je te présente

F. Write out three ‘chassez l’intrus’ exercises (Which word does not fit?). A ‘chassez l’intrus’ exercise is a list of four words, three of which are related and one which does not fit the same category. For example: book, pen, pencil, chalk. In this list, pen, pencil, and chalk are all items which one uses to write with. ‘Book’ is not logical in this list, and is thus, ‘l’intrus.’ Categories are usually linked to meaning, but they might also be based on grammar, gender (masculine, feminine), for example, or parts of speech (noun, verb, adjective). Use your imagination! Be prepared to turn in your exercises in class.

   Modèle:
   un livre, un stylo, un crayon, une craie     (un livre)
   Pen, pencil and chalk are used to write.
   À demain, Au revoir, Bonjour, À bientôt     (Bonjour)
   'Bonjour' is a greeting. The others are used to say good-bye.
Noms: ________________________________

B. Les mots difficiles à prononcer (N’oubliez pas les articles!!!):

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. __________________________________________________________

E. Les associations (N’oubliez pas les articles!!!):

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________
7. __________________________________________________________
8. __________________________________________________________
9. __________________________________________________________
10. __________________________________________________________
E. Les mots de même origine (N'oubliez pas les articles!!!):

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. _____________________________

E. Les familles de mots:

1. ______________________________
2. ______________________________
3. ______________________________

F. Les ‘chassez l'intrus’:

1. __________________  __________________  __________________  __________________
2. __________________  __________________  __________________  __________________
3. __________________  __________________  __________________  __________________

Les ‘chassez l'intrus’ --- les explications en français:

1. ______________________________
2. ______________________________
3. ______________________________