

Module 2

Part A – Chapter 4: *Bon voyage!*

Part B – Chapter 5: *Bon appétit!*

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French Individualized Instruction Policies

For information on the policies and procedures for French II and for additional information on French 102i66, please [click here](#).

Required Appointments

Listed below are the minimum number of appointments that will be required to complete this module. You are, however, free to see an instructor as many times as you like. *Italicized* components are not required if you have scored a 90+ in the preceding module part.

<p>Part A</p> <p><i>1 appointment to check workbook</i> <i>1 appointment to have the PMAT checked</i> 1 appointment to have the written MAT graded 1 appointment to have the oral MAT graded</p>	<p>Part B</p> <p><i>1 appointment to check workbook</i> <i>1 appointment for conversation</i> <i>1 appointment to have the PMAT checked</i> 1 appointment to have the written MAT graded 1 appointment to have the oral MAT graded</p>
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Total: 9 appointments

Part A: Chapter 4 Objectifs

Communication Goals	Vocabulary and Grammar Goals	Cultural Goals
You will learn to...	You will learn...	You will learn about ...
<ul style="list-style-type: none"> • Talk about travel • Tell where you are going and what you intend to do • Give prices and dates 	<ul style="list-style-type: none"> • The verb <i>aller</i> • Prepositions and place names • Numbers over 100 and ordinal numbers 	<ul style="list-style-type: none"> • Vacations in France • The French Antilles in the Caribbean • Tahiti, a French territory in the South Pacific

Personal Goals:

When might you use these skills (i.e.: at a travel agency, returning from vacation in Martinique, etc.)? Is there a skill you want to practice more or a study strategy that you might like to try out? Write down some ideas in the space below or on a separate piece of paper.

Liste des activités obligatoires

Required activities will appear in boxes in the pas-à-pas sections that follow this page.

Module Requirements

_____ Workbook: Complete oral and written workbook activities for chapter 4. (If you need additional practice, you can do exercises and activities in *Invitation au monde francophone*. You can

then check your work by going to the Supplementary activity section of this module at where you will find answers to the textbook exercises.)

_____ Practice MAT

Modular Achievement Test

Written Test (Score: ____/ 75)

Oral Test (Score: ____/ 25)

Grade for this module:_____

Pas-à-pas: Point de départ

Les voyages

Throughout this chapter you will use the following vocabulary related to vacations and travel.

LES MOYENS (m.) DE TRANSPORT (m.) means of transportation

en autocar (m.) by bus

en avion (m.) by airplane

en bateau (m.) by boat

à pied (m.) on foot

en train by train

à vélo by bicycle

en voiture (f.) by car

LES SAISONS (f.) seasons

en automne (m.) in fall / autumn

en été (m.) in summer(time)

en hiver (m.) in winter(time)

au printemps (m.) in spring(time)

L'ENDROIT (m.) place or location

à la campagne in the country(side)

à l'étranger abroad / in a foreign country

à la montagne to the mountains

au bord de la mer to the beach

en ville (f.) in the city

dans votre pays (m.) in your country

LES ACTIVITÉS (f.) activities

acheter des souvenirs to buy souvenirs

aller au concert, au cinéma, au théâtre to go to concerts, the movies, the theater (plays)

faire des excursions to go on trips / excursions in the area
visiter des musées (m.) et des monuments (m.) to visit museums and monuments
Note – you cannot use *visiter* to mean “to visit people”
aller à la plage to go to the beach

LE LOGEMENT lodging
dans un hôtel in a hotel
chez des amis ou chez des parents at the home of friends or family
dans un camping in a campground
dans une auberge de jeunesse in a youth hostel

_____ Complete the *point de départ* activities in the workbook.
Your instructor will check the free responses during your workbook check appointment. If you have questions regarding these exercises or the responses provided in the key, take notes so that you can be sure to ask your instructor during your workbook appointment.

Info-Culture: Vive les vacances! Read the information on p. 101 and complete the activity in the *Pour mieux comprendre la culture francophone* section.

Pas-à-pas: Exploration I

Le verbe *aller*

_____ In this section you will learn how to indicate movement or travel and future plans using the irregular verb *aller* (to go).

_____ Read the exploration on p. 103.

_____ Complete the activities on the verb *aller* in the workbook.
Your instructor will check the free responses during your workbook check appointment. If you have questions regarding these exercises or the responses provided in the key, take notes so that you can be sure to ask your instructor during your workbook appointment.

Pas-à-pas: Exploration II

Les prépositions et les noms des lieux

_____ In this section you will learn about the prepositions used to indicate location.

_____ Read the exploration on p. 107.

_____ Complete the activities on prepositions in the *workbook*.

Your instructor will check the free responses during your workbook check appointment. If you have questions regarding these exercises or the responses provided in the key, take notes so that you can be sure to ask your instructor during your workbook appointment.

A worksheet on these prepositions is available from your instructor.

Pas-à-pas: Exploration III

Les nombres supérieurs à 100 et les nombres ordinaux

_____ In this section, you will learn how to express quantities greater than 100 and also how indicate the order of things (i.e. first, third, eighteenth, etc.).

_____ Read the exploration on p. 110.

_____ Complete the activities in the workbook.

Your instructor will check the free responses during your workbook check appointment. If you have questions regarding these exercises or the responses provided in the key, take notes so that you can be sure to ask your instructor during your workbook appointment.

Intégration et perspectives: Destination le Périgord

Pas-à-pas: Pour mieux lire...

_____ Read *Destination le Périgord* in the workbook. Then respond to the questions.

Pas-à-pas: Pour mieux écrire...

_____ Complete *Cartes postales* in the workbook. Your instructor will check your responses during your Chapter 4 workbook appointment.

Pas-à-pas: Pour mieux comprendre...

Partie orale

_____ Complete the listening passage, dictation, and pronunciation for chapter 4 workbook.

Pour mieux comprendre la culture francophone

The following readings on Francophone culture are strongly recommended. In addition to increasing your understanding of Francophone cultures, these readings will help prepare you for the culture section on each Modular Achievement Test.

Info-Culture: Vive les vacances!

_____ Read the information on French vacations on p. 101 and then answer the questions below. Answers to these exercises are found [at the end of the module](#).

1. How much vacation is guaranteed to every French employee?
2. When do most French take their vacations?
3. What are *colonies de vacances* ?
4. How are American and French vacation practices similar and how are they different?
5. Of the vacation options presented in this reading, which one interests you the most? Why?

Info-culture: Les Antilles

_____ Read *Info-culture: Les Antilles* on p. 117. Use the questions below as a guide as you read. (It may be helpful to know that “*outré-mer*” means “overseas.”) Answers to these exercises are found [at the end of the module](#).

1. Are Martinique and Guadeloupe *DOM* or *TOM*?
2. What is the climate of Martinique and Guadeloupe?
3. What kind of mountains are *la montagne Pelée* and *la Soufrière*?
4. What are the main industries of Guadeloupe and Martinique?

Chez nous: à Tahiti

_____ After reading about Tahiti and French Polynesia on p. 120 in your textbook, answer the questions in your textbook on page 121. You may check your answers in the key [at the end of this module](#).

Plus de pratique?

Quiz yourself on the language and grammar presented in this chapter at the [website](#) for *Invitation au monde francophone*. Quizzes over chapter 4 can be found by selecting “chapter 4” on the scrollbar, then clicking on “tutorial quiz.” Here, you can also find a glossary and virtual flashcards to practice new vocabulary.

Watch the video for chapter 4 at <http://telr.osu.edu/language/ab>. Click on “French,” then log in to your OSU account and follow the instructions.

Pas-à-pas: Examens

PRACTICE MODULAR ACHIEVEMENT TEST

_____ Take the Practice MAT at <http://frit.osu.edu/students/undergraduatestudies/ii/pmats/PMAT3.doc>. The oral sections for the Practice MAT are located at <http://telr.osu.edu/language/ab>. Click on “French,” then log in to your OSU account and follow the instructions. Print out a copy and write your answers on that copy. Then go to the answer key at <http://frit.osu.edu/students/undergraduatestudies/ii/pmats/AK3.doc> and check your answers. Correct your answers with a different color ink and make an appointment to have it checked by an instructor.

Record feedback from your instructor after the grading of your Practice MAT. What might you improve before taking the MAT?

MODULAR ACHIEVEMENT TEST

The two parts of the MAT, oral and written, can be completed in any order.

_____ Take the written MAT in the Individualized Instruction testing room. Because there is a listening section, you will need to bring headphones to listen to it. You will have as much time as you like to complete the written MAT. You will not need an appointment to take the written section, but you will need one appointment to have it graded.

_____ Take the oral MAT by scheduling an appointment with an instructor. It will be a one-on-one session in which you will complete one *conversation* and one *situation*, taken from the list below. Your score will be based on your instructor’s assessment of your skills in grammar, pronunciation, vocabulary, fluency, and comprehension.

Oral Test

Conversation

I. Les vacances

2. Vous aimez voyager?
3. Comment est-ce que vous préférez voyager — en train, en voiture, en avion?
4. Est-ce que vous préférez voyager dans votre pays ou à l'étranger? Dans quels états ou dans quels pays?
5. Où est-ce que vous préférez rester — dans un camping, dans un hôtel ou chez des amis?
6. Quand vous êtes en vacances, est-ce que vous achetez beaucoup de souvenirs?

II. Les saisons

2. Vous aimez l'hiver? Pourquoi ou pourquoi pas?
1. Est-ce que votre anniversaire est au printemps?
2. Est-ce que vous aimez visiter les musées en automne? Pourquoi? Pourquoi pas?
3. Est-ce que vous êtes en vacances en été?
4. Qu'est-ce que vous aimez faire en été?

III. Vos préférences

1. Quand vous voyagez, quelles sont vos activités préférées?
2. Est-ce que vous préférez rester à l'hôtel ou chez des amis?
3. Est-ce que vous aimez aller à la campagne ou rester dans une ville?
4. Quand vous êtes en vacances est-ce que vous allez au concert?
5. En quelle saison préférez-vous voyager?

Situation

I. On va faire un petit voyage!

You are a travel agent and are asking a client (your instructor) about his/her travel preferences. Ask five questions to find out what kind of trip the individual likes (e.g. where s/he likes to go on vacation, how s/he likes to travel, when s/he likes to travel, what activities s/he prefers, etc).

II. A l'auberge de jeunesse

While traveling in France you are staying in a youth hostel and met a French student (your instructor). You want to get to know this person better, and so ask him or her about 5 questions about him/herself and his/her travels: when is his/her birthday, what is his/her favorite season and why, where and how does s/he prefer to travel, what does s/he like to do while on vacation, etc.

Réponses

ANSWER KEY TO TEXTBOOK/MODULE EXERCISES

Info-Culture: Vive les vacances! (p. 101)

1. Every French employee is guaranteed a minimum of five weeks paid vacation.
2. Most French take their vacations on the *Côte d'Azur*, in *Provence*, or elsewhere in the south of France. They also like to take theme vacations, go to country homes or farmhouses, camp out, or travel outside of France or stay in vacation clubs.
3. *Colonies de vacances* are summer camps in which French children and teenagers can participate. They are sponsored by cities, religious groups, or the government.
4. (Your answer to this question will vary.)
5. (Your answer to this question will vary.)

Info-culture: Les Antilles (p. 117)

1. Martinique and Guadeloupe are *DOM*.
2. Martinique and Guadeloupe have a tropical climate due to warm winds and the sea.
3. *La montagne Pelée* and *la Soufrière* are active volcanoes.
4. The main industries of Guadeloupe and Martinique are largely agricultural, based in the crops of sugarcane, bananas, pineapples, avocados, citrus fruit, and flowers. Tourism remains the economic resource in Martinique and Guadeloupe.

Avez-vous compris? questions for Chez nous: à Tahiti (p. 121)

Moana Rivière is from Tahiti. He lives on the island of Moorea which is in the northwest of Tahiti, about 30 minutes from Tahiti by boat. He is the skipper of a 18 meter catamaran that sends tourists, and sometimes local people, to visit the different Polynesian islands as part of the year-round tourism industry. His wife also works and gives courses in Tahitian dance. She teaches in one of the several schools of music and dance, where children learn traditional Polynesian song and dance.

Tahiti is one of the French territoires d'outre mer (TOM) and is part of the Society Islands. Its capital is Papeete, its area is 4,200 km², its population is 262,125, its currency is the Euro, and French and Tahitian are spoken there. Tahiti, Moana says, is a word that evokes exoticism, luxuriant vegetation, and extraordinary beauty of the countryside and of the Tahitian women who dance on the beach. Many people there work in the tourist industry, and cruises run all year. On an eight-day cruise, it is possible to visit the Marquise Islands, where Bora Bora and the Iles Sous-le-Vent are located. It is important for Tahitians to cultivate Polynesian arts and traditions; starting at the age of 4 for girls and 5 for boys, children attend courses to learn traditional dance and song. During the month of July, for the Heiva holidays, they have a dance festival that, in Tahitian, is called the Taupitinui.

Part B: Chapter 5 Objectifs

Communication Goals	Vocabulary and Grammar Goals	Cultural Goals
You will learn to...	You will learn...	You will learn...
<ul style="list-style-type: none"> • Talk about what you like to eat • Specify objects and people • Talk about buying and consuming items • Order a meal in a restaurant 	<ul style="list-style-type: none"> • Vocabulary related to food and eating • Demonstrative adjectives (<i>this, that, these, those</i>) • The partitive (<i>some, any</i>) • The irregular verbs <i>prendre</i> (to take) and <i>boire</i> (to drink) 	<ul style="list-style-type: none"> • About French meals and eating habits • How to order in a French restaurant • About Haiti, a French-speaking nation in the Caribbean

Personal Goals:

When might you use these skills below (i.e.: at a local French restaurant, while on vacation in Montreal, etc.)? Is there a skill you want to practice more or a study strategy that you might like to try out? Write down some ideas in the space below or on a separate piece of paper.

Liste des activités obligatoires

Required activities will appear in boxes in the *pas-à-pas* sections that follow this page.

Module Requirements

_____ Workbook: Complete oral and written workbook activities for chapter 5. (If you need additional practice, you can do exercises and activities in *Invitation au monde francophone*. You can then check your work by going to the Supplementary activity section of this module.

_____ Conversation: Select a scenario from one of the following activities from this chapter in the textbook to act out with the instructor:

- p. 131 *Et vous?*
- p. 134 *C'est votre tour*
- p. 138 *C'est votre tour*
- p. 143 *C'est votre tour*
- p. 148 ex. D, *Au restaurant*

_____ Practice MAT

Modular Achievement Test

Written Test (Score: ___/ 75)

Oral Test (Score: ___/ 25)

Grade for this module: _____

Pas-à-pas: Point de départ

La nourriture et les magasins d'alimentation

Throughout this chapter you will use the following vocabulary related to food and eating.

LES MAGASINS (m.) D'ALIMENTATION

la boucherie butcher shop

la boulangerie bread bakery

la charcuterie a shop selling pork products and prepared foods

l'épicerie (f.) grocery store

la pâtisserie pastry bakery

LES FRUITS

les bananes (f.) bananas

les cerises (f.) cherries

les fraises (f.) strawberries

les oranges (f.) oranges

les pêches (f.) peaches

les poires (f.) pears

les pommes (f.) apples

le raisin grape(s) NOTE: even though grapes is plural, *le raisin* is always singular.

LES LÉGUMES vegetables

les artichauts (m.) artichokes

les asperges (f.) asparagus

les carottes (f.) carrots

les haricots verts (m.) green beans NOTE: the "h" in "haricot" is an *h-aspiré*. It is treated like a consonant, and so there is no contraction or liaison with this "h".

la laitue lettuce

les petits pois (m.) peas

les pommes de terre (f.) potatoes

les tomates (f.) tomatoes

LE PAIN ET LES PÂTISSERIES bread and pastries

une baguette a long stick-shaped bread

un croissant a croissant, a crescent-shaped bread NOTE: several kinds of bread in France are referred to by their shape; for example, *une baguette*, and *un croissant*. The drawing in your textbook also shows *une couronne*, a wreath-shaped bread (look underneath the croissants), and one can also have *pain rond*, a round loaf of bread.

un gâteau a cake

des petits gâteaux literally “small cakes,” this term is often used to refer to cookies
une tarte pie (French pies differ from American pies in that the crust is usually somewhat thicker and there is no upper crust.)

LES PRODUITS LAITIERS dairy products

le beurre butter

la crème cream

le fromage cheese

des glaces (f.) ice-cream

le lait milk

LES VIANDES (f.) meats

le bœuf beef

les charcuteries (f.) pork products and cold cuts

le jambon ham

le lapin rabbit (a far more common meat in France than in the U.S.)

le pâté pâté – a product made of very finely ground meat, often used as a spread. *Pâté de foie gras* is made of goose liver.

le porc pork

le poulet chicken

la saucisse sausage

le saucisson sausage, *saucisse* and *saucisson* both translate as “sausage” in English. They really only differ from each other in size; *saucisses* are small, like breakfast sausages, and *saucissons* are larger, like salami.

le veau veal

LES AUTRES ALIMENTS other food items

le café coffee

le chocolat chocolate

les conserves (f.) preserves and canned goods

les œufs (m.) eggs- note: when there is only one egg, *un œuf*, the “f” is pronounced, when there are several eggs, *des œufs*, the “f” is silent.

les pâtes (f.) pasta, (note the pronunciation difference: *pâtes* [paht] = pasta ; *pâté* [pah-TAY] = pâté)

les plats cuisinés prepared dishes

le poivre black pepper

les produits surgelés frozen foods

le sel salt

le sucre sugar

le thé tea

_____ Complete the *point de départ* activities in the workbook.

Your instructor will check the free responses during your workbook check appointment. If you have questions regarding these exercises or the responses provided in the key, take notes so that you can be sure to ask your instructor during your workbook appointment.

Pas-à-pas: Exploration I

Les adjectifs démonstratifs

_____ In this section, you will learn how to specify people and objects by using the demonstrative adjectives *ce(t)*, *cette* and *ces* (corresponding to English *this/that, these/those*).

_____ Read the exploration on p. 132.

_____ Complete the activities in the demonstrative adjective section in the workbook. Your instructor will check the free responses during your workbook check appointment. If you have questions regarding these exercises or the responses provided in the key, take notes so that you can be sure to ask your instructor during your workbook appointment.

Pas-à-pas: Exploration II

Le partitif

_____ In this section you will learn about the *partitif*, which is used to express the idea of “some” or “(not) any”.

_____ Read the exploration on pp. 136-137.

_____ Complete the activities in the *partitif* section in the workbook. Your instructor will check the free responses during your workbook check appointment. If you have questions regarding these exercises or the responses provided in the key, take notes so that you can be sure to ask your instructor during your workbook appointment.

Pas-à-pas: Exploration III

Le verbe *prendre* et le verbe *boire*

_____ In this section, you will learn how to order things to eat and drink using the verbs *prendre* (to take) and *boire* (to drink). Read the exploration on pp. 140-141.

_____ Read the exploration on pp. 140-141.

_____ Complete the activities in the workbook. Your instructor will check the free responses during your workbook check appointment. If you have questions regarding these exercises or the responses provided in the key, take notes so that you can be sure to ask your instructor during your workbook appointment.

Intégration et perspectives: Destination la Bourgogne du Sud

Pas-à-pas: Pour mieux lire...

_____ Read *Chez nous en France: Destination la Bourgogne du Sud* in the workbook. First, find out what kind of information you can anticipate finding in the article by reading the information sought in the questions below the passage. Then complete *À vous de lire: La cuisine bourguignonne* exercises in the workbook.

Pas-à-pas: Pour mieux écrire...

_____ Complete *À vous d'écrire: Un bon restaurant* in the workbook. Your instructor will go over your work during the workbook check.

Pas-à-pas: Pour mieux comprendre...

Partie orale

_____ Complete the listening passage, dictation, and pronunciation for chapter 5 in the workbook.

Pour mieux comprendre la culture francophone

The following readings on Francophone culture are strongly recommended. In addition to increasing your understanding of Francophone cultures, these readings will help prepare you for the culture section on each Modular Achievement Test.

Info-culture: Les repas

_____ Read the cultural information on pp. 130-131 in your text. Answers to these exercises are found [at the end of the module](#). You might find it useful to make a table in which you compare French meals and American meals (e.g. what they eat and at what time).

Les Repas	Aux États-Unis	En France
Le petit déjeuner		
Le déjeuner		
Le goûter		
Le dîner		

Info-culture: Bon appétit!

_____ Read *Info-culture: Bon Appétit* on pp.146-147. Use the questions below as a guide as you read. Answers to these exercises are found [at the end of the module](#).

5. What is *Le guide Michelin* and what kind of information does it provide to readers? How does *Le Bib Gourmand* differ?
6. What are the different categories on a French menu?
7. What is the difference between *à la carte* and *prix fixe*?
8. What do you say to order your steak well done? Medium? Rare?
9. How much do you tip in France?
10. What is a *plateau de fromages*?

Chez nous: En Haïti

Read the information on Haiti on page 150 of your text and answer the questions in your textbook on page 151. You may check your answers in the key [at the end of this module](#).

Pas-à-pas: Pour mieux parler...

_____ Practice the following role-play activities from the chapter in preparation for your oral test. Your instructor will ask you to play one or several of these activities in your conversation appointment.

- p. 131 *Et vous?*
- p. 134 *C'est votre tour*
- p. 138 *C'est votre tour*
- p. 143 *C'est votre tour*
- p. 148 ex. D, *Au restaurant*

You should also be prepared to respond to questions about what you like to eat and drink. Jot down some potential answers in the space provided below.

Plus de pratique?

Quiz yourself on the language and grammar presented in this chapter at the [website](#) for *Invitation au monde francophone*. Quizzes over chapter 5 can be found by selecting “chapter 5” on the scrollbar, then clicking on “tutorial quiz.” Here, you can also find a glossary and virtual flashcards to practice new vocabulary.

Watch the video for chapter 5 at <http://telr.osu.edu/language/ab>. Click on “French,” then log in to your OSU account and follow the instructions.

Pas-à-pas: Examens

PRACTICE MODULAR ACHIEVEMENT TEST

_____ Take the Practice MAT at <http://frit.osu.edu/students/undergraduatestudies/ii/pmats/PMAT4.doc>. The oral sections for the Practice MAT are located at <http://telr.osu.edu/language/ab>. Click on “French,” then log in to your OSU account and follow the instructions. Print out a copy and write your answers on that copy. Then go to the answer key at <http://frit.osu.edu/students/undergraduatestudies/ii/pmats/AK4.doc> and check your answers. Correct your answers with a different color ink and make an appointment to have it checked by an instructor.

Record feedback from your instructor after the grading of your Practice MAT. What might you improve before taking the MAT?

MODULAR ACHIEVEMENT TEST

The two parts of the MAT, oral and written, can be completed in any order.

_____ Take the written MAT in the Individualized Instruction testing room. Because there is a listening section, you will need to bring headphones to listen to it. You will have as much time as you like to complete the written MAT. You will not need an appointment to take the written section, but you will need one appointment to have it graded.

_____ Take the oral MAT by scheduling an appointment with an instructor. It will be a one-on-one session in which you will complete one *conversation* and one *situation*, taken from the list below. Your score will be based on your instructor’s assessment of your skills in grammar, pronunciation, vocabulary, fluency, and comprehension.

Oral Test

Conversation

I. La nourriture et les repas

1. En général, qu'est-ce que vous prenez au petit déjeuner? au déjeuner? au dîner?
2. Qu'est-ce que vous préférez comme boisson, dessert, viande, légume, fruit, etc.?
3. Est-ce que vous mangez quelquefois au restaurant? Est-ce qu'il y a de bons restaurants dans votre quartier? Quels restaurants?
4. Quel restaurant préférez-vous? Qu'est-ce que vous prenez dans ce restaurant?
5. Aimez-vous bien les restaurants mexicains? Pourquoi? Pourquoi pas?
6. Etc.

Les magasins d'alimentation

1. Est-ce que vous aimez faire la cuisine chez vous?
2. Où est-ce que vous achetez les légumes et les fruits?
3. Est-ce qu'il y a une épicerie dans votre quartier?
4. D'habitude, qu'est-ce que vous achetez à la boucherie?
5. Est-ce qu'il y a une pâtisserie dans votre quartier?
6. Etc.

III. Au restaurant

1. Est-ce que vous mangez souvent au restaurant?
2. Quel est votre restaurant préféré?
3. Pourquoi aimez-vous ce restaurant?
4. Est-ce que vous aimez prendre du jus quand vous allez au restaurant? Si oui, quelle sorte de jus prenez-vous? Si non, quelle est votre boisson préférée?
5. Quel est votre dessert préféré?
6. Etc.

Situations

Bon appétit!

You are working for a catering service and have been asked to interview a potential client (your instructor). Ask at least five questions to find out about the individual's preferences. What do they like to eat? What do they want to have to eat with their choice of meat? Do they like vegetables? etc. Remember, you will need to indicate, either with an appropriate comment or follow-up question, that you have understood the client's / instructor's responses.

Au supermarché

You have invited some friends over for a special dinner. You are at the supermarket with your roommate (your instructor) and you are trying to decide what you should buy for that dinner. Ask your roommate / instructor for advice in choosing the appetizer, main dish, drink(s), dessert, etc. Your roommate / instructor will make some suggestions, but they won't all be good ones. Remember to indicate that you have understood the suggestions through appropriate reactions, objections, etc.

Réponses

ANSWER KEY TO TEXTBOOK/MODULE EXERCISES

Info-culture: Les repas (pp. 130-131)

Les Repas	Aux États-Unis	En France
Le petit déjeuner		café au lait, des croissants, du pain français ou des biscottes, du beurre et de la confiture
Le déjeuner		eaten between noon and 2 p.m. School students are given an hour to an hour and a half to eat lunch. Lunch is increasingly eaten outside of the home and regains its traditional importance on weekends or during vacation. It is served in courses rather than all at once. An elaborate lunch on Sundays or special occasions will be composed of several courses and is served with wine.
Le goûter		This afternoon snack is usually French bread with chocolate or Nutella or <i>des petits gâteaux secs</i> .
Le dîner		Dinner is traditionally a lighter meal than lunch but is increasingly becoming larger because family members cannot come home for the noon meal. It generally consists of soup, an amulette, or a light meat

		and vegetable dish, bread, and cheese or fruit. It is usually served between 7 p.m. and 8 p.m. and lasts 30 minutes. Dinner is an important family get-together time.
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Info-culture: Bon appétit! (pp. 146-147)

1. *Le guide Michelin* is a restaurant guide published in France that informs its readers about the quality and price of a restaurant. The number of stars indicates the quality of the restaurant. *Le Bib Gourmand* informs the reader about where to find good meals at moderate prices.
2. On a French menu, the different categories are *les entrées chaudes*, *les entrées froides*, *le plat principal (viande ou poisson accompagné de légumes)*, *les viandes*, et *les desserts*.
3. *À la carte* is for those who only want to eat one or two things off a menu. The *repas à prix fixe* is a full meal with various servings. They vary in price, and some offer choices.
4. To order your steak well done, you would ask that it be prepared *bien cuit*. If you prefer medium, you would ask that it be prepared *à point*. The word for rare is *saignant*.
5. The tip, usually 15%, is generally included in the bill; but it is a good idea to add a few extra euros to the total.
6. A *plateau de fromages* is a cheese tray from which you can select what you want.

Avez-vous compris? questions for Chez nous: En Haïti (p. 151)

1. Le riz et les haricots rouges sont à la base de la cuisine haïtienne.
2. Les Haïtiens préfèrent le porc, le bœuf, et le poisson.
3. Le soir du 24 décembre, on sert le grillot, c'est-à-dire un porc grillé servi avec des bananes grillées.
4. Le 1^{er} janvier, on mange de la soupe au potiron préparée avec des légumes verts, des patates douces, et du bœuf.
5. Le jour de l'an, on sert une liqueur avec du sucre et un peu d'alcool et un colorant rouge au sirop.