Préparation du Vocabulaire

Log onto the Français interactif website:
http://www.laits.utexas.edu/fi/

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:** lieu de naissance
> une femme

C. **WRITE** each word on the vocabulary list several times until you are sure that 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 that sound or look like English words. Which words come from **word families** in French that you recognize (noun, adjective, verb, adverb)? These are words with the same lexical stem.

> **Modèle:**
>
> **Associations** (10)   **Cognates** (10)
>
> une mère / mom   âge
> un père / papa   un fiancé
>
> **Word Families** (as many as possible)
>
> un ami (noun), aimer (verb)

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:**
>
> aussi • un fils • beaucoup • maintenant
>
> *Which word doesn't fit?*
>
> aussi • un fils • beaucoup • maintenant
>
> *Explanation:* Un fils est une personne.
>
> Aussi, beaucoup, et maintenant sont des adverbes.