

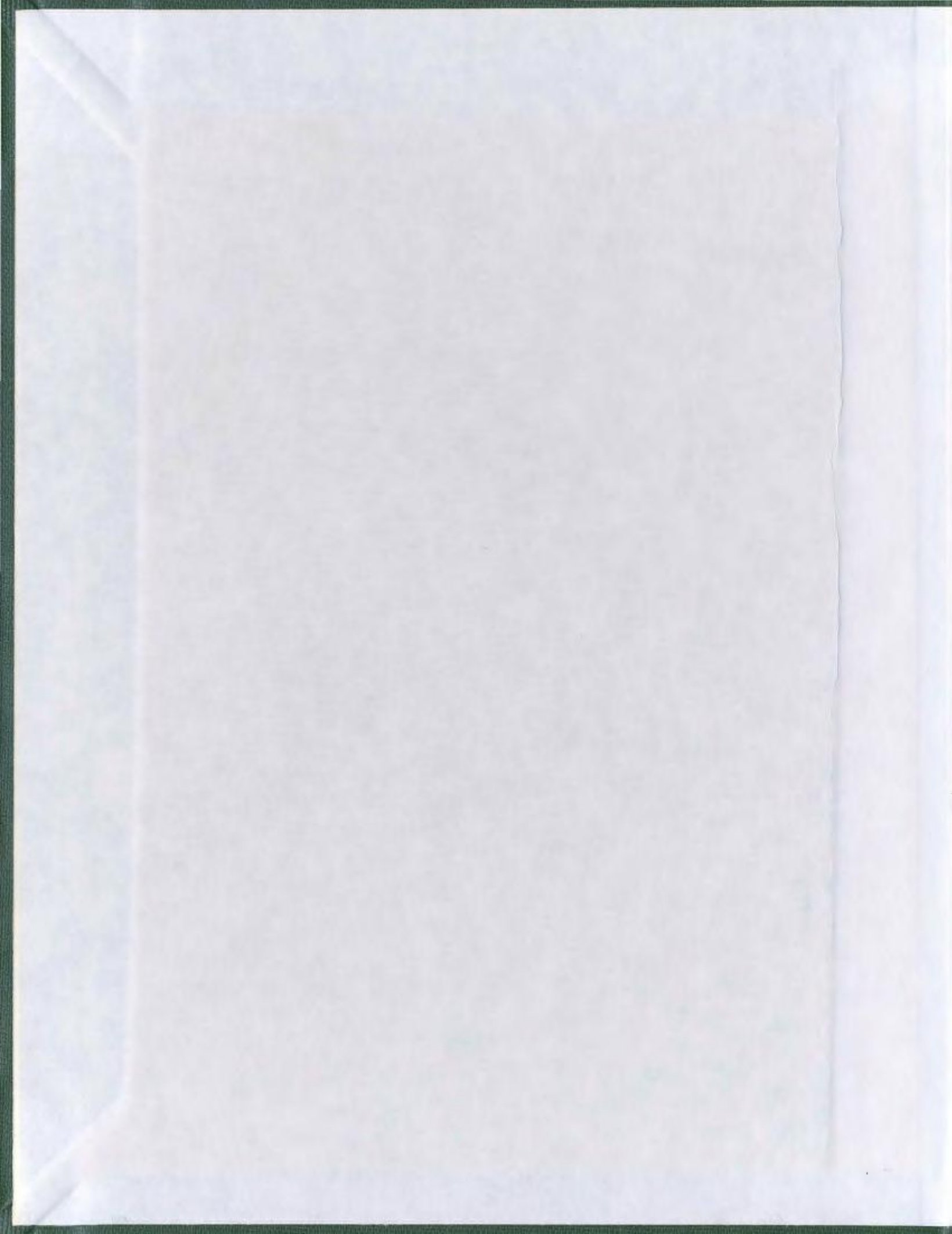
THE DEVELOPMENT OF A READING PROGRAM
AND ITS EFFECT ON LISTENING, READING,
AND WRITING SKILLS IN GRADE SEVEN FRENCH

CENTRE FOR NEWFOUNDLAND STUDIES

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THE DEVELOPMENT OF A READING PROGRAM AND ITS EFFECT
ON LISTENING, READING, AND WRITING SKILLS
IN GRADE SEVEN FRENCH

A Thesis
Presented to
The Faculty of Education
Department of Curriculum and Instruction
Memorial University of Newfoundland

In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Anne Woodford

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ABSTRACT

The purpose of the present study was to design a program for Grade VII students using a more balanced skills approach, by the addition of a reading program to the existing audio-lingual program, Le Francais Partout Deux.

Reading passages with related activities were developed by the investigator to accompany the Grade VII French program, Le Francais Partout Deux. The question of whether there was a relationship between the introduction of these reading passages and achievement in the skills of listening, reading, and writing was investigated. The hypotheses stated that the achievement of students who use a reading program to accompany Le Francais Partout Deux do not differ significantly from the achievement of students who do not use the reading program, in the areas of listening, reading, and writing skill development.

To eliminate teacher differences, the investigator was responsible for teaching Le Francais Partout Deux to two groups of Grade VII girls--the experimental group (the Reading group) and the control group (the Non-reading group). A uniform presentation of the program was ensured. The only difference was the addition of the reading passages with follow-up activities to the Reading group's French program.

After 14 weeks of instruction, the students were given tests on each of the skills of listening, reading, and writing. The instruments used to evaluate the students were teacher-made tests developed to evaluate student progress in Le Francais Partout Deux program. Three tests were given--one for each of the skills of listening, reading, and writing. The tests were previously checked for validity and reliability.

The data collected from these tests were analyzed by finding the mean, variance, and standard deviation for each group. To determine if differences between the two groups were significant, a series of t-tests for independent samples was carried out. A 0.05 level of significance was used.

The major findings of the study revealed that there was a significant relationship between the introduction of a reading program to Le Francais Partout Deux French program and achievement in the skills of listening and reading. No significant relationship was found between the introduction of a reading program and achievement in the writing skills.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Rationale for the Study

Man is noted for his elaborate system of communication--language. As a result of an ever-shrinking world, more and more people are learning more than one language. Because of the great need in this multilingual society, interest is turning more and more to second language acquisition theories. Evaluation of existing theories and programs should be continuous if we are to derive the greatest benefits of research. It is with this belief that the present study was undertaken.

The second language that is taught in most Newfoundland schools is French. The French programs in recent years have been based upon the audio-lingual method. The value of the audio-lingual method is well documented (Brooks, 1964), and was not dealt with, as such, in this study. There is, however, a discrepancy between the aims of the audio-lingual approach and what the student actually accomplishes. Some of the problems of the audio-lingual approach are mentioned below and one solution to alleviate

some of these problems is discussed in detail.

Chastain (1971) sums up some of the problems as follows:

- 1) Claims that audio-lingual procedures would produce bilingual graduates are not being realized.
- 2) Reliance upon the ear in beginning language work may hinder some students who are more eye-oriented.
- 3) Teachers find it difficult to eliminate English.
- 4) Avoiding any discussion of grammar until the structure has been overlearned is time-consuming and frustrating.
- 5) The continuous repetition required for over-learning is monotonous to students and places a strain on the teacher.
- 6) Students want to know what they are learning and why.
- 7) Eliminating the native language from students' minds is impossible.

One of the major drawbacks of an audio-lingual approach is the delay in the introduction of the printed symbol. This delay, in itself, leads to some of the problems listed by Chastain. Students attempt to make their own personal written records of what they hear. Students with poor auditory memory become frustrated. Student progress is sometimes hindered because there is little opportunity to practice out of class. Long oral practice is boring for the students and a burden for the teacher. The ability to repeat does not transfer automatically into the ability

of students to speak on their own.

It has been suggested that many of the problems of an audio-lingual approach could be ameliorated by an early introduction of a reading program (Belasco, 1965). Reasons for introducing a reading program early are as follows:

- 1) This is the time when reading is stressed in other schooling areas and the students are ready to take big steps in this area as well (Larew, 1967). The student can transfer skills he has learned while learning to read in the native language, for example, context clues, word families and word analysis. This idea is supported by research in current immersion programs--students transfer reading skills automatically once they have been mastered in French (Genesee, 1979).
- 2) To some students, reading would be a welcome relief from the normal classroom routine in which they are mainly concentrating on listening and speaking (repeating), and would provide more of a challenge than repetition.
- 3) At this age, many students are conditioned to be "eye-minded" rather than "ear-minded". They pay more attention to information gained from books, notes, blackboards, and overhead projectors than to facts they simply hear (Sherrow, 1971). In their other subjects they are more accustomed to reading than to listening, and would probably feel more comfortable in this phase of language acquisition.
- 4) Because reading does not have a content of its own, readers could be chosen with descriptions of everyday life patterns and an overall view of the people of the second language group. With the increasing awareness of the importance of the culture aspect of learning a second language, this activity could "kill two birds with one stone." The reading content could help create a favourable attitude towards the target people, and thus students would be progressing toward a more "integrative" motivation, of which Gardner and Lambert speak. This type of motivation is highly related to achievement

in learning a second language (Gardner & Lambert, 1972). Everything should be done to create this attitudinal motivation as early as possible in the language program.

- 5) A reading program would draw the student closer to "communicative competence"--the ability to communicate orally and in the written form. This aim is currently viewed as the ultimate goal of student behaviour by most second language teachers (Chastain, 1977).
- 6) Instruction through a reading program would allow the student the opportunity to reinforce the day's activities by re-reading or reviewing. This important factor of learning is not adequately considered in existing audio-lingual approaches which deal with listening and speaking, thus making home practice limited.
- 7) A reading program would aid the student in comprehension. If the students are able to understand, they will be more secure and more confident in themselves. Being more confident, students are apt to participate more fully in other aspects of the audio-lingual program.
- 8) The ability to read in the second language acts as a strong positive motivational factor for students.

Questions and Hypotheses

The program that is currently used as the Newfoundland Grade VII program is Le Francais Partout Deux. This program follows the audio-lingual approach and concentrates on the skills of listening and speaking. These skills are mainly emphasized through the means of four-line conversations and pattern drills. There is some reading and writing; however, this aspect of the program is limited to recognition reading of the conversations and copy writing of exercises

that are first presented orally.

The present study attempted to discover if there is a relationship between the introduction of supplementary reading material to the existing audio-lingual program, Le Francais Partout Deux, and achievement as represented by the development of competence in the three skill areas of listening comprehension, reading, and writing.

The questions that were investigated and the hypotheses tested were as follows:

Question 1: Is there a relationship between the introduction of a reading program to the Grade VII French program, Le Francais Partout Deux, and achievement in listening comprehension?

Hypothesis I: There is no significant difference between achievement in listening comprehension of students who follow a reading program and achievement in listening comprehension of students who do not have a reading program to accompany Le Francais Partout Deux program.

Question 2: Is there a relationship between the introduction of a reading program to the Grade VII French program, Le Francais Partout Deux, and achievement in the reading skills?

Hypothesis II. There is no significant difference between achievement in the reading skills of students who follow a reading program and achievement in the reading skills of students who do not have a reading program to accompany Le Francais Partout Deux program.

Question 3: Is there a relationship between the introduction of a reading program to the Grade

VII French program, Le Francais Partout Deux, and achievement in the writing skills?

Hypothesis III: There is no significant difference between achievement in the writing skills of students who follow a reading program and achievement in the writing skills of students who do not have a reading program to accompany Le Francais Partout Deux program.

Significance of the Study

Prior to 1940, the "reading method" was the predominant approach to second language teaching in schools and colleges in North America. Many research studies, cited and reviewed by Birkmaier (1960) were concerned with measuring achievement in courses taught by the reading method. It was established that the amount of adequately supervised reading experience given to students was highly correlated with their performance on tests of reading comprehension and vocabulary. In addition, Bond (1953) reported success with experimental courses at the University of Chicago which stressed the reading objective (Carroll, 1967).

Lipton (1969) conducted a study of this type in the United States. She looked at the feasibility and benefits of an early introduction to reading. Her subjects consisted of 156 "gifted" fourth-grade children who were randomly assigned to two groups to investigate the effects of the introduction of a reading program. The experimental

group had reading activities throughout the year. The control group had no reading but covered the same content using listening and speaking activities. The results of the study showed that the high IQ pupils of the experimental group gained significantly on aspects of achievement, especially oral comprehension, when compared to the control group.

While reading in the first language has been the topic of extensive research and has resulted in numerous studies, there has been limited research in reading in the second language. However, the importance of reading in the total language learning process has been reaffirmed in recent literature. Researchers and teachers no longer assume that pupils can read in a second language, as was the case in the more traditional approaches, such as the grammar translation method. There is a renewed interest in the process of the acquisition of reading skills in a second language, particularly since the success of the early immersion programs in Canada (Genesee, 1979).

There has been no previously published research on the introduction of a reading program for the Grade VII program, Le Francais Partout/Deux, that is being used in Newfoundland schools. If any part of the curriculum can be improved by such an introduction, this, in itself, warrants a study of this type.

Definition of Terms

For the purposes of this study, some of the terms used are defined in this section.

The Reading Program: For this study, this consists of three reading passages with follow-up activities to supplement and complement the first three units of the Grade VII French program, Le Francais Partout Deux.

Integrative Outlook: This is a type of student attitude toward learning French which reflects a desire to become, to a certain extent, a part of the French culture. An interest in everything that is French is displayed by the student who possesses this type of attitude.

Instrumental Outlook: This is a type of student attitude toward learning French which reflects more practical reasons for learning French, for example, "for travel purposes or to get a job."

Limitations of the Study

The reader is cautioned that any interpretation of the results of this study must take into consideration the following limitations that might influence the generalizability of the study.

- 1) The study used only female subjects.
- 2) For all students in the sample, French was a compulsory course.
- 3) The program was experimenter-taught.
- 4) The materials and instruments were teacher-made specifically for the program used in this study.
- 5) The student samples used in this study were primarily from upper middle class homes.

CHAPTER II

REVIEW OF LITERATURE

History of Second Language Teaching

Theories and programs of second language learning seem to be in a constant state of change. We need only to look briefly at the history of second language learning to verify this. It seems as if programs are continuously being replaced by "new and better" programs, while the previous ones are thrown out completely.

For nearly a hundred years language teaching has again and again tried to improve and renew itself. In recent years the pages of language teachers' reviews have provided ample evidence of this constant search for a better theory of second language teaching. Every few years something new is 'invented' and the practice of the day is contemptuously rejected. But after a brief honeymoon the process repeats itself with predictable regularity (Stern, 1974).

In the teaching of a second language there are several different skills which must receive attention. Eppert (1974) suggests that the second language learning process concentrates on four language skills: listening comprehension, speaking, reading, and writing. With the addition of a fifth skill, translation, and also perhaps the teaching of culture and civilization, the currently

accepted major teaching objectives for second language instruction are complete.

A look at the history of second language learning shows that at different periods different skills have been emphasized to the detriment of the other skills. The progression can be seen in the grammar translation period, the phonetics in the 90's, the direct method at the turn of the century, the reading method in the 1920's, linguistics in the early years of World War II, the language laboratory approach in the late fifties, and then the audio-lingual approach (Stern, 1974).

It is not surprising that the need to bring about a balanced development of all four skills manifested itself in recent years in an overemphasis of those skills that had been neglected in the traditional approaches, namely, listening and speaking. In addition, the demands of an ever-shrinking world necessitated that stress be placed upon the aural-oral communication skills. But, in the ensuing enthusiasm for these skills, teachers begin to neglect reading and writing. Thus, during the past decade the importance of the development of reading comprehension has been de-emphasized as a consequence of increased attention to the audio-lingual skills (Belasco & Parent, 1970).

Problems with the Audio-Lingual Method

The audio-lingual approach was supposed to be "the" answer to the second language learning process. However, after a decade, the high promises of the audio-lingual programs did not seem to be fulfilled. The audio-lingual method, like all methods before, was subjected to criticism, which led to a great deal of rethinking. Among those who were influential in their criticisms were many noted theorists such as Rivers, Chomsky, and Carroll. Rivers (1964) attacked the underlying learning theory of the audio-lingual method. Chomsky attacked the basic concepts of an audio-lingual approach from both linguistic and psycholinguistic aspects. Carroll was skeptical and critical about the audio-lingual method which he described as an automatic habit series which might have to be replaced or reinforced by a more cognitive approach to language teaching (Stern, 1970).

Instead of emphasizing reading comprehension, audio-lingual techniques for teaching a second language have generally included the intensive practice of dialogues and pattern drills. It was claimed by audio-linguists that grammatical structures could be internalized by students who used this kind of practice. Allegedly, through such practice, the student gains control of the second language by practising and adapting the basic sentence

patterns which have been "seeded" in linguistically-prepared dialogues (Belasco & Parent, 1970).

It is true that the students are capable of responding to drills and memorizing dialogues to a high degree of proficiency. Yet, despite the ease with which they perform in this area, not many students can speak the language outside the classroom situation (Rivers, 1964; Belasco, 1965). Too much emphasis has been placed on the lingual aspect and not enough on the audio. It is difficult to believe that the ability to repeat will some day miraculously make the students able to speak on their own (Cables, 1966). While the formation of new language habits is a part of learning a second language, there seems to be a need for a more comprehensive view of the language being learned. The preoccupation with a single emphasis on the oral production aspect of language learning has had unfortunate consequences, in particular, a disregard for the multiplicity of factors that have an influence on success or failure in language learning (Stern, 1974).

Justification of the Development of the Reading Skills

Justification for an emphasis on the development of the reading skills is not hard to find. In many countries, as is the case in Newfoundland, second languages are learned

by numbers of students who will never have the opportunity of conversing with a native speaker, but who will have access to the literature, and periodicals, or scientific journals written in that language. Some will need these publications to assist them with further studies, or in their work. Others will wish to enjoy books in their leisure time. Thus, reading is the only skill area which many students will have an opportunity to use to any great extent (Chastain, 1971).

Reading skills, once developed, can be more easily maintained at a high level by the student without further help from his or her teacher (Rivers, 1968). Reading for comprehension is the area in which many students will probably have the greatest success at the end of their language training. It can also be a basis for individual learning, for learning about the country and its people, and can serve as a vehicle for entering the belles lettres of the country (Chastain, 1971). Reading also acts as a way of developing intuitive understanding of how the language being studied works. This feeling for the language should assist the student in his total language learning experiences (Belasco, 1965).

Proponents of the "new" type courses which initially emphasize audio-lingual skills claim that reading skills will be more easily developed when the teaching of reading

is delayed until the student has achieved a degree of mastery of the audio-lingual skills. There is little research information, however, to indicate whether this claim is sound or how long the teaching of reading should be delayed. Some feel (Reindrop, 1957; Carroll, 1967) that reading may start at any time as long as it is preceded by a reasonable mastery of basic sounds and structures.

The main argument for delaying the introduction of reading seems to be that because the script has symbols similar to the native language, these symbols cause interference with proper pronunciation and intonation in the second language. But, even after a very long period of aural-oral training, it has been found that deterioration in the newly established habits of sound production can set in as soon as students are presented with a script with symbols similar to those of their native language (Rivers, 1968). It appears, then, that the introduction of reading need not be delayed for these reasons. Cables (1966) suggests teaching students what letters fit the sounds they have just learned. In this way, by the end of the first year, they should know all the letter equivalents for all sounds. Such an approach would develop the two prime skills of oral comprehension and reading at the same time.

The proposal for an early introduction of reading does not minimize the importance of speaking, but emphasizes the importance of the total language experience. Speaking will not guarantee comprehension, and speaking without comprehension is not conversation. Belasco argues that if real conversation is the aim of the audio-lingual approach, then the amount of time devoted to audio-comprehension should be increased considerably. Since it is felt that reading comprehension activities help strengthen general language comprehension, reading should be included as an important part of any language learning experience (Belasco, 1967).

A reading of the professional journals of the past decade reveals the growing criticism of an approach that has enabled students to "parrot" the language beautifully with little understanding of the meaning, and even less ability to transfer linguistic lessons learned to new and different contexts (Belasco & Parent, 1970). In other words, audio-lingual students have reached a "plateau" in their language learning. The shift in emphasis to concept-form association via reading and listening comprehension will not only lift the teacher and student from this plateau but can be the most effective contribution that our generation will make to the field of foreign language instruction (Belasco, 1967).

The purpose of the present study was to suggest a program for Grade Seven students using a more balanced skills approach by the addition of a reading program to the existing audio-lingual program. Its main aim was to aid students in comprehension. If the students could combine comprehension with the technical linguistic skills developed by the audio-lingual approach, the teacher will have come closer to the fulfillment of the broader linguistic objectives (Belasco & Parent, 1970).

CHAPTER III

THE STUDY

This chapter is divided into four sections in which the sample, the treatment, the design, and the procedure used for the collection and analysis of data are discussed.

The Sample

The sample consisted of 52 Grade Seven girls at a school in an urban centre in Newfoundland. This sample was chosen to ensure that the students were taught in as similar a manner as possible, with the exception of the addition of a reading program for the pupils in the experimental group. The sample consisted of two classrooms of Grade Seven girls. One classroom was randomly selected as the experimental group (the Reading group), and the other as the comparison group (the Non-reading group). As these two classes represented the total Grade Seven population in the school, the two groups were considered to be reasonably similar with regard to background characteristics.

Students in the school were assigned to classes in the Kindergarten year, and remained in the same group throughout their stay in the school. Classrooms were relatively heterogeneous, with a representative group of students from the area being placed in each class. There was a wide range of backgrounds and abilities in each group, but in general the area tends to be of an upper middle socio-economic level, and the student ability in general could be classified as somewhat above average. The chronological age of the girls ranged from 11 to 13 years.

The marks for French for the previous year for both groups were compared. A t-test indicated that there was no significant difference between the two groups with regard to achievement in French at the .25 level of confidence.

In general, the students in both groups of the sample possessed a favourable attitude towards learning. The importance of attitude, especially in the subject area of French, is not to be underestimated. Burstall (1974) reports that students' attitudes are positively and significantly related to their eventual level of achievement.

Gardner and Lambert (1972) divide the attitudinal-motivation into two distinct factors; the instrumental outlook and the integrative. Their research has shown

that the integrative orientation would sustain better the long-term motivation needed for the very demanding task of second language learning. However, more recent studies have indicated (Gardner et al., 1976) that the instrumental outlook can be of value in motivating students in certain circumstances. Pack (1979) has also shown that perceived parental encouragement is an important factor in successful second language learning in Newfoundland. As a result of their home environment, the girls in the sample possess primarily an instrumental orientation. Learning is considered important in their milieu and they are desirous of bringing home good reports.

Materials and Instruments

The Reading Passages

Three reading passages, one to accompany each of the first three units of Le Francais Partout Deux, were used in this study. A copy of the reading passages is included in Appendix A. The instruments were developed before the study was undertaken. Each of the passages was developed using the same process and the development spanned a period of two years.

The reading passages were prepared by the investigator, and were constructed to relate to the main topic of each unit, employing as far as possible vocabulary

studied in the unit. Next, the passages were reviewed by a French Specialist who had had 11 years experience teaching French at this grade level. Comments and suggestions for improvements were made by this teacher after usage of the passages with a Grade Seven class which had completed the units.

Once revisions were made, the passages were then reviewed by a teacher with seven years experience teaching French, a French Consultant at the board level with 25 years experience with French, and a faculty member at Memorial University. In addition, further student appraisal was sought. Four students were chosen to read the passages and record their reactions. The students were chosen on their ability to verbalize their reactions and represented a range of attitudes towards studying French, as assessed by their comments and reactions in class, from positive to negative.

Further revision was undertaken, after which a group of nine students were chosen to try out the revised materials. As a final test of the materials, the passages were taught to a regular class. Because of the fact that it usually takes a greater amount of time to cover material with a large group than with a small group, the last sections of the materials were not used effectively. Suspicions of there being too much material for regular class instruction were confirmed.

After one more revision in which some of the dialogue in the passage was eliminated, the material was used with 10 students. The time allotment of one 40-minute period was adequate to cover the material, and the passages were considered to be acceptable for use in the study.

Instruments for Testing

The instruments consisted of a listening, a reading, and a writing sub-test, each of which was of approximately 40 minutes duration. The test was prepared by the author, in consultation with a panel of teachers who were teaching the Le Francais Partout program. The advice of a French Consultant at the Board level was also obtained. The panel's task involved two stages--defining the content area to be measured, and systematically sub-dividing the total content area to be measured into categories that represented different aspects of the content, followed by making judgements as to whether or not there were enough items in each category. As far as is possible, all major aspects of the content area for the units were covered by the test items and represented in adequate proportions. All the major skill objectives of instruction were included as well as subject matter. The sub-tests were tested for reliability at another school using the test-retest method. Students were given each of the three tests in one week. The same students were retested the following week. The

coefficient of reliability for each of the tests was calculated and was found to be .87 for the listening test, .79 for the reading test, and .71 for the writing test.

Design of the Study

The Non-reading group followed Le Francais Partout Deux program in all four of the 40-minute periods assigned to the study of French in a six-day cycle. The Reading group followed Le Francais Partout Deux for three of the four periods and one 40-minute period was used for the teaching of the reading program.

The reading program consisted of a series of reading passages with pictorial representations and follow-up activities. The vocabulary and the structures of the reading program were for the most part those which the students were familiar with in the program itself. It was intended that the reading program and the audio-lingual program would complement each other to bring the students to a higher level of comprehension and achievement in the Grade Seven French program.

The reading program was heavily teacher-guided, especially in the initial stages where the teacher was acting as a model. This served as a preventative measure in the sense that students would hear the proper pronunciation as they saw the graphic representation of the words. It

has been noted (Rivers, 1968; Chastain, 1971) that once students see the written word a deterioration in pronunciation takes place, but with the teacher acting as a model this deterioration was lessened to a great extent.

In the overall strategy, the teacher concentrated on the following aspects: 1) reading the passage to get an overview of meaning; 2) the oral use of the reading passages (for proper pronunciation and intonation); 3) using the reading passage to teach students strategies to use to read for comprehension; 4) reading for structural clues and word study; and 5) follow-up activities.

To get an overview of meaning--The teacher read the passage to the students and at the same time had a picture of the situation represented by the reading passage shown on the overhead projector. The pictorial representation was used to explain any new vocabulary or structures new to the students' repertoire. This explanation was given in the French language so that students were encouraged to think in French.

At this time the students were not actually reading the passage but looking at the picture on the overhead and using listening skills to get an overview of meaning of the passage.

The oral use of the reading passage--In teaching students to read aloud, as is necessary in the first phases of the reading program especially, the teacher provided a

model by reading the whole passage while the students looked at their copy. The teacher then broke the lines into sense groups for the students to repeat chorally, in phrases and breath groups, stressing both proper pronunciation and intonation. This method was easily grasped by the students because of the similarity of the audio-lingual techniques used in dialogue memorization and pattern practice.

Reading for structure signals and word study--In teaching students to read for structure signals the teacher focussed attention on written grammatical signals. Typical questions that were asked included:

- Is the author talking about one person or several people? How do you know?
- Is the action taking place now? What structure signals tell you this?
- What does the pronoun (le) in the second sentence refer to?
- Which words are nouns?

In addition, word study was emphasized. The students at this age level and grade level are accustomed to this aspect of reading in their Language Arts program and were able to transfer some of these skills to second language learning as well. Some aspects of word study that were dealt with were derivations, synonyms, antonyms, cognates, and word families.

Reading for comprehension--In teaching students to read for comprehension the following strategies were used:

- Students read the passage two or three times to get some idea of total comprehension instead of looking up every word in the dictionary. In this strategy, students were reading for content as they do in their own language and were concentrating on main ideas, not words.
- Students were encouraged to guess the meaning of words according to the context, another strategy utilized in their own language.
- Oral questions were asked to check comprehension as the lesson was progressing to elicit restatement of the ideas in the passage.

Follow-up activities--The follow-up activities were considered to be an integral part of the reading package, and were designed to stimulate interest and give students an opportunity to create situations which demonstrated their knowledge gained from the reading passage. Typical follow-up activities included: simple activities to allow students to check their comprehension such as true-false, completion, matching or multiple choice items, and guiding questions to help students read for a purpose and to help them summarize the important facts of the reading assignment.

Procedure for Collection and Analysis of Data

After three units had been taught to the experimental group in the fashion described above, an achievement test was given to both the Reading and the Non-reading groups. Each of the three sub-tests--listening, reading, and writing--was administered to both groups at the same hour and in the same room, on three successive days.

Each student was given a copy of the Reading test on the first day of testing. A copy of this test is included in Appendix B. The administration of this test was supervised by the investigator and one of the Grade Seven homeroom teachers. Forty minutes after the commencement of the test, students were instructed to stop writing and to turn over their papers. The tests were then collected by the investigator and the homeroom teacher.

The day following the administration of the Reading test, both groups were assembled in one room and were given copies of the Writing test to complete. A copy of the Writing test is included in Appendix C. Again, students were supervised by the investigator and one of the Grade Seven homeroom teachers. After 40 minutes the tests were collected by the homeroom teacher and the investigator.

The day following the completion of the Writing test, students from both groups were once again assembled in one room. The investigator read the questions from the

teacher's copy of the Listening test while students completed the student copy of the Listening test. Appendix D contains both the teacher's copy and the student copy of the Listening test. The homeroom teacher was present for supervision purposes. The duration of this test was approximately 30 minutes, after which the tests were collected by the investigator and the homeroom teacher.

Each of the three tests for each student was corrected by the investigator and two other teachers who were currently teaching the Grade Seven French program, Le Francais Partout Deux. A marking scheme was first devised and then the three markers graded questions on each of the tests of listening, reading, and writing. The marks were then totalled for each student on each of the tests.

Tests were then sorted corresponding to the previously assigned groups, the Reading group and the Non-reading group. Six lists of scores were then compiled:

- 1) Scores on the Listening test for the Reading group.
- 2) Scores on the Listening test for the Non-Reading group.
- 3) Scores on the Reading test for the Reading group.
- 4) Scores on the Reading test for the Non-reading group.
- 5) Scores on the Writing Test for the Reading group.
- 6) Scores on the Writing test for the Non-reading group.

The scores collected were then analyzed by finding the mean, variance, and standard deviation for each group. To determine if differences between the two groups were significant, a series of t-tests for independent samples was carried out. A 0.05 level of significance was used. This process was used to test each of the following hypotheses:

Hypothesis I:

There is no significant difference between achievement in listening comprehension of students who follow a reading program and achievement in listening comprehension of students who do not have a reading program to accompany Le Francais Partout Deux program.

Hypothesis II:

There is no significant difference between achievement in the reading skills of students who follow a reading program and achievement in the reading skills of students who do not have a reading program to accompany Le Francais Partout Deux program.

Hypothesis III:

There is no significant difference between achievement in the writing skills of students who follow a reading program and achievement in the writing skills of students who do not have a reading program to accompany Le Francais Partout Deux program.

CHAPTER IV

PRESENTATION OF RESULTS

In this chapter the results of the analysis of the data on the three variables--listening, reading, and writing are presented.

The Listening Skills

In Table 1 the number, the range of scores, means, standard deviations, degrees of freedom and t-value of the test on listening for the Reading group and the Non-reading group are presented. The two groups did not perform similarly in terms of means on the listening test, although the range of scores and the standard deviations were similar. The mean of the Reading group was 8 points higher than the mean of the Non-reading group.

Figure 1 gives a graphic representation of the distribution of raw scores for the Non-reading group and the Reading group on the listening test. In the Reading group 62% obtained a score above the raw score of 80, whereas in the Non-reading group only 32% scored above this raw score.

TABLE 1

Number, Range, Means, Standard Deviations, Degrees of Freedom, and t-value for Listening Scores for Reading Group and Non-reading Group

Group	n	Range	Mean	SD	df	t-value
Non-reading group	22	46-90	72	12.37	41	2.17*
Reading group	21	50-96	80	11.79		

*significant at 0.05 level

Hypothesis I was rejected on the basis of this t-value. The difference between the mean of the Reading group and that of the Non-reading group was statistically significant. In other words, there was a positive relationship between the introduction of a reading program to the Grade Seven French program and achievement in listening comprehension.

Eight students were absent for the listening test, one high achiever and three low achievers in the Non-reading group; two high achievers and two average achievers in the Reading group. The scores for these students would presumably have resulted in a higher mean score for the Reading group and thus would not negatively influence the results obtained.

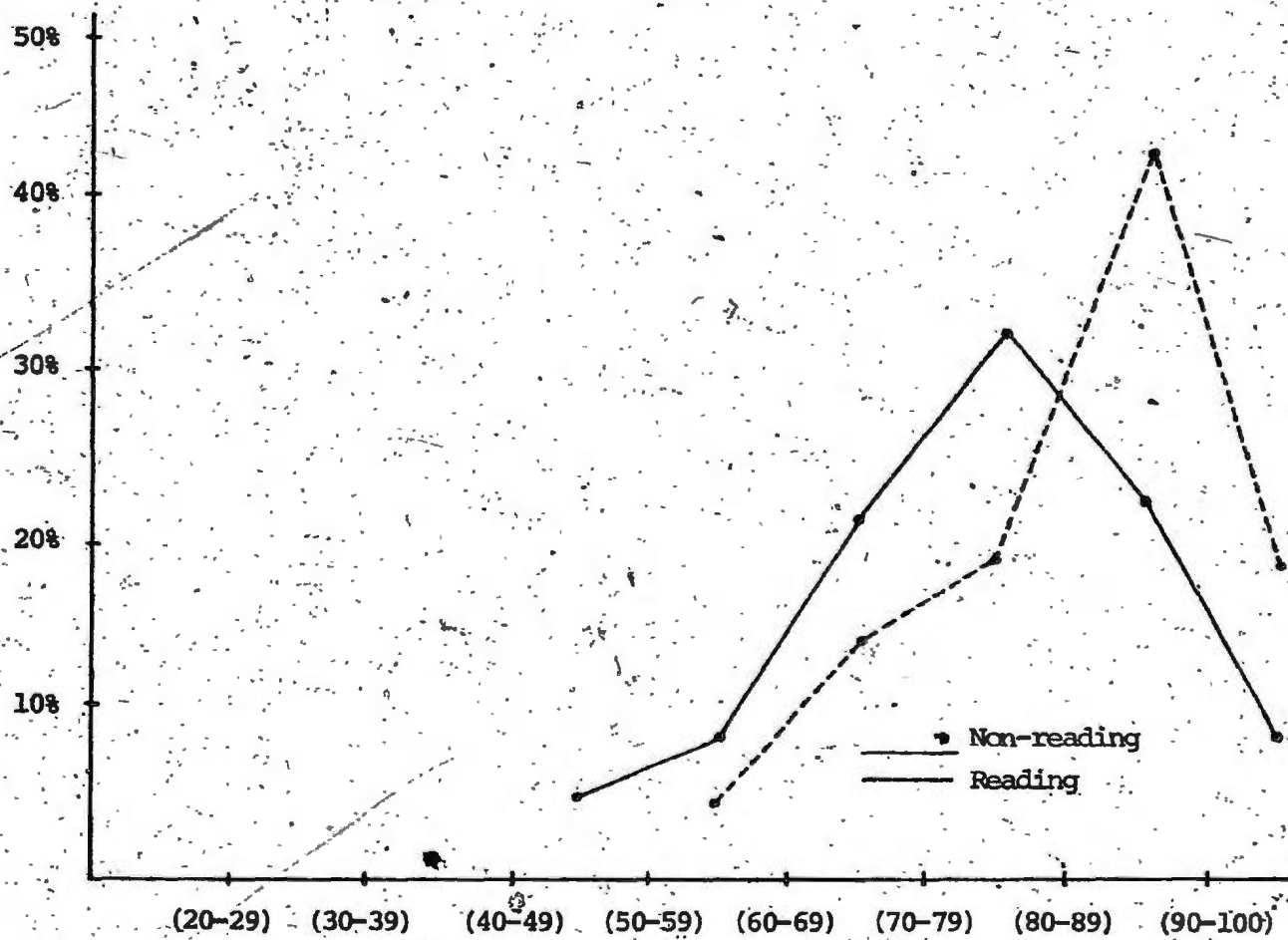


FIGURE 1. Distribution of listening scores for Non-reading and Reading groups.

The Reading Skills

The number, range of scores, means, standard deviations, degrees of freedom, and t-value of the test on reading for the Reading and Non-reading groups are presented in Table 2. The two groups did not perform similarly in terms of means on the Reading test, although the standard deviations and the range of scores were similar. The mean of the Reading group was 11 points higher than the mean of the Non-reading group.

TABLE 2.

Number, Range, Means, Standard Deviations, Degrees of Freedom, and t-value for Reading Scores for Reading Group and Non-reading Group

Group	n	Range	Mean	SD	df	t-value
Non-reading group	26	26-91	58	18.82	49	2.09*
Reading group	25	38-98	69	18.36		

*significant at 0.05 level

Figure 2 represents the distribution of raw scores for the Reading group and the Non-reading group on the reading test. Figure 2 shows that 36% of the Reading group

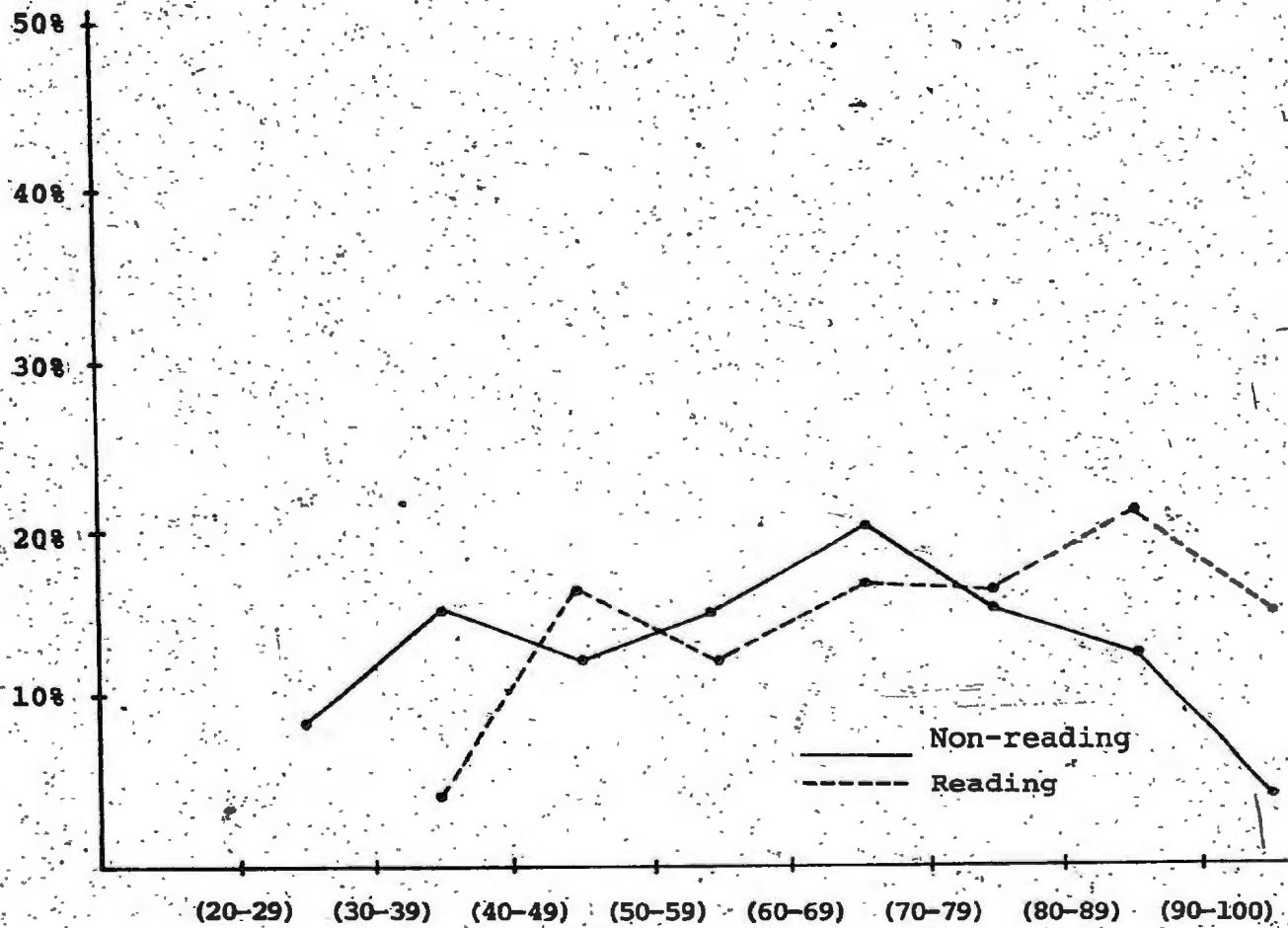


FIGURE 2. Distribution of reading scores for Non-reading and Reading groups.

scored above the raw score of 80. In the Non-reading group 16% obtained a raw score of above 80.

Hypothesis II, which stated there is no significant difference between achievement in the reading skills of students who follow a reading program and achievement of students who do not have a reading program to accompany Le Francais Partout Deux program, was rejected on the basis of the t-value. The difference between the mean score of the Reading group and that of the Non-reading group was statistically significant. In other words, the data suggest that there was a positive relationship between the introduction of a reading program and achievement in the reading skills.

The Writing Skills

In Table 3 the number, range of scores, means, standard deviations, degrees of freedom, and the t-value of the test on Writing for the Reading group and the Non-reading group are presented. There was a 7-point difference in the range of scores. The standard deviation of the Non-reading group was 4.14 points higher than that of the Reading group. The mean of the Reading group was 8 points higher than that of the Non-reading group.

Figure 3 represents the distribution of raw scores on the writing test for the Reading group and the Non-reading

TABLE 3

Number, Range, Means, Standard Deviations, Degrees of Freedom, and t-value for Writing Scores for Reading Group and Non-reading Group

Group	n	Range	Mean	SD	df	t-value
Non-reading group	27	21-95	62	24.38	50	1.28
Reading group	25	32-99	70	20.38		

*significant at 0.05 level

group. Figure 3 shows that 44% of the Reading group obtained a score above the raw score of 80, whereas 29% of the Non-reading group scored above the raw score of 80.

The difference between the mean score of the Reading group and that of the Non-reading group on the writing test was not statistically different. Hypothesis III, which stated there is no significant difference between achievement in the writing skills of students who follow a reading program and achievement in the writing skills of students who do not have a reading program to accompany Le Francais Partout Deux program, was not rejected.

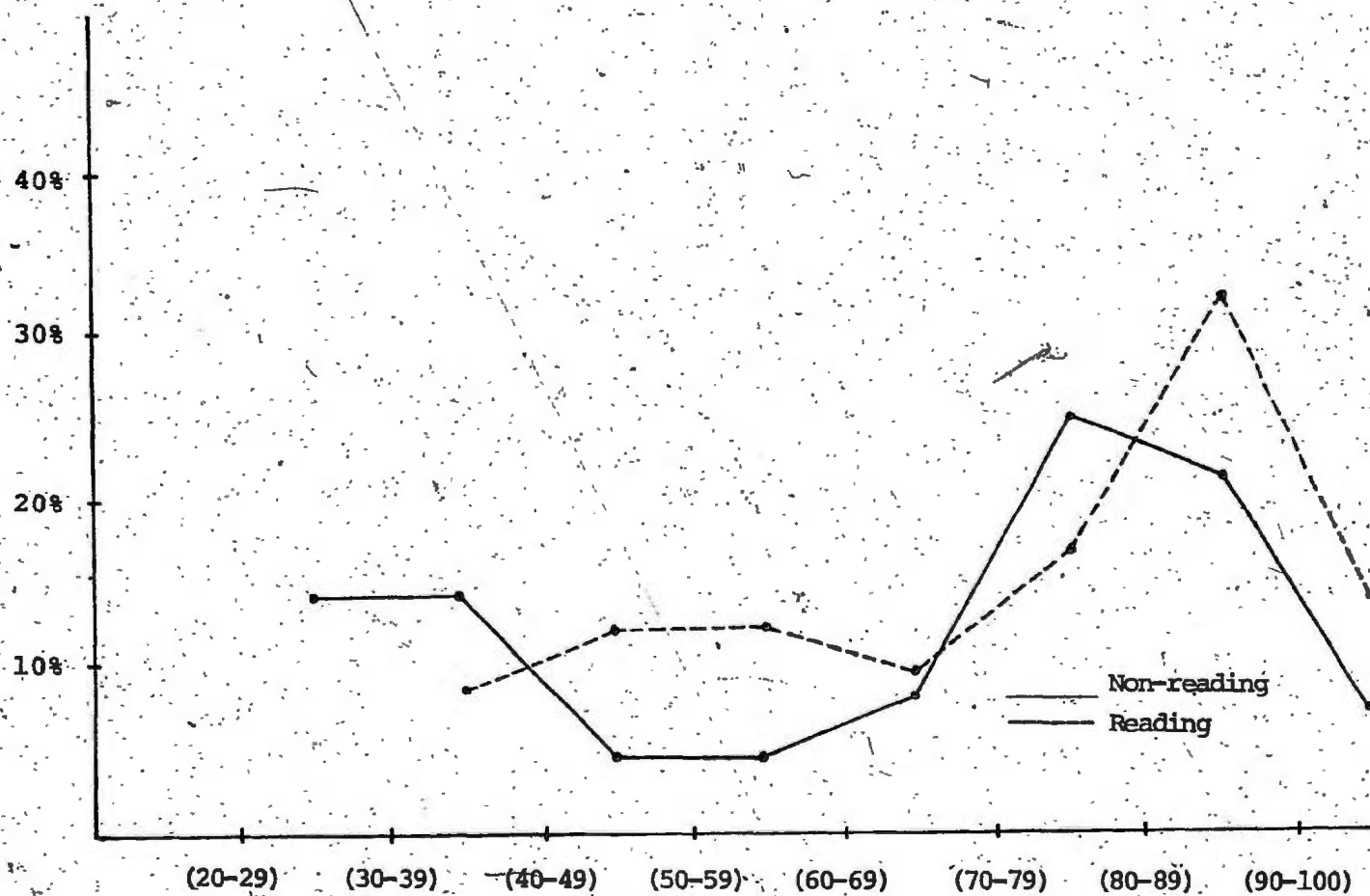


FIGURE 3. Distribution of writing scores for Non-reading and Reading groups.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary of the study, conclusions that were drawn from the analysis of the data, recommendations for further investigation, and some implications for the classroom.

Summary

Communicative competence is considered to be the overall goal or desired behaviour of a complete French program (Chastain, 1977). Reasons for wanting communicative competence are self-evident when one considers the essence of second language learning. There is, however, a discrepancy between the model situation (the desired behaviour) and the actual situation (the actual performance of students in the second language learning process).

In recent years the audio-lingual approach was supposed to be "the" answer to the second language learning process. But after a decade, the high promises did not seem to be fulfilled. With the audio-lingual approach, the importance of the development of reading comprehension

skills was de-emphasized as a consequence of increased attention to listening and speaking skills, which had been previously neglected in second language learning. In the enthusiasm for the oral skills, teachers began to neglect reading and writing.

The purpose of the present study was to design a program for Grade Seven students using a more balanced skills approach, by the addition of a reading program to the existing audio-lingual program, Le Francais Partout Deux. Its main aim was to aid students in the development of comprehension-skills.

Reading passages with related activities were developed by the investigator to accompany the Grade Seven French program, Le Francais Partout Deux. The question of whether there was a relationship between the introduction of these reading passages and achievement in the skills of listening, reading, and writing was investigated. The hypotheses stated that the achievement of students who use a reading program to accompany Le Francais Partout Deux do not differ significantly from the achievement of students who do not use the reading program, in the areas of listening, reading, and writing skill development.

To eliminate teacher differences, the investigator was responsible for teaching Le Francais Partout Deux to both groups to ensure as uniform a presentation of the program as possible. The major difference was the addition of the

reading passages with follow-up activities to the Reading group's French program.

After 14 weeks of instruction, the students were given tests on each of the skills of listening, reading, and writing. The instruments used to evaluate the students were teacher-made tests developed to evaluate student progress in Le Francais Partout Deux program. Three tests were given--one for each of the skills of listening, reading, and writing. The tests were previously checked for validity and reliability.

Conclusions

Based upon the statistical analysis of the data obtained from the instruments used, the following conclusions were drawn.

Conclusion 1

The students in the Reading group attained a higher level of achievement in the listening skills than students of the Non-reading group. The null hypothesis was rejected on the basis of the data and it was concluded that there is a positive relationship between the introduction of a reading program to the Grade Seven French program, Le Francais Partout Deux and the listening skills. It may be that auditory memory in the Reading group was developed

to a greater extent as a result of their exposure to the longer reading passages. Techniques such as reading aloud, question-answer practice, listening to familiar sounds, words, and phrases in recombined narratives, were probably beneficial in developing auditory memory. Reading students had practice in decoding new messages encased in familiar vocabulary and structures and as a consequence, it may be hypothesized that they learned to concentrate on the general content instead of becoming frustrated when they heard occasional words and phrases they did not understand.

Conclusion 2

Students in the Reading group attained a higher level of achievement than that of the Non-reading group in the reading skills. The null hypothesis was rejected on the basis of the data and it was concluded that the introduction of a reading program to the program Le Francais Partout Deux increases the level of achievement in the reading skills. This finding was one that was expected. Students in the Reading group had practice in reading, that is, decoding a message from the print stimulus. Oral and written presentations complemented each other. Students who did not pick up the structures and vocabulary presented orally did so visually. If the initial introduction was comprehended, additional study in the other mode served to reinforce the concepts being

studied. Reading students were able to concentrate on the content in extended contexts and seemed to have attained a higher level of confidence in their reading ability so that they were willing, and in some cases eager to try to read other French reading materials.

Conclusion 3

With regard to the relationship between the introduction of a reading program and achievement in the writing skills, no significant relationship was found. The null hypothesis was not rejected. Although the statistical test performed on the scores of the total writing test did not show a significant difference between the Reading and Non-reading groups, a t-test indicated that the Reading group performed significantly better at the .05 level of confidence than the Non-reading group in writing paragraphs in the French language. These Reading students appeared to have gained an insight into paragraph writing that was beyond the Grade Seven level. This could be explained by their exposure to the reading passages where paragraphs were used. In the program Le Francais Partout Deux, four or five-line conversations are used mainly and the program does not introduce the student to writing paragraphs to any great extent.

Further Observations

Although this study did not consider speaking skills, oral scores obtained for purposes of term evaluation showed a difference in favour of the Reading group. Both groups were comparable in student choral work, pronunciation, and intonation, but a difference was observed in individual responses to questions, pupil-pupil conversations, and formulating questions in the French language. The main difference seemed to result from a better auditory comprehension on the part of the students from the Reading group. This observation may be supported by the rejection of the null hypothesis for Question 1.

Although the subject of attitudes is considered to be a most important area in the learning of a second language, attitudes were not tested in this study. However, indications such as student involvement and participation when not obligatory (some of the aspects of the audio-lingual program demand participation of students), were informally recorded and found to be greater in the Reading group than in the Non-reading group. These students also demonstrated a greater interest in learning about French people than the students of the Non-reading group. This interest could have resulted from exposure to cultural information relayed in the reading materials that led to

discussion of the French way of life.

Favourable attitudes to the French reading passages were demonstrated by students in the Reading group. This in itself was an important motivative factor. Some of the typical student comments that were recorded were as follows:

"The stories are more interesting than dialogues."

"You see the words in different sentences than we had in the dialogues and it helps us to understand them better."

"I think it would help me and other students in understanding other units. The reading passage was very enjoyable and helpful. It would be good if we had passages for all the units."

"I liked the passage and thought it was pretty interesting. It was fun to read because I could understand it but it wasn't all 'bare bones' sentences. It gave me some good ideas for writing paragraphs."

"I think you should have more interesting things like this for French. If you like the things you do and read you will like French more and I think that when people do things they like, they like to study it more and they get better marks."

A semantic differential was prepared for each of the reading passages as they were developed. Students were asked to rate the French reading materials according to the way they felt about them. A typical class result of a semantic differential is presented in Table 4.

TABLE 4

A Typical Class Result of a Semantic Differential

A. The reading material developed for Unit 3 was:

1) Pleasant	—	—	5	8	19	Unpleasant
2) Useful	28	2	—	1	—	Not useful
3) Dull	—	2	5	5	17	Interesting
4) Clear	18	6	5	1	1	Confusing
5) Practical	24	5	2	—	—	Not practical
6) Personally helpful	24	3	4	—	—	Not personally helpful
7) Useless	—	—	3	4	24	Valuable
8) Helpful in understanding Unit 3	26	1	—	1	1	Not appropriate for Unit 3
9) Not interesting	1	1	4	5	20	Interesting

B. I would like to have passages to help me with the other units 27 — 3 1 — I don't think the passages would help me.

As Table 4 indicates, an overall favourable attitude was expressed by the class toward the reading materials. This was considered important from a motivational point of view. It is a generally accepted finding that learning becomes more facile when there are positive feelings towards the learning materials.

Recommendations for Further Research

During the course of the experiment, a number of questions arose concerning several aspects of introducing a reading program that were beyond the limitations of the present study. The following topics offer possibilities for further research:

1. An investigation into the relationship between the introduction of a reading program and achievement in the speaking skills should be conducted.
2. A study into the relationship between achievement and the introduction of a reading program for different ability levels should be investigated. It may be that the introduction of a reading program would prove more valuable to students of a specific ability range.
3. Further research should be conducted to investigate the relationship between achievement and the introduction of a reading program in a co-educational class to study sex differences. Current research indicates that there are considerable sex differences in the learning of a second language.

4. A study into the attitudes of those students who follow a reading program to supplement the French program and attitudes of students who do not use a reading program should be conducted.

Some Implications for the Classroom

The results of this experiment confirmed the theory held by several psychologists that better achievement results are obtained when more of the senses are utilized during the learning process. In this study the emphasis on reading, as well as listening and speaking, brought students to a higher level of achievement by concentrating on three language skills as opposed to concentrating mainly on two.

As mentioned previously, there was an overall favourable attitude towards the reading materials. Everything possible should be done to create this attitudinal motivation in the second language learning process. The reading program in this study provided a variety from the routine in second language learning for these students. Innovations that provide variety usually lead to increased attention, which, in turn, usually leads to a higher level of achievement.

Different students use different "styles" in learning a second language. Since the teaching strategies used to implement an audio-lingual approach tend to favour the student who learns well from an aural stimulus, they may not provide a satisfactory learning experience for those

students with weak listening skills. Students such as these may be given support in the learning of French by the addition of reading activities. In learning, students should be exposed to as many "styles" as possible.

The results of this study indicate that significant differences have occurred in the achievement level of the students, as measured by the teacher-constructed tests, in the areas of listening, reading, and paragraph writing. Some improvements were observed in classroom speaking activities. Students also expressed favourable attitudes towards the addition of reading materials to their regular program, both from the point of view of added comprehension and increased interest.

While it must be remembered that these results may be affected by the characteristics of the particular sample, and might not be as great for students of a lower ability range, or who were less favourably disposed toward learning, and while explanations such as the Hawthorne effect must not be discounted, it appears to this investigator that the addition of a reading program has benefitted the students involved in the study. As a result of these experiences, the investigator would recommend that reading materials related to the vocabulary and structures of the program being studied should be included by the classroom teacher as a part of the regular instructional program for the teaching of French.

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APPENDIX A

READING PASSAGE

Unit One

Paul Bouchard et Richard Renaud sont de bons copains. Paul est dans la même classe que Richard à l'école.

Paul Bouchard a une grande famille. Il a trois frères--Philippe, Marc et Jean. Il a deux soeurs--Anne et Louise. Paul est plus âgé que Marc et Jean mais il est plus jeune que Philippe. Anne et Louise sont plus âgées que Paul.

Ses grands-parents (le père et la mère de sa mère) habitent avec la famille aussi. Ils sont très âgés mais Paul les aime beaucoup.

La famille de Paul habite dans une grande maison. Il y a six chambres à coucher dans la maison!

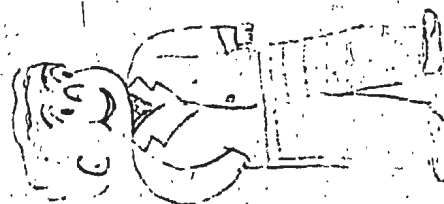
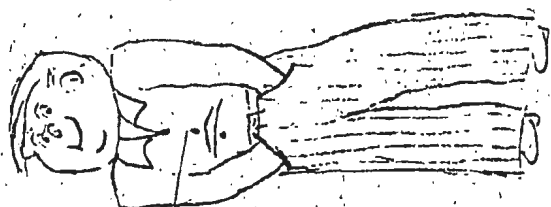
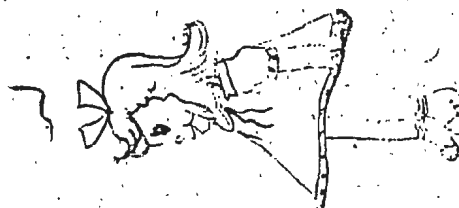
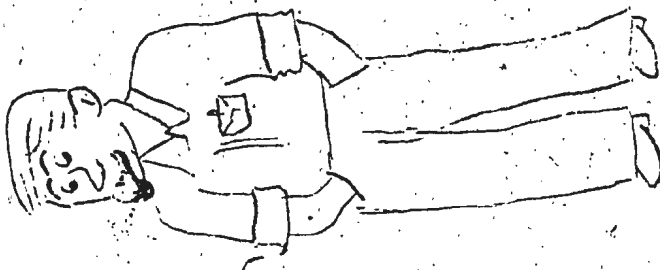
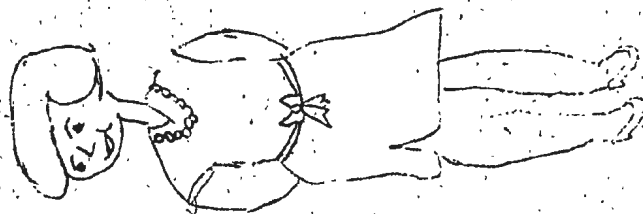
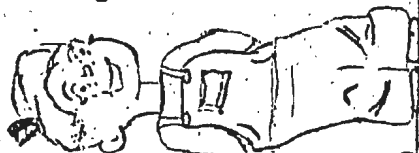
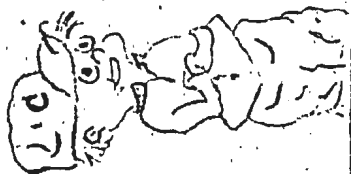
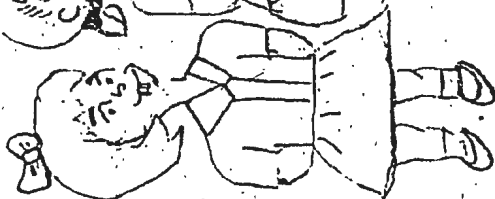
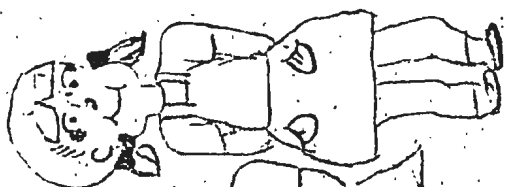
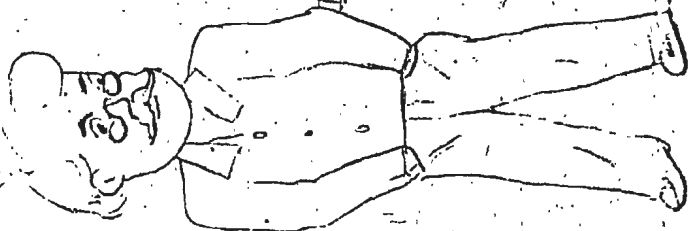
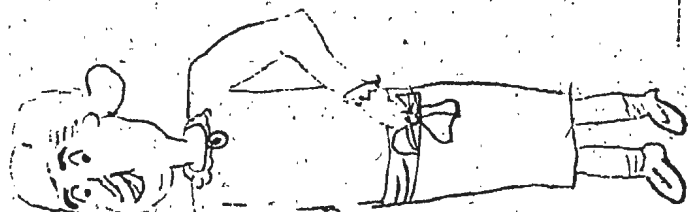
Paul a trois oncles--Son père a deux frères--Alain et Robert et sa mère a un frère--Paul. Il a deux tantes. Son père a deux soeurs--Lynette et Jeanne. Sa mère n'a pas de soeurs.

La famille de Richard est plus petite que la famille de Paul. Richard a un frère--Jacques, qui est plus âgé que Richard. Il a une soeur--Michèle qui est plus jeune.

La maison de Richard, aussi, est plus petite que la maison de Paul. Il n'y a que trois chambres à coucher dans la maison de Richard.

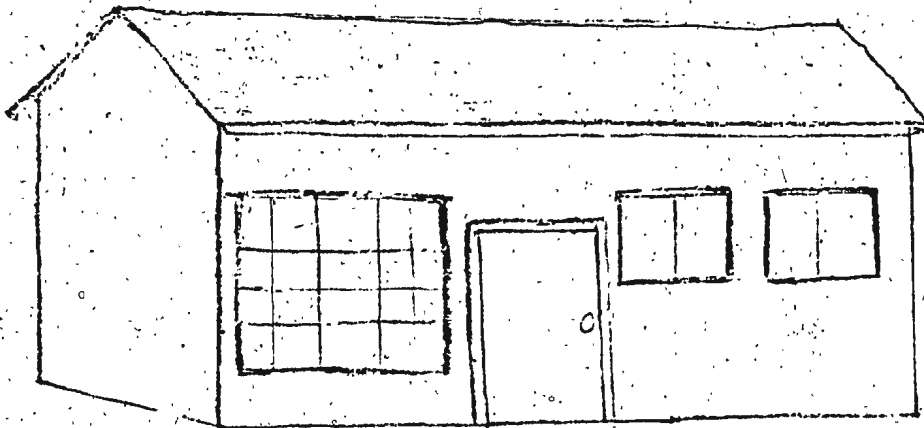
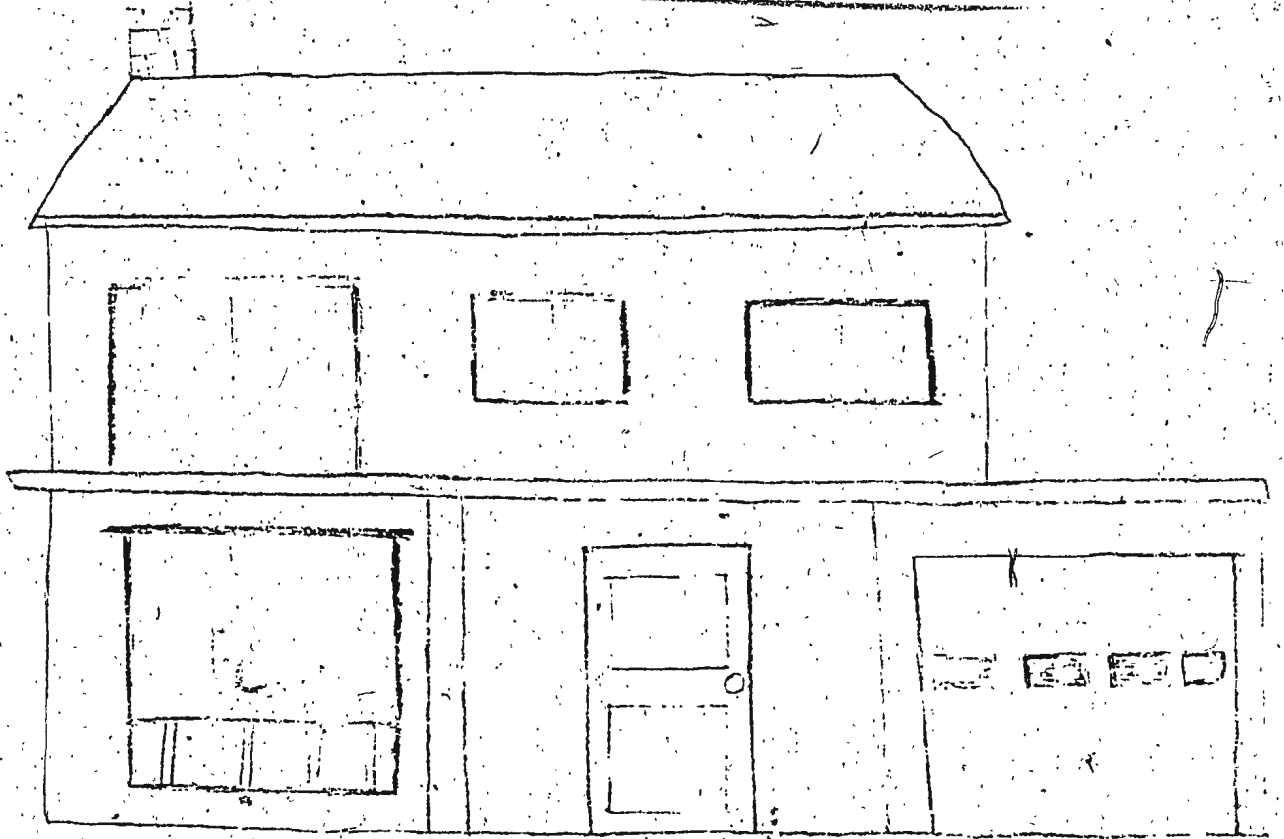
Le père de Richard a trois frères--Albert, Leon et Marcel. Il a une soeur--Nicole. Sa mère a deux soeurs mais elle n'a pas de frères.

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56



Conversation entre Paul et Richard

Paul: Tu connais cette jeune fille-là?

Richard: Certainement, c'est la fille de mon oncle Leon.

Paul: - C'est ta cousine? Vraiment? Elle n'est pas mal!

Comment est-ce qu'elle s'appelle?

Richard: Elle s'appelle Nicole. Viens, je vais te la présenter.

Nicole! Nicole!

Nicole: Ah, bonjour Richard. Ca va bien aujourd'hui?

Richard: Très bien, merci. Nicole, je te présente mon ami Paul.

Paul, je te présente ma cousine Nicole.

Paul: Enchanté Nicole!

Nicole: Enchantée Paul!

Qu'est-ce que vous faites ce soir?

Richard: Nous allons au cinéma. Tu veux nous accompagner?

Nicole: Merci, mais il faut que je vous quitte. J'ai un rendez-vous

avec ma mère à sept heures et il est déjà sept heures moins

le quart.

Richard: Eh bien au revoir Nicole.

Nicole: Au revoir Richard et Paul!

Paul: Au revoir Nicole!

(Nicole part)

Richard: Comment est-ce que tu trouves ma cousine?

Paul: Elle est très belle à mon avis, et bien sympathique.

Richard: Oui, et elle est très intelligente aussi.

Paul: J'ai une idée, Richard! J'ai une cousine qui est très

gentille aussi. Bientôt il faut aller au cinéma avec nos
cousines, n'est-ce pas?

Richard: Oui, c'est une bonne idée. Mais dépêchons-nous, Paul!

Le film commence à sept heures!

FOLLOW-UP ACTIVITIES

Unit One

Multiple choice questions:

1. Comment s'appelle la cousine de Richard?
 - A. Michelle
 - B. Nicole
 - C. Anne

2. Combien d'oncles est-ce que Paul a?
 - A. trois
 - B. six
 - C. un

3. Michelle est _____ de Richard.
 - A. la tante
 - B. la soeur
 - C. la grand-mère

4. Nicole a un rendez-vous avec
 - A. sa mère
 - B. son père
 - C. Paul

5. Qui est plus âgé—Paul ou Philippe?
 - A. Paul
 - B. Philippe

6. Le père de Nicole s'appelle
 - A. Jacques
 - B. Paul
 - C. Leon

7. Où est-ce que Paul et Richard vont?
 - A. au cinéma
 - B. au restaurant
 - C. chez eux

8. Paul trouve que Nicole est
 - A. grande
 - B. gentille
 - C. triste
 - D. beau

9. Le film commence
 - A. à huit heures
 - B. à sept heures moins le quart
 - C. à sept heures

10. Qui est plus jeune--Richard ou son frère?
 - A. Richard
 - B. son oncle Leon
 - C. Jacques

Comprehension questions to be answered first in French and then in English:

1. Est-ce que la famille de Paul est petite?
2. Comment s'appellent les soeurs de Paul?
3. Qui est plus jeune--Paul ou Louise?
4. Qui habite avec la famille de Paul?
5. Est-ce que Paul aime ses grands-parents?
6. Combien de tantes est-ce que Paul a?
7. Comment s'appellent les oncles de Paul?
8. Combien de soeurs est-ce que la mère de Paul a?
9. Qui est plus âgé--Jacques ou Michelle?
10. Combien de soeurs est-ce que la mère de Richard a?
11. Est-ce que Paul et Richard sont des amis?
12. Est-ce que Richard connaît la jeune fille?
13. Qu'est-ce que Paul et Richard font ce soir?

14. Est-ce que Nicole va avec Richard et Paul?
15. Pourquoi pas?
16. Comment est-ce que Paul trouve la cousine de Richard?
17. Avec qui est-ce que Nicole a un rendez-vous?
18. A quelle heure?
19. Est-ce que Nicole est stupide?
20. A quelle heure est-ce que le film commence?

Assignment:

Students are asked to draw a picture or include a photograph of their own family and write a description in French of their family. Students must be prepared to give an oral description of their family as well.

Competition Activity:

Class divided into two teams. Students of one team ask questions to the opposing team and vice versa. The questions used would be taken from the list of comprehension questions. A student gets a point for the team if the question was correctly answered in French. The team with the most points would be the winner of the contest.

READING PASSAGE

Unit Two

Chez Jean, sa mère se lève à sept heures. Elle prépare le petit déjeuner, puis elle réveille sa famille à sept heures et quart.

Jean se lave, il s'habille, puis il descend. Il mange le petit déjeuner, il se brosse les dents, et il quitte la maison. Il va à l'école à huit heures et quart. Les classes, au lycée, commencent à neuf heures, mais Jean doit prendre l'autobus à huit heures et demie.

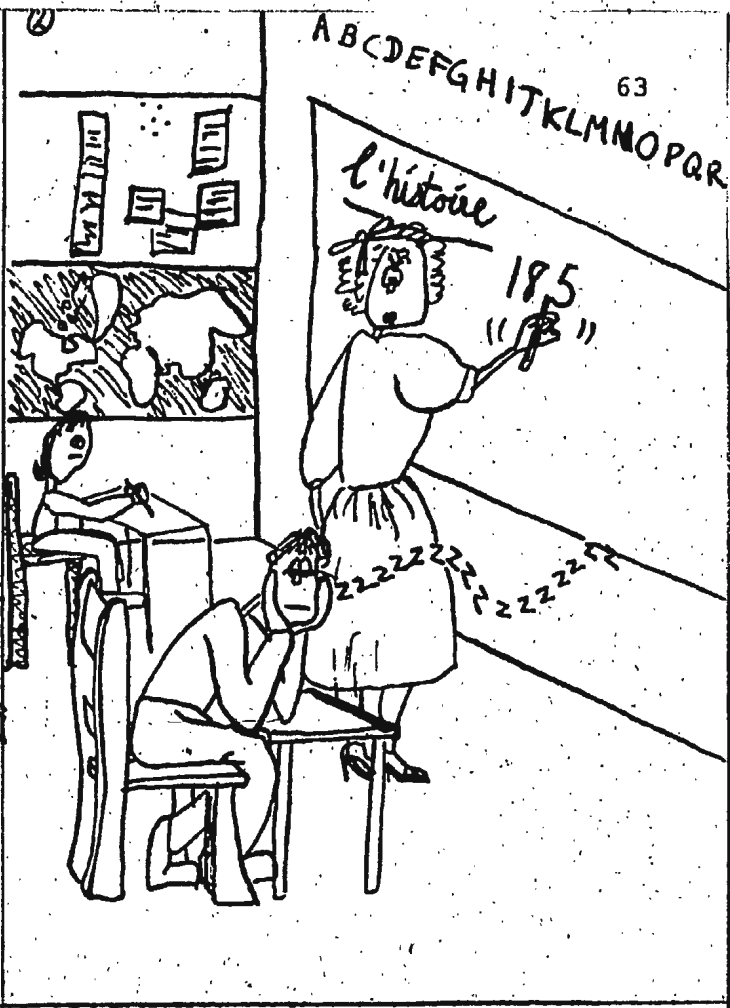
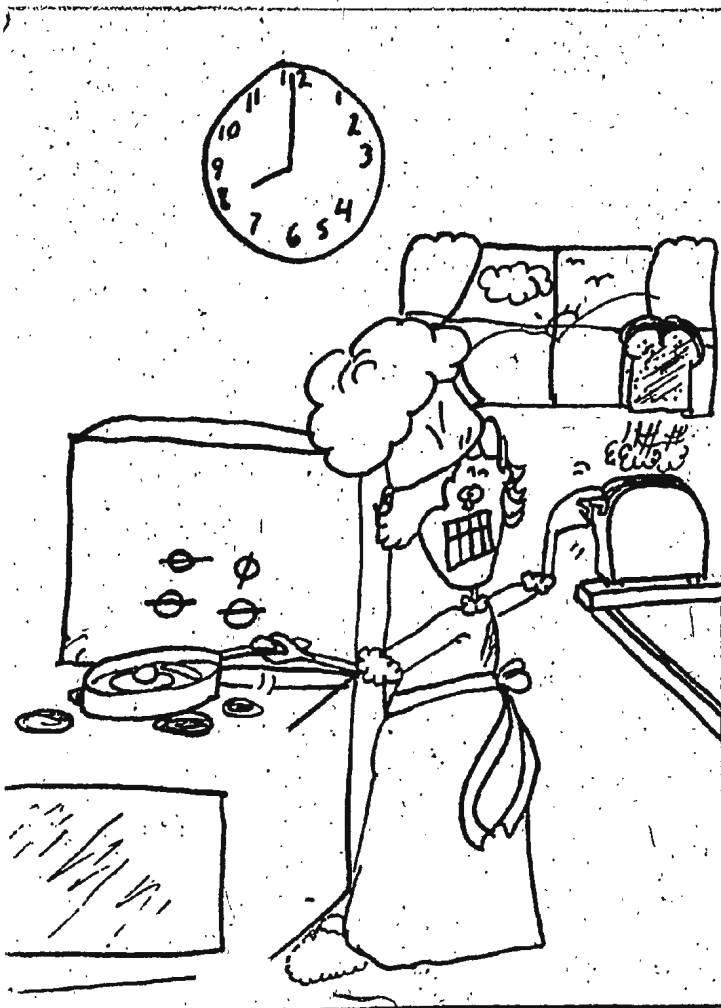
Le père de Jean va au bureau au centre ville à huit heures. Il est avocat et il est occupé toute la journée.

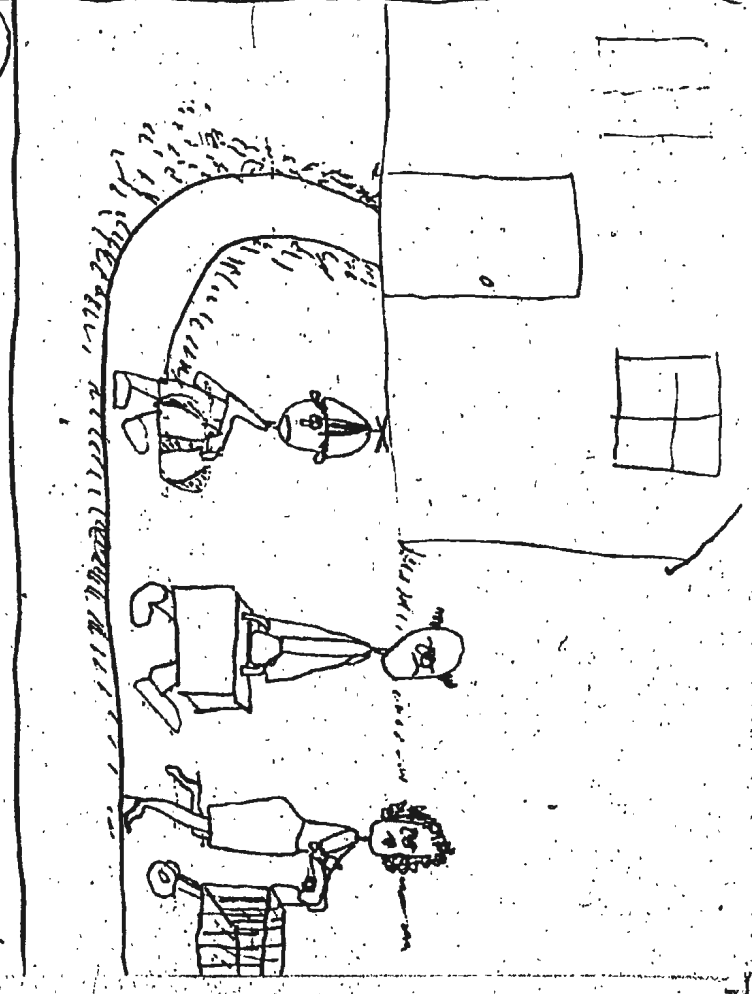
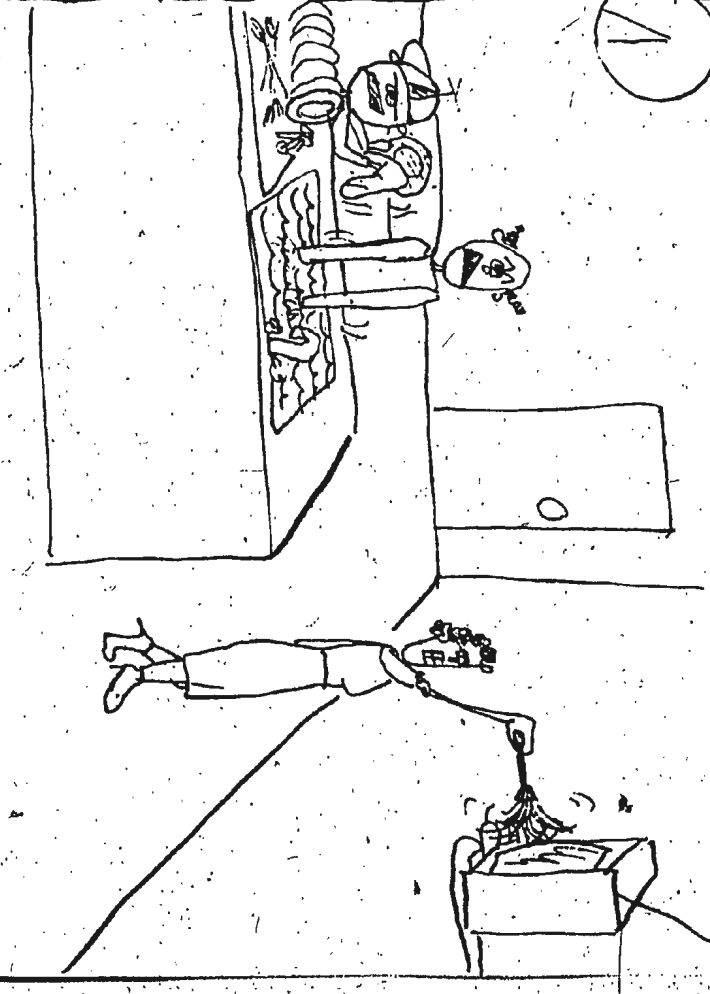
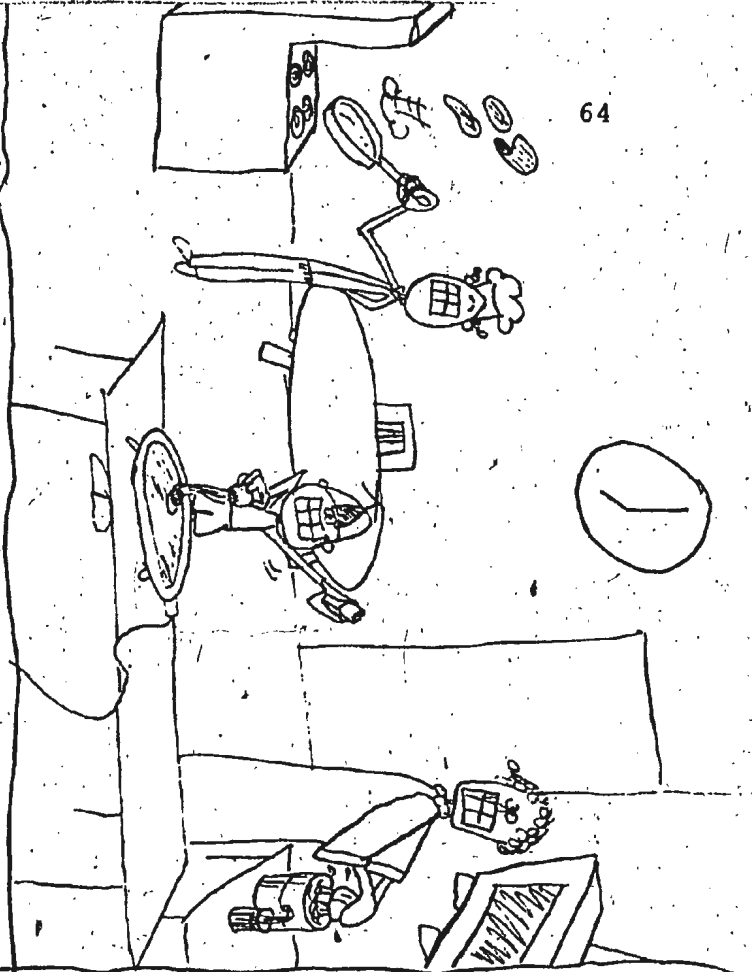
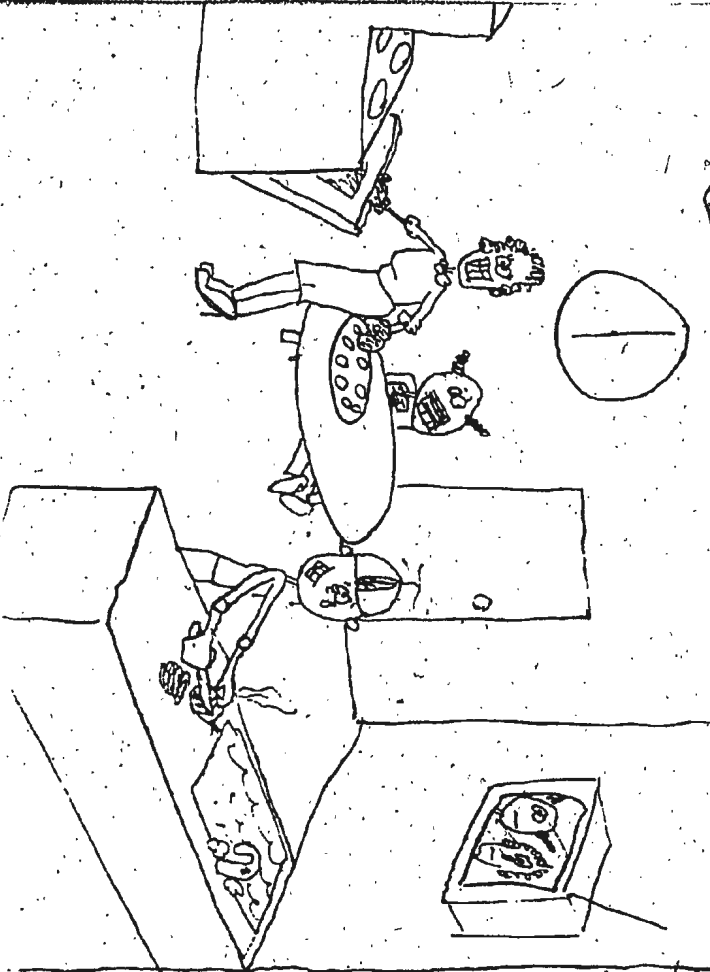
Sa mère reste à la maison et elle fait le ménage. Elle lave la vaisselle, elle fait les lits et elle prépare les repas pour la famille. L'après-midi, elle fait des emplettes. Quelquefois elle va à la boulangerie et l'épicerie.

Quand Jean et son père rentrent, ils mangent le souper vers cinq heures. Après le souper, Maman lave la vaisselle, Papa lit le journal et Jean fait les devoirs. Après ça, ils écoutent la musique ou ils regardent la télé ou ils jouent aux cartes et ils causent. Ils se couchent vers dix heures.

Chez Paul, la vie est différente. C'est Papa qui réveille la famille vers six heures et demie. Toute la famille prépare le petit déjeuner.

Paul se lave, il s'habille, puis il fait son lit. Il descend et il aide sa mère et son père.





Après le petit déjeuner, Paul et son père lavent la vaisselle et Maman fait le ménage.

A huit heures, toute la famille quitte la maison--Papa travaille à Westinghouse, Maman travaille dans un magasin au centre ville--Sears. Leur travail commence à huit heures et demie. Paul va à l'école. Ses classes commencent à neuf heures.

Paul rentre vers trois heures et demie. D'habitude, il fait un sandwich et du chocolat chaud. Après ça, il fait ses devoirs pour une heure.

Sa mère et son père rentrent vers cinq heures et demie. Maman prépare le repas, Papa lit le journal et Paul aide sa mère. Ils mangent le souper vers six heures et demie.

Après le souper, Paul et son père lavent la vaisselle et ils causent. Maman fait le ménage. Puis ils reposent un peu. Après ça, Paul étudie et il fait ses devoirs encore.

Ils se couchent vers dix heures et demie.

FOLLOW-UP ACTIVITIES

Unit Two

Comprehension questions:

1. Qui prépare le petit déjeuner chez Jean?
2. Quand est-ce que la mère de Jean réveille la famille?
3. Où est-ce que Jean va à huit heures et quart?
4. A quelle heure est-ce que les classes commencent à l'école?
5. Est-ce que Jean va à l'école à pied?
6. Où est-ce que le père de Jean travaille?
7. Est-ce que le père de Jean est professeur?
8. Qui fait le ménage chez Jean?
9. Est-ce que la mère de Jean est occupée toute la journée?
10. Qu'est-ce qu'elle fait?
11. Qu'est-ce que la famille de Jean fait après le souper?
12. Qui réveille la famille chez Paul?
13. Est-ce que la mère de Paul prépare le petit déjeuner?
14. Qui lave la vaisselle après le petit déjeuner?
15. Où est-ce que le père de Paul travaille?
16. Où est-ce que la mère de Paul travaille?
17. A quelle heure est-ce que Paul rentre?
18. Qu'est-ce que Paul mange quand il rentre?
19. Qu'est-ce que la famille fait après le souper?
20. Quand est-ce que Paul fait ses devoirs?

Matching:

From the list of Completions choose the most appropriate response to correctly complete the partial sentences in Column 1. Write the letter of the most appropriate response in the space provided.

Column 1Completions

- | | |
|--|---|
| ___ 1. Jean va à l'école. | A. est avocat |
| ___ 2. Le père de Paul | B. mange le souper vers cinq heures |
| ___ 3. La famille de Paul | C. après le souper |
| ___ 4. Chez Jean, sa mère | D. en autobus |
| ___ 5. La mère de Paul | E. vers dix heures et demie |
| ___ 6. Le père de Jean | F. à neuf heures |
| ___ 7. La famille de Jean | G. quitte la maison à huit heures |
| ___ 8. Jean fait ses devoirs | H. travaille à Westinghouse |
| ___ 9. Paul se couche | I. réveille la famille à sept heures et quart |
| ___ 10. Les classes de Paul commencent | J. travaille à Sears |

Assignment:

Each student has to write a description in French of a typical day with their family using the vocabulary and structures of the reading passage.

Assignment:

After the previous assignment is completed, students work in pairs to compare their family's typical day.

AU RESTAURANT

Unit Three

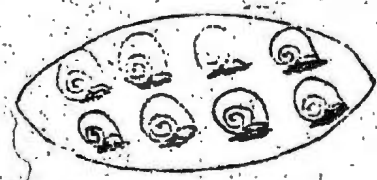
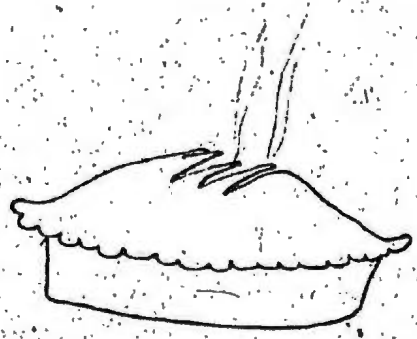
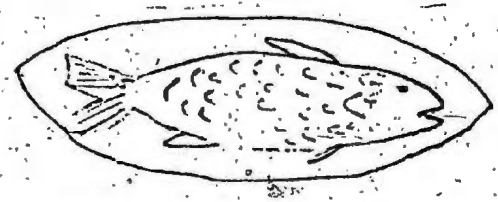
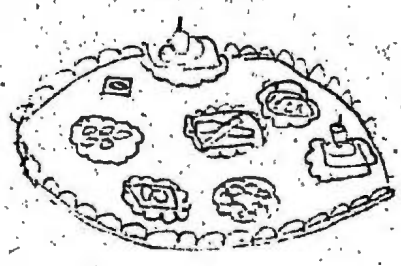
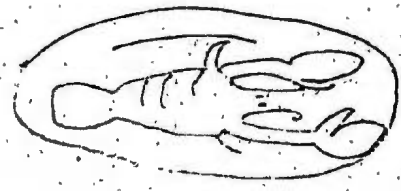
Le restaurant "Chez Michel" est un petit restaurant, mais certainement c'est un bon restaurant. Au menu, il y a une grande variété. Il y a des soupes (à l'oignon, aux pois, aux légumes), des escargots, des hors-d'oeuvre (les maquereaux marinés, la pâte de foie, les oeufs mayonnaise). Il y a des viandes--les boeuf, le jambon, les saucisses, le veau, le porc, le poulet, le canard. Il y a des plats de poisson et de fruits de mer (la morue, la truite, le homard, le saumon, les crevettes). Il y a des légumes--le maïs, les épinards, les asperges, le chou-fleur, les oignons, les haricots verts, les pommes de terre, les carottes, les betteraves, les petits pois). Il y a des desserts--les tartes (aux pommes, aux cerises, aux fraises), les pâtisseries, Flan, les fruits frais (les cerises, les bananes, les pommes, les poires, les pêches, les fraises), les crêpes, et les glaces (à la vanille, aux fraises, aux cerises).

Le décor est simple mais élégant. Le service n'est pas rapide, mais la préparation de tous les plats est très soignée.

Le restaurant est ouvert de six heures jusqu' à minuit chaque soir et beaucoup de gens visitent ce restaurant pour manger.

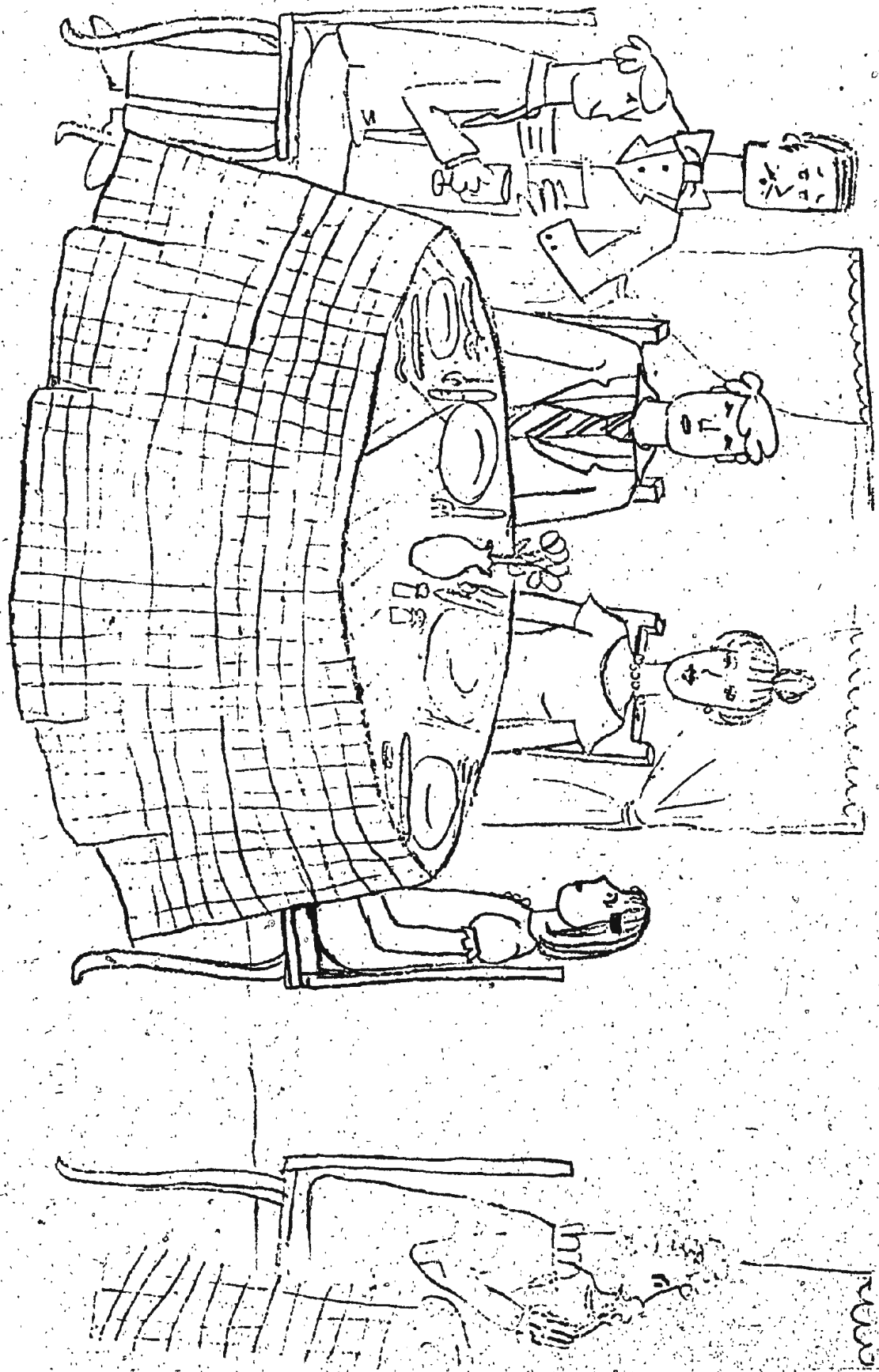
Maintenant, un homme, sa femme, et ses deux enfants arrivent à la porte. Le garçon les rencontre.

L'homme: Ici Monsieur Renaud--une table pour quatre, s'il vous plaît.



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Garçon: Certainement, monsieur. Asseyez-vous ici. Voici le menu et la carte des vins.

La famille Renaud est assis autour d'une grande table près de la fenêtre. Sur la table il y a un couvert devant chaque personne-- une assiette, une fourchette, un couteau, une cuillère, et une serviette.

Les Renaud regardent le menu.

Garçon: Qu'est-ce que vous voulez manger?

M. Renaud: Ma femme et moi, nous voulons une soupe à l'oignon au gratin, un steak au poivre, des asperges, des carottes et des pommes de terre.

Garçon: Je regrette, monsieur, il n'y a pas de steak au poivre ce soir.

M. Renaud: Alors, qu'est-ce que vous recommandez?

Garçon: Le filet de boeuf est très bon . . .

M. Renaud: Chérie, le filet de boeuf pour toi?
(à sa femme)

Mme Renaud: D'accord. J'aime le boeuf.

M. Renaud: Le filet de boeuf au lieu de steak au poivre.

Garçon: Oui, monsieur. Et pour mademoiselle?

M. Renaud: Ma fille voudrait la spécialité--le pottage aux pois, le poulet rôti, et des haricots verts--et mon fils voudrait les escargots, une côtelette de veau, des pommes frites et des petits pois.

Garçon: Oui monsieur. Est-ce que vous voulez quelque chose à boire?

M. Renaud: Bien sûr. Une bouteille de vin rouge--Beaujolais,
et deux colas.

Le garçon quitte la table, mais bientôt il revient avec le
repas.

Garçon: Bon appétit!

Les Renauds ont faim et ils mangent.

Mme Renaud: Que le repas est délicieux!

Les enfants: Qui maman, c'est un bon restaurant!

Quand ils ont fini, le garçon revient.

Garçon: Est-ce que le repas vous plaît?

M. Renaud: Bien sûr. Tous les plats sont délicieux.

Garçon: Et comme dessert, monsieur?

M. Renaud: Une crêpe suzette pour moi, un flan pour ma femme, et
est-ce qu'il y a encore de tarte?

Garçon: Bien sûr. La tarte aux fraises est délicieuse aujourd'
hui.

Le fils de M. Renaud: La tarte aux fraises pour moi, papa.

La fille: Et pour moi aussi.

M. Renaud: Alors, la tarte aux fraises avec la glace à la vanille
pour les enfants, un café pour moi, et un thé pour ma
femme.

Quand ils ont fini le dessert, le garçon revient.

Garçon: C'est tout monsieur?

M. Renaud: Oui, nous avons bien mangé ce soir. Félicitations au chef! Et maintenant, l'addition, s'il vous plaît.

M. Renaud paye l'addition et la famille quitte le restaurant.

• Pour une soirée agréable, mangez "Chez Michel"--mais il faut réserver, parce que c'est un bon restaurant et il n'y a pas beaucoup de places.

FOLLOW-UP ACTIVITIES

Unit Three

Assignments:

Students are divided into groups. Each group is responsible for one of the following activities to be written in French:

Group 1: Prepare a menu for a school picnic.

Group 2: Write a grocery list for a typical family.

Group 3: Write a recipe for a good meal. Illustrate by drawings.

Group 4: Create a family menu including each of the three meals for one day. Illustrate by drawings, or pictures from magazines.

When each of the four groups have completed their project, a little display would be set up to share their ideas with the rest of the class.

Assignment:

Each student has to pretend that they are taking their family to a good restaurant for a special meal. They are to take care of all the details such as reserving the table, ordering the meal, paying the bill, etc. The students would have to write up a description in French of this experience.

Assignment:

The class is divided into groups. Each group is responsible for creating a dramatization of a restaurant scene. Each dramatization was first written in French, checked by the teacher and then each of the groups perform for the other groups.

Comprehension questions for "Au Restaurant--Chez Michel":

1. Comment s'appelle le restaurant?
2. Est-ce que le restaurant est grand?
3. Quelles sont les soupes au menu?
4. Quels sont les légumes au menu?
5. Quels sont les plats de poisson au menu?
6. Quels sont les desserts au menu?
7. Quelles sont les viandes au menu?
8. Est-ce que le service est rapide?
9. A quelle heure est-ce que le restaurant est ouvert?
10. Tu veux une table pour cinq. Qu'est-ce que tu dis au garçon?
11. Qu'est-ce que le garçon donne à M. Renaud?
12. Qu'est-ce qu'il y a sur la table devant chaque personne?
13. Qu'est-ce que M. Renaud commande?
14. Est-ce qu'il y a encore de steak au poivre?
15. Qu'est-ce que le garçon recommande?
16. Qu'est-ce que le fils de M. et Mme Renaud voudrait?
17. Est-ce que M. Renaud commande quelque chose à boire?
18. Comme dessert, qu'est-ce que Mme Renaud voudrait?

19. Qui aime la tarte aux fraises avec la glace à la vanille?

20. Est-ce que le repas est bon?

APPENDIX B

READING TEST

I. From the list of completions choose the most appropriate response to correctly complete the partial sentences in Column 1. Write the letter of the most appropriate response in the space provided. Each completion may be used only once.

<u>Column 1</u>	<u>Completions</u>
___ 1. Passez-moi le poivre	A. est la spécialité
___ 2. Je vais me brosser	B. Je ne le connais pas
___ 3. Ces professeurs-là?	C. aux cartes
___ 4. Ce garçon-là?	D. Je ne les connais pas
___ 5. Au revoir	E. sommeil
___ 6. Je déteste	F. il n'en a plus
___ 7. Il s'appelle	G. n'est pas mal
___ 8. Que j'ai	H. chez moi le soir
___ 9. Hélène est très	I. Annette
___ 10. On joue	J. connais pas
___ 11. Il est	K. vous voulez boire
___ 12. La vie est intéressante	L. il faut que je te quitte
___ 13. Voilà mon amie	M. bons copains
___ 14. Nous sommes de	N. très gentil
___ 15. Je regrette	O. rendez-vous
___ 16. Le voilà	P. intelligente
___ 17. Elle s'appelle	Q. les dents

Column 1Completions

- | | |
|------------------------------|------------------------|
| ___ 18. J'ai un | R. Marc |
| ___ 19. Viens. Je vais | S. s'il vous plait |
| ___ 20. Cette jeune-fille-là | T. ça |
| ___ 21. Je ne la | U. Pauline qui arrive |
| ___ 22. Dépêche-toi et | V. me baigner |
| ___ 23. Le poulet- | W. te le présenter |
| ___ 24. Qu'est-ce que | X. égal |
| ___ 25. Cela m'est | Y. à coté de ton verre |
| | Z. ne te recouche pas |

II. In the following sentences, underline those final consonants which are not pronounced, for example, retard. Circle those final consonants which, although not normally pronounced, are pronounced, for example, les amis.

1. Je vais me baigner.
2. C'est aujourd'hui le deux juillet.
3. Les deux enfants aiment le chat.

III. Read the following passage and answer the questions that follow in complete ENGLISH sentences.

Paul: Marie, dépêche-toi. Il est neuf heures.

Marie: Vraiment? Mais je dois me peigner.

Paul: Impossible! Tu es en retard. Je suis déjà prêt.

Marie: Mais Paul, il faut que je prépare le petit déjeuner aussi.

Paul: Pourquoi ça?

Marie: Parce que j'ai faim. Ça c'est pourquoi. Les classes commencent à dix heures aujourd'hui.

Paul: Mais tu as un rendez-vous à neuf heures et demie avec le nouveau professeur--M. Renaud.

Marie: Oh là là. Au revoir, Paul. Je vais à l'école maintenant.

Questions:

1. Quelle heure est-il dans l'histoire?

2. Qui est en retard?

3. Qu'est-ce que Marie doit faire?

4. Qui a un rendez-vous?

5. Avec qui est le rendez-vous?

6. Pourquoi est-ce que Marie prépare le petit déjeuner?

7. Quand est-ce que Marie va voir le professeur?

8. Comment s'appelle le professeur?

9. A quelle heure est-ce que les classes commencent dans l'histoire?

10. Où est-ce que Marie va?

IV. Read the conversation and answer the questions that follow in complete FRENCH sentences.

Paul: Il est déjà sept heures! Que j'ai faim!

Philippe: Moi aussi. Qu'est-ce que tu veux manger?

Paul: La spécialité du restaurant--un bifteck et des pommes frites. Et toi? Tu veux le poulet, des pommes de terre, des carottes, et des petits pois, comme toujours?

Philippe: Oui. Tu dois prendre les légumes aussi.

Paul: Non, je ne les aime pas.

Philippe: Qu'est-ce que tu vas prendre comme dessert? Une pâtisserie?

Paul: Il n'y en a plus, mais la glace est délicieuse.

Philippe: Moi, je préfère un éclair, mais je vais prendre la tarte aux pommes ce soir. Après le repas, nous allons au cinéma, n'est-ce pas?

Paul: Oui, le film commence à neuf heures.

Questions:

1. Quelle heure est-il?

2. Qui a faim?

3. Qu'est-ce que Philippe veut manger?

4. Est-ce que Paul aime les légumes?

5. Quelle est la spécialité?

6. Est-ce que Philippe aime les légumes?

7. Qu'est-ce que Paul va manger?

8. Est-ce que Paul va prendre une pâtisserie comme dessert?

9. Qu'est-ce que Philippe va prendre comme dessert?

10. Où est-ce que les garçons vont après le souper?

V. Read the following passage and complete the exercises that follow as directed:

Maman: Dépêche-toi, Anne. Tu dois faire le ménage ce matin après le petit déjeuner.

Anne: Je regrette, maman, mais je mange aussi vite que possible.

Maman: Après le ménage, tu dois préparer un repas, parce que tu vas recevoir des amis ce soir.

Anne: Qu'est-ce que je vais préparer?

Maman: Des saucisses, des pommes de terre, et des petits pois; et comme dessert--des fruits.

Anne: Je n'aime pas les saucisses. Mes amis n'aiment pas le poulet. Est-ce qu'il y a du poisson?

Maman: Il n'y en a plus. Tu dois acheter des truites.

A. Underline the answer that is correct according to the passage to complete each of the following sentences:

1. Anne _____ le petit déjeuner.

- A. prépare
- B. a fini
- C. mange

2. Anne mange vite

- A. parce qu'elle doit faire le ménage
- B. parce que Maman fait le ménage
- C. parce qu'elle va voir ses amis

3. Anne veut _____ pour le repas

- A. le poulet
- B. les saucisses
- C. le poisson

4. _____ va préparer le repas.

- A. Anne
- B. Maman
- C. Une amie

5. Comme dessert, elle a

- A. une tarte
- B. une pâtisserie
- C. les pommes, les poires, et les cerises

B. Complete with French word(s) that would make the following sentences true according to the conversation.

1. Anne aime _____.
2. Anne va acheter _____.
3. _____ le petit déjeuner, elle va faire le ménage.
4. Les légumes pour le repas sont _____.
5. Il n'y a plus de _____.

C. Read the following statements referring to the previous conversation. Decide whether each is true or false. In the space provided, write Vrai if the sentence is True according to the conversation. Write Faux if the statement is not true.

1. Anne mange son petit déjeuner. _____
2. Anne mange vite parce qu'elle doit faire le ménage. _____
3. Maman va recevoir des amies ce soir. _____
4. Comme dessert, Anne va préparer des truites. _____
5. Maman va acheter du poisson. _____

VI. From the list of Responses on the following page, choose the most appropriate response to answer each of the questions that follow. Write the letter of the most appropriate response in the space provided.

- ___ 1. Qui est la fille de votre père?
- ___ 2. Pourquoi est-ce que tu ne dînes pas chez toi?
- ___ 3. Quel jour est-ce aujourd'hui?
- ___ 4. Comment est ton grand-père?
- ___ 5. Est-ce qu'il est amusant de laver la vaisselle?
- ___ 6. Est-ce qu'il y a encore du fromage?
- ___ 7. Vous allez me présenter?
- ___ 8. Comment est-ce que tu trouves la vie chez toi?
- ___ 9. A quelle heure est-ce que tu veux manger?
- ___ 10. Paul, tu connais Pierre?
- ___ 11. Qu'est-ce que tu dois faire chez toi?
- ___ 12. Est-ce que vous aimez le boeuf, madame?
- ___ 13. Qui est le fils de votre oncle?
- ___ 14. Est-ce que René arrive le quinze mai?
- ___ 15. Qu'est-ce que vous voulez boire, messieurs?

Responses:

- A. Non, je ne le connais pas.
- B. Bien sûr. Je vais vous présenter.
- C. Il est très gentil à mon avis.
- D. C'est ma soeur.
- E. C'est mon cousin.

- F. Non, je déteste ça.
- G. C'est aujourd'hui-mardi.
- H. Très intéressante, à mon avis.
- I. Je dois faire le ménage.
- J. Non, c'est le treize juin.
- K. Je regrette monsieur, il n'y en a plus.
- L. Parce qu'il est amusant de dîner dans un restaurant.
- M. A sept heures et quart.
- N. Du thé pour moi et du café pour mon ami.
- O. Bien sûr. C'est délicieux.

APPENDIX C

WRITING TEST

I. Complete the following sentences with a suitable FRENCH word or phrase:

1. Il est très _____ à mon avis.
2. Cette jeune fille-là n'est pas _____.
3. Nous _____ de bons copains.
4. Il faut que je te _____.
5. Comment est-ce que tu trouves le _____ professeur.
6. Ah, que j'ai _____ ce matin.
7. Un moment, maman, je _____.
8. Je déteste ça _____ laver la vaisselle.
9. _____ n'est pas intéressante chez moi.
10. Tu _____ recevoir des amis.
11. _____ un bon restaurant.
12. _____ une côtelette de veau, s'il vous plaît.
13. Il n'y en a _____.
14. Qu'est-ce que vous _____ boire?
15. Le _____ à côté de ton verre.
16. Tu _____ un pourboire.
17. La truite est _____ aujourd'hui.
18. Tu vas _____ l'addition.
19. Tu connais _____ ?
20. Est-ce qu'il est _____ ?

II. Write complete FRENCH sentences comparing:

1. Andrée et Monique

4. Jean et François

2. Georges et Jean

5. Georges et François

3. Louise et Andrée



Monique

Andrée

Louise

Jean

François

Georges

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

III. Replace the underlined structure by three suitable FRENCH

structures:

1. Tu dois faire le ménage.

- A. _____
- B. _____
- C. _____

2. Passez-moi le beurre s'il vous plaît.

- A. _____
- B. _____
- C. _____

3. Je vais me laver les mains.

- A. _____
 B. _____
 C. _____

4. Il est aussi sympathique que son frère.

- A. _____
 B. _____
 C. _____

5. Est-ce qu'il y a encore de la salade?

- A. _____
 B. _____
 C. _____

IV. Give the correct form of the present tense for the following verbs:

1. (chanter) Vous _____ bien.
 2. (chercher) Paul et Marie _____ le chien.
 3. (regarder) Tu _____ la télévision?
 4. (aimer) Qui _____ les bonbons.
 5. (aider) Jean _____ sa mère.

V. Give the correct form of the future tense for the following verbs:

1. (finir) Je _____ le travail plus tard.
 2. (faire) Ils _____ le ménage?

3. (patiner) Elle _____ aujourd'hui.
4. (aider) Nous _____ le professeur.
5. (rentrer) Tu _____ bientôt?

VI. Write the dates in FRENCH:

1. Thursday, the fourth of July.
- _____

2. Monday, the first of August
- _____

VII. Write the opposites, in French, for the following family members:

1. la père _____
2. la tante _____
3. le neveu _____
4. la soeur _____
5. la fille _____

VIII. Answer the following questions in complete FRENCH sentences:

1. Quels fruits est-ce que tu préfères?
- _____

2. Est-ce que ton père est âgé?
- _____

3. Quel jour est-ce aujourd'hui?
- _____

4. Est-ce que ta soeur est sympathique?

5. Comment est-ce que tu trouves le professeur?

6. Pourquoi est-ce que tu manges?

7. Où est-ce que vous habitez?

8. Quel mois sommes-nous?

9. Nommez trois légumes.

10. Est-ce que vous aimez la viande?

IX. Dictée

1.

2.

3.

4.

5.

X. Write a conversation or paragraph, in FRENCH, of at least 10 sentences on one of the following topics: Chez Moi or Au Restaurant.

APPENDIX D

LISTENING TEST (TEACHER'S COPY)

I. You will hear five groups of words pronounced. One word in each group contains the sound [o] as in beau. If it is the first word, circle A; if it is the second word, circle B; if it is the third word, circle C. The words will be read only once.

- | | | |
|-------------------|------------|-------------|
| 1. A. bon | B. grand | C. saucisse |
| 2. A. couteau | B. fromage | C. ton |
| 3. A. le veau | B. énorme | C. mon |
| 4. A. aujourd'hui | B. ton | C. votre |
| 5. A. encore | B. faut | C. enfant |

II. You will hear five groups of words pronounced. One word in each group contains the sound [ɛ̃] as in Martin. If it is the first word, circle A; if it is the second word, circle B; if it is the third word, circle C. The words will be read only once.

- | | | |
|--------------|-----------|----------------|
| 1. A. enfant | B. j'ai | C. intéressant |
| 2. A. les | B. le vin | C. salon |
| 3. A. entrer | B. main | C. lait |
| 4. A. faim | B. étudie | C. rentrer |
| 5. A. des | B. un | C. matin |

III. A list of five sentences will be read to you. Decide whether each is a statement, question, command, or exclamation. In the space provided write S if the sentence is a statement, Q if it is a question,

C if it is a command, and E if it is an exclamation.

1. Que j'ai faim!
2. Tu vas au cinéma aujourd'hui?
3. Nous sommes de bons copains.
4. Passe-moi le poivre, s'il te plaît.
5. Qui doit faire le ménage chez toi?

IV. A list of five sentences will be read to you. Decide whether the subject of each sentence is singular or plural. Write S if the subject is singular or P if the subject is plural in the space provided. Each sentence will be read only once.

1. La jeune fille mange le gâteau.
2. Les hommes mangent vite.
3. Les garçons chantent bien.
4. Mon ami cherche les professeurs.
5. Mes amis regardent le chien.

V. A list of sentences will be read. Decide whether each is in the present tense or the future proche. In the space provided, write P if the sentence is in the present form and F if the sentence is in the Futur Proche. Each sentence will be read only once.

1. Je veux manger le boeuf.
2. Les dames regardent le film.
3. Nous allons au cinéma aujourd'hui.

4. Tu vas faire le ménage?
5. Les garçons vont se laver les mains.

VI. You will hear five conversations in French. After each conversation you will be asked to answer two questions in ENGLISH. Space is provided for your answers on your answer sheet. Each conversation and question will be read only once.

1. Bonjour Jean. Tu ne connais pas ce garçon-là?
C'est mon ami Paul. Il a douze ans. Il n'est pas intelligent mais il est sympathique. Viens, je vais te le présenter.
A. Does the speaker consider Paul to be intelligent?
B. How old is Paul?
2. Au revoir Marie. J'ai un rendez-vous à neuf heures avec le nouveau professeur qui s'appelle M. Marchand. Il faut que je te quitte maintenant.
A. What is the teacher's name?
B. What time is the meeting?
3. Le restaurant "Chez Paul" est un bon restaurant mais je ne l'aime pas. Moi, j'aime le poulet, mais la spécialité de ce restaurant est le poisson.
A. What is the speciality of the restaurant?
B. What is the name of the restaurant?

4. Tu connais ces jeunes filles-là? Ce sont mes sœurs—
Anne et Louise. Anne a quatorze ans et Louise a dix ans.

- A. Is Anne and Louise the speaker's cousins?
B. Who is older—Anne or Louise?

5. Marc arrive à Toronto aujourd'hui. Il vient de Montréal
où il habite depuis dix ans. Il est garçon dans un
restaurant depuis huit ans.

- A. Where does Marc live?
B. What is Marc's occupation?

VII. A list of partial statements, each missing one or more words
will be read aloud followed by three suggested completions. Listen
to the three completions and choose the one that seems most appropriate.

Circle A if you choose the first, B if you choose the second, and C
if you choose the third. Each partial statement and the three
suggested completions will be read only once.

1. C'est aujourd'hui

- A. juin B. jeudi C. jouer

2. Je vais recevoir

- A. des amis B. froid C. devoir

3. Lève-toi. Il est déjà

- A. nouveau B. en retard C. neuf heures

4. Je vais me brosser

- A. les devoirs B. les dents C. les mains

5. Que j'ai

- A. beau B. bon C. chaud

VIII. A list of sentences will be read, followed by three suggested responses. Listen to each response. Circle A if the first response seems most appropriate, B if you choose the second, and C if you choose the third. Each sentence and the three responses will be read only once.

1. Voici un bon restaurant.

- A. Entrons
B. Partons
C. D'accord

2. Qu'est-ce que vous voulez manger?

- A. de la citronnade
B. le menu
C. des pommes frites

3. Je n'aime pas les épinards

- A. Moi non plus
B. Bien sûr
C. certainement

4. Qu'est-ce que vous voulez comme dessert?

- A. des pommes de terre
B. un éclair
C. du poulet

5. Tu vas payer l'addition?
- A. C'est là la spécialité.
 - B. Impossible!
 - C. C'est un bon restaurant!

IX. A list of sentences will be read, followed by three suggested responses. Listen to the responses and choose the one that seems most appropriate. Circle A if you choose the first, B if you choose the second, and C if you choose the third. Each of the sentences and the three suggested responses will be read only once.

1. J'ai un rendez-vous.
 - A. A mon avis.
 - B. Avec qui?
 - C. Bien sûr.
2. Est-ce que ton père est âgé?
 - A. Non, il est jeune.
 - B. Oui, il est gentil.
 - C. Non, elle est jeune.
3. Voilà mon oncle qui arrive.
 - A. Je la connais.
 - B. Il est beau.
 - C. Je les vois.
4. Qui est cette jeune fille-là?

- A. C'est mon cousin.
- B. C'est ma cousine.
- C. Il s'appelle Jean.

5. Comment est-ce que tu trouves ma cousine?

- A. Très gentille à mon avis.
- B. C'est mon avis.
- C. Très beau à mon avis.

LISTENING TEST (STUDENT'S COPY)

Name: _____

- 1. (1) A B C
- (2) A B C
- (3) A B C
- (4) A B C
- (5) A B C

- 2. (1) A B C
- (2) A B C
- (3) A B C
- (4) A B C
- (5) A B C

- 3. (1) _____ (2) _____ (3) _____ (4) _____ (5) _____

- 4. (1) _____ (2) _____ (3) _____ (4) _____ (5) _____

- 5. (1) _____ (2) _____ (3) _____ (4) _____ (5) _____

- 6. (1) A. _____ (2) A. _____
B. _____ B. _____
- (3) A. _____ (4) A. _____
B. _____ B. _____
- (5) A. _____
B. _____

7. (1) A B C
(2) A B C
(3) A B C
(4) A B C
(5) A B C
8. (1) A B C
(2) A B C
(3) A B C
(4) A B C
(5) A B C
9. (1) A B C
(2) A B C
(3) A B C
(4) A B C
(5) A B C

END

1	5	0	4	8	2
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FIN

