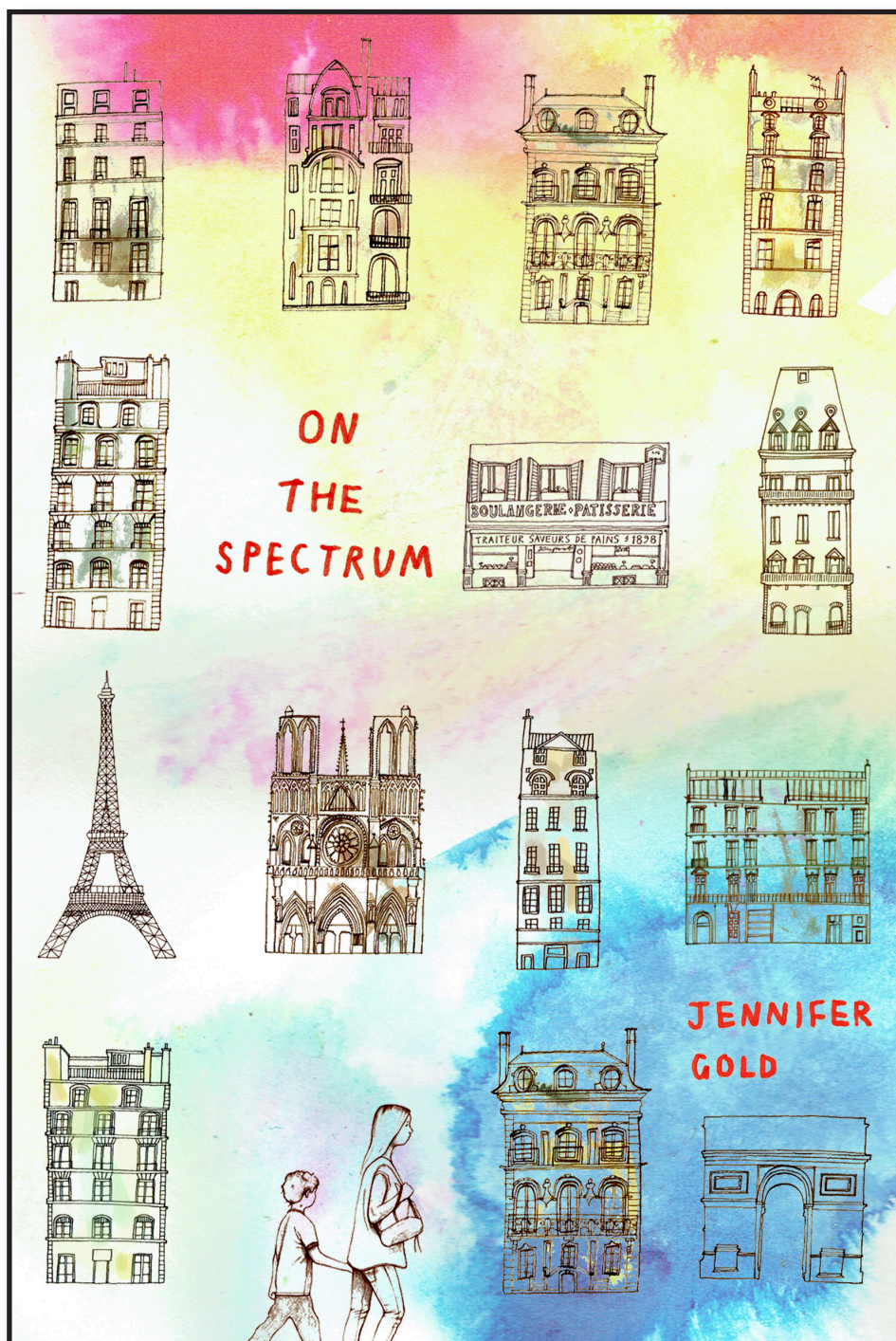


Grades 8–12; Ages 13–18



## Teacher's Guide: On the Spectrum

By Jennifer Gold

Guide by Lianne Wyatt

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## Story Summary (from the book jacket)

Growing up in New York City in the shadow of her mother, a famous prima ballerina, Clara has never felt good about her body. Now, at sixteen, she has orthorexia—an obsession with healthy eating. Clara escapes for the summer to Paris to stay with her estranged dad, her step-mom, and her six-year-old brother, Alastair, who is on the autism spectrum. Will the fabled city of light help Clara find a better relationship with food? Will the bakery downstairs from her father's apartment be a treasure or a torture? What about the handsome young baker's apprentice? And most of all, what will Clara make of Alastair, and he of her?

## Teacher's Guide

Jennifer Gold's *On the Spectrum* is ideal as a read aloud for Junior/Intermediate grades or as a novel study in the Intermediate/Senior divisions. The reader follows Clara on her journey to Paris and bears witness to the challenges she faces in overcoming her distorted ideas about food, cultivated while growing up in the shadow of her mother's life as a dancer. Acting as her brother Alistair's support worker for the summer, Clara comes to understand how autism impacts his life and his relationships with others. Together, with the help of Michel, an empathetic friend, they work to overcome the personal fears and challenges that have been negatively influencing their lives. This empowering story frames the lessons for this guide. The exercises are designed to foster an inclusive classroom culture, cultivating kindness through understanding. Discussion questions, activities, and exercises are adaptable to grades throughout the junior, intermediate, and senior divisions. It may be useful to have the school social worker do a pre-discussion with students as well.

# Discussion Questions, Activities, and Exercises

## Chapter 1

On the Spectrum opens with a story of four-year-old Clara heading out to trick-or-treat for the first time, her mother calling after her, “Don’t slouch, Clara. And suck in your stomach” (p. 1). What are some of the ideas about food that Clara has developed while growing up with her mother?

Healthy eating and exercise are important for healthy living, so why do you think Clara’s preoccupation with eating only healthy foods and exercising for 20 hours a week is problematic?

## Chapter 2

Clara and Bree feel they can’t speak freely about Avril, in case they’re overheard. What do you think would happen if Avril found out Clara had said something unflattering about her?

Judging others is something many people do unconsciously. Can you find examples of Clara and her mother judging others? What do you think their judgements say about them?

## Chapter 3

When Clara and her mom go out for dinner, neither of them can eat. What is it about their thinking that makes it so challenging for them to eat their food?

Clara’s mom eats a tiny piece of bread and remarks that it’s better than she remembers. Have you ever denied yourself something you might have enjoyed? Why or why not?

In these first three chapters, we’ve been introduced to two medical conditions: ORTHOREXIA and OSTEOPOROSIS. Describe each condition and consider or research how it might affect a person over time.

Clara describes her mother’s friendship with Jacques as platonic and unhealthy and compares it to an emotionally abusive marriage. What are some ways that friendships can become unhealthy?

## Chapter 4

Clara describes a recurring dream she's been having about eating chocolate cake. Have you ever had a recurring dream? Can you describe it?

At the party, Spencer acts friendly with Clara to get information about Jacques, but then shames her on Twitter the next day. Have you ever encountered a person who pretended to be your friend, but turned out to have ulterior motives?

## Chapter 5

Clara has the option of spending the summer in Paris. Do some research to find out what there is to do in Paris during the summer months, and make a list of places or activities you'd recommend. (*Teachers can make a master list of recommendations from the class and keep it posted while you read the book. See if any of the suggestions make it into the story.*)

How far is it to Paris from New York? Which ocean will Clara be flying over? Will the time be the same in both places? Is Paris bigger or smaller than New York? Is it more or less populated?

When Clara's feeling overwhelmed with all the drama of her situation, how does Bree support her friend?

## Chapter 6

What does Clara mean when she compares her current situation to having "social leprosy" (p. 74)?

Spencer's Twitter post is wreaking havoc in Clara's (and Jacques's) life. What advice would you offer Clara for dealing with all the unwanted attention?

## Chapter 7

Clara has never spent time with her younger brother, but she's heard he is "on the spectrum." What do you think that means?

Clara wonders what she could have in common with her brother. Do you have a sibling or a cousin? What do you have in common with them?

## Chapter 8

On the plane, Clara reflects on the last time she ate a sundae—four years earlier! Using markers and pencil crayons, draw the ultimate sundae.

Write a letter to Clara as she sets off on her journey to Paris. What advice would you offer as she ventures into a new country, to stay with people she barely knows? Think about

the fears and concerns you might have if you were in that situation, and share any ideas or strategies you might have for dealing with them.

## Chapter 9

When Clara meets Alastair, she learns that he is very literal, which means that he takes words at their most basic meaning, without understanding things like sarcasm or a figure of speech. Can you find examples of Alastair taking things literally?

When Alastair asks to see the ingredients for the chocolates, we learn that he has a food allergy. What was he allergic to, and what would happen if he had an allergic reaction?

What if Alastair was in your class? Design a poster to alert others to his allergy and what to do in case of emergency.

## Chapter 10

“Everything about Alastair seemed foreign—alien, almost” (p. 115). What was it about Alastair that seemed so different to Clara?

People who are on the autism spectrum are often quite bright but lack social skills and have difficulty navigating social situations. Have you ever found yourself in a social situation where you felt awkward and didn’t know what to do? Can you describe the situation? How did you handle it?

## Chapter 11

During a visit to the museum, Alastair felt overwhelmed by the crowds. People who have autism often have no filter to help them tune out background noises or ignore extraneous stimuli, so a crowded museum would be filled with overwhelming sounds, smells, and pressures from passing patrons. When Alastair sits down and covers his ears, it’s because he can’t escape the stimuli and he doesn’t know what to do. If you were to pass by Alastair in that moment, what would you be thinking? What might your judgements say about you?

## Chapter 12

When Clara and Alastair are heading out to explore the city, their dad hands Clara a map. Clara assures him they’ll be fine with her phone and its GPS. Have you ever used a map to find your way around a new place? Draw a map of your route to school, points of interest in your community, or a destination you’d like to visit.

On their way out the door, Alastair’s dad tries to tousle his hair, making him cringe. Apparently, he does that a lot, and Alastair doesn’t like it. What would be a good way for Alastair to let his dad know he’d prefer not to be touched that way?

Clara decides that, at six years old, Alastair should carry his own backpack because it has his things in it. What's something you do for yourself now that you're old enough? What responsibilities do you take on now that you couldn't when you were younger?

When they visit the carnival at the *Jardin des Tuileries*, Alastair shares that he's not supposed to go on rides because of his sensory issues; his mom worries that he would "react badly" (p. 133). Clara thinks his mom is being overprotective and challenges him, saying, "How do you know you'll react badly, if you've never tried?" (p. 133). Do you think Alastair should try going on rides? Write him a letter telling him why or why not.

When they approach the Ferris wheel, Clara asks Alastair if he's getting cold feet. This is a figure of speech that he doesn't understand. Can you think of any other expressions that Alastair might find confusing? Explain what they really mean.

On the carousel, Alastair chose to ride the elephant. Clara felt anxious about how Alastair was responding to this experience because his face was expressionless (p. 138). Write a paragraph from Alastair's perspective describing those few minutes before the ride started, before he laughs out loud. What might he have been thinking?

## Chapter 13

Alastair doesn't pretend to like things, and if he says something, he means it. Clara "wondered what it would be like to exist without sarcasm or irony, without ever having to lie or suck up or feign interest" (p. 143). She wondered whether she should feel sorry for him or for the rest of us. What do you think she meant by that?

When Alastair observes to Clara, that she doesn't like food, she replies, automatically, "Of course I like food" (p. 143). What is it about food that she doesn't like?

Alastair notes that he is on the autism spectrum, and he describes his sister as being on the eating-disorder spectrum. What do you think he means by this term? What does the word *spectrum* refer to in both cases? (*It refers to the wide range of ways and means in which these disorders can present, suggesting that it isn't necessary for someone to embody a classic definition of the term to warrant a more general diagnosis.*)

At the bakery, Clara starts to feel anxious when she imagines custard. Why does the thought of custard cause Clara anxiety?

Together with Michel, Alastair and Clara prepare *le pain Suisse*. Have you ever done any baking? Imagine you had your own bakery in Paris, then create a "menu board" of the items you'd like to sell, along with their corresponding prices. (*Teachers can determine a price range suitable to the grade level and have students "visit" one another's bakeries to make "purchases" and solve math-related problems.*)

Find a recipe for a dessert you'd like to make. Create a sales pitch for your dessert, and try to convince your classmates to vote for it. (*Teachers can invite students to present their pitches to the class and then hold a vote to see which recipe wins. Ideally, the teacher would be willing to make that recipe, either with the students or independently, and then share it,*

together, as a class. Students could write a review of the dessert, using juicy, delicious words to describe their experience.)

## Chapter 14

When Alastair tries Coke, he becomes alarmed that their “secret ingredient” isn’t listed on the packaging. As someone with a food allergy, it’s not safe for Alastair to consume foods without knowing their ingredients. Write a letter to Coke explaining the need to put consumer safety and well-being ahead of protecting corporate secrets.

At the Jewish Museum of Art and History, Alastair learns that during the Second World War many Jewish people were killed by Nazis, just because they were Jewish. This idea is, understandably, unsettling to Alastair, as he is also Jewish, and he worries about whether something like that could happen today. Clara suggests that Jewish people were killed, possibly, just because they were different. Alastair makes a connection: He’s different, and people don’t seem to like him, either. Have you ever felt different in some way? Have you ever felt that you were liked by others, either more or less, because of that difference? How did that make you feel?

Have you ever decided that you liked (or didn’t like) someone, just because they seemed different somehow? How does that make you feel, considering Alastair’s connection?

While shopping for a backpack, Alastair wonders aloud, “Which one is cool?” How do you define “cool”?

Eventually, Clara suggests Superman is most representative of Alastair: “...an alien sent to Earth to live amongst us, a creature with abilities and strengths ordinary humans couldn’t fathom” (p. 169). Who, or what, would you have on your backpack? Draw it and write its characteristics on a recipe card, putting your name on the back. (*Teachers can display these drawings and descriptions on a bulletin board, and students can try to match names with images.*)

Clara buys Alastair new shoes (without buckles!) so he won’t be the target of bullying at school. At first, she’s delighted to help him feel “cool,” but then, Alastair asks, “Am I cool now, Clara?” his voice so full of hope, she felt her “heart break clean in half” (p. 172). What was it about her brother’s question that made Clara sad?

## Chapter 15

Clara explains to her father that there is a delicate balance between encouraging Alastair to be himself and still trying to help him be liked and fit in. What’s one way you like to stand out, as yourself? What’s one area in which you prefer to fit in? What advice would you offer Alastair for fitting in at school?

While climbing the stairs at Sainte-Chapelle, Alastair starts to feel claustrophobic and has difficulty breathing, necessitating a return to the bottom. When they emerge, tourists stare



at him, “as if looking for proof that he was sufficiently ill to have warranted this disruption to their holiday” (p. 186). One girl whispers, “He doesn’t look sick,” (p.186). Have you ever heard the term *invisible illness*? Do a Google search to find five invisible illnesses that people struggle with every day. Choose one illness and design a poster, write a song, or film a commercial to educate others about the seriousness of this illness and how people can be supportive and considerate of those who suffer from it.

While making pizza with Michel and Alastair, Clara feels compelled to search out the fat and calorie count of the mozzarella cheese before she can consider eating any of it. In pairs, visit [Canada.ca/FoodGuide](http://Canada.ca/FoodGuide) and find some more reasonable guidelines for healthy eating that Clara could follow. Make a list of your five favourite suggestions and compare your list with your classmates’ lists. As a class, compile a list of 15–20 suggestions for healthy eating that they would recommend for Clara. (*This list can be posted in the classroom as a visual reference.*)

## Chapter 16

Clara is working toward having a gap between her thighs, and she’s exercising—a lot—to try to achieve it. When her brother points out to her that her goal is biologically unattainable—“Your legs can’t have a space between them because your pelvis isn’t that big” (p. 203)—Clara concedes, lamely, that “It’s... a fashion thing,” adding, “Fashion is weird” (p. 204). Explore fashion magazines and find examples of the unrealistic ideals they portray. Conduct a media study on messaging in magazine covers and note how many advertise diet tips alongside images of desserts. How could these mixed messages affect a reader’s ideas about food and self-image?

When Clara makes hot chocolate for Alastair, she remarks that the smell reminded her of Christmas as a kid. Are there any distinct smells that remind you of a specific time or place? Share your memories with an elbow partner, if it feels comfortable.

When Mag comes home and finds the Superman backpack, she is not pleased. She and Clara argue over which one of them is trying to make Alastair into something he’s not; Mag with the buckle shoes, duckies, and sailboats, Clara with the light-up runners and backpack. How do you think Mag and Clara could best help Alastair to be himself?

Clara points out to Mag that Alastair has been a victim of bullying at school, that the kids made fun of him and hid his buckle shoes. Why do you think some kids choose to be mean on purpose? If you saw someone being mean to Alastair, what would you do? (*Teachers can invite students, in groups, to act out scenes of bullying and depict what intervening could look like.*)

## Chapter 17

When Clara is getting ready for her date, Alastair doesn’t understand right away that when his sister asks for privacy, he’s supposed to leave her room. Social cues are sometimes hard

for people who are on the spectrum to understand. Brainstorm some good guidelines for honouring personal boundaries that might help someone who is on the autism spectrum follow the unspoken rules for being respectful and polite with their peers.

On their date, Michel shares that he experienced racism as a child, noting that even as they've walked, people have stared at them, a black man out with a white girl. Why do you think that would bother some people? What would you say to those people?

## Chapter 18

During a visit to the Muséum national d'Histoire naturelle, Alastair is frightened by the specimens labelled *Monstres (the monsters)*. Clara explains that they're just mutants: "Sometimes something goes wrong. The blueprint gets messed up" (p. 228). Alastair wonders if he's a mutant because he's different. What would you say to Alastair?

When Alastair's parents encounter Alfie and Charlotte, they learn that the twins haven't been very nice to him. When they ask Alastair why he didn't tell them that the twins had stolen his shoes, he says simply, "You didn't ask" (p. 231). Have you ever been bullied and not told a trusted adult? Make a list of people you could trust to help you deal with a difficult situation.

## Chapter 19

At the *Marché Bastille*, Clara makes a concerted effort to embrace a healthier mindset around food and eating, so she takes a few delicious bites of a fresh croissant and reminds herself that eating breakfast can kick-start the metabolism. What are some of the other benefits of eating a healthy breakfast? How does eating breakfast help your mind as well as your body?

When he sees his sister eating, Alastair wonders if she is cured of her orthorexia. Is orthorexia something that is cured or managed? Do some research to find out.

Inspired by his sister's efforts to get better, Alastair challenges himself to cope with the busy *Métro*, without wearing his weighted vest to help calm him. He doesn't like it when the other kids laugh at him. Do you think Alastair should have to give up something that helps him cope with overstimulation so that he doesn't have to face ridicule? Is that a fair trade?

While indulging in a mid-morning snack of apple, fresh bread, and Camembert cheese, Clara finds she doesn't care for the cheese. Michel says that it's an acquired taste, that "sometimes you have to try things a few times before you like them" (p. 244). What foods do you like now that you didn't enjoy when you were younger? Are there any foods you have no interest in trying? Compare your list with your classmates' lists.

While spending the afternoon at the carnival, Michel wins a stuffed tiger and gives it to Alastair, who doesn't care for stuffed toys, as a rule. Clara explains to him that, as a souvenir, the tiger will help him to remember their day at the fair and the time they all spent together that summer. Do you have any souvenirs of happy times spent with friends or

family? *(Teachers could invite students to bring in their souvenirs and share the experiences associated with them. Take photos of each student with his or her souvenir and have them write up their stories to accompany their photos. Make a bulletin board of the collection.)*

Alastair decides he wants to try the Ferris wheel again, but once he approaches the top, he suddenly decides he wants to get off and jumps up dangerously in the carriage. Clara helps to redirect his attention by asking him to help her count to 1,000 until they can get safely off the ride. Have you ever had a panic-filled moment? What helped you to get through it? Share your experience with an elbow partner, if you're comfortable.

When he gets off the Ferris wheel, Alastair feels as though he wasn't brave because he had to close his eyes. Clara reassures him that it's okay to not like heights; everyone has something they don't like or that they're afraid of. What kinds of things do you not like? Is there anything you're especially afraid of?

When he reflected on his Ferris wheel experience, Alastair admitted that he hadn't liked it, but he was glad he had tried. What new experience have you tried and didn't like? What new experience has been truly awesome for you?

## Chapter 20

In thanking Clara for her help with Alastair over the summer, Mag reveals that she hadn't fit in socially as a kid either, and so she'd given up trying to do so. Why do you think it's so important for people to feel included and accepted? What could you do if you saw someone who looked as though they might like to be included? How would being welcoming make them feel? How would it make you feel? *(Teachers could invite students to develop buddy systems that would inspire and support inclusivity in the classroom and throughout the school. Innovative teams could promote their idea for a system through a social media campaign that involves generating support through "likes." The winning system could then be implemented as a class-wide or school-wide campaign.)*

While on their date, Michel shares with Clara that he knows that kids can be cruel. He was one of only five black students in his grade at school. "The white students didn't like me because I was black. And the black ones didn't like me because my mother was white" (p. 257). Clara wonders if it must be that way, or if kids could be taught to be more accepting. What do you think? How could kids be taught to be more accepting of others and of differences? What do you think it is that drives people to behave in cruel or destructive ways?

Michel notes that he was teased for being a different colour and that Alastair is teased for having a different mind. Clara doesn't face either of those challenges, yet she torments herself and others for not living up to the ideals presented in those Photoshop images that she aspires to. Is it possible to build a world where people are happy with themselves and for one another? What do you think it would take to make that happen?

On their dinner date, Michel encourages Clara to try everything, and she becomes frustrated, feeling as though he's not recognizing the effort she's making to expand her

eating. But as Michel explains it, “Food for me—it’s important....It’s my profession. And you fear food” (p. 271). Do you feel as though Michel is being reasonable in his persistence to encourage change? Why or why not?

Michel explains, “I watch you. I watch your face as you eat. The food, what is in it, what is not in it—it consumes you, Clara.” He goes on to say, “. . . it is not until you believe it—and believe it is wrong—that you can recover” (p. 271). How could you help Clara to recognize how her distorted thinking about food impacts her health?

## Chapter 21

After her mother’s fall, Clara’s dad feels guilty, realizing that, as a doctor, he knew she was sick and he “didn’t do anything about it” (p. 275). Instead, he left; and now his guilt is compounded by Clara’s subsequent illness. What could Clara’s dad do now, going forward, to make a positive difference in both Clara’s life and her mom’s?

Clara realizes that there wasn’t anything that could have been done to change her mother’s eating because, “She didn’t want to change” (p. 275). Clara suddenly recognizes that she is following in her mother’s footsteps and acknowledges that she is sick, that she has an eating disorder and has no idea how to fix it. In small groups, brainstorm ways you could support someone who is going through a challenge such as this. How could you be a good friend?

## Chapter 22

While talking to her mother, following her surgery, Clara hears her say, “I’m going to have a psychologist and nutritionist help me with my eating disorder,” and Clara acknowledges how powerful ownership can be. What do you think she means by that?

Clara inadvertently gives Alastair a cookie made with nuts, triggering an allergic reaction. She remembers the EpiPen in his backpack and follows the instructions on the label. Have you, or someone you know, ever experienced a scary health crisis? Did you know what to do when it happened? Or maybe you didn’t. How did it make you feel? (*Teachers can explore the benefits of being prepared in the event of an emergency with appropriately leveled first aid training.*)

## Chapter 23

In the hospital, Alastair tells Clara that he had been very afraid she had gone to New York. She reassures him that she would never leave without saying good-bye. Do you have a sibling or a friend you feel close to? Make a card to let them know how special they are to you.

## Chapter 24

When Michel walks Clara home from the hospital, they try to sort out the events of the night before, and Clara points out, “There’s only so much you can do to help someone. After that, they need to help themselves” (p. 300). How could you be a cheerleader to someone who is working hard to make positive changes for themselves? What are some positive changes you’d like to make for yourself?

## Chapter 25

To celebrate Alastair’s return home from the hospital, Michel and Clara decide to make a special meal—his favourite, croque monsieur. What meal would you like to come home to?

## Chapter 26

On her last day in Paris, Alastair accompanies Clara to the Eiffel Tower. Reading about its historical significance, Clara points out that when the tower was built, “it was criticized by many of France’s leading artists and intellectuals” (p. 315), but that things change; ideas about what is nice or good or appropriate evolve over time. Have a look at fashion trends throughout history to see how much ideas about what’s been considered “cool” or fashionable have evolved (sometimes, thankfully!) over the years. How does Clara’s explanation relate to Alastair?

While he’s taking her picture, Alastair discourages his sister from feigning an insincere smile. He asks her to smile “with your eyes” (p. 317). Clara takes a deep breath and thinks of all the people in her life who bring her joy, and the picture turns out beautiful. Close your eyes and think of all the people in your life who bring you joy. Share your reflections with your elbow partner, if you feel comfortable.

Both Clara and Alastair take photos of one another, as a keepsake from their day and the time they’ve spent together. Draw a picture of Clara and Alastair together in your favourite scene from the story.

## Understanding Autism: Additional Background Information

Autism is something a person is born with. It isn't contagious and it isn't an illness. Autism isn't a sign of stupidity, a weakness, or a reason to be mean to someone. If a person has autism, it means that their brain processes information differently from people who are born neurotypical. Autism is known as a spectrum disorder because there is such a wide range of different ways it can present or show itself. No two people who have autism will have it in the same way, so everyone who has it is affected differently by it. People who have autism experience the world differently from others and can often find communication and social situations challenging to manage.

### **How are people who are on the autism spectrum different from those who are neurotypical?**

- The brain of a person who has autism is hardwired differently than the brain of a neurotypical person. As a result, people on the spectrum may:
  - See things differently, sometimes in pictures instead of words.
    - \* <http://mentalfloss.com/article/25628/temple-grandin%E2%80%99s-thinking-pictures-explaining-autism-inside-out>
  - Think differently; some people who are on the autism spectrum have been great
    - \* inventors or problem solvers.
    - \* <https://the-art-of-autism.com/how-satoshi-tajiris-autism-helped-create-pokemon/>

- Have good mechanical skills or special talents in areas such as math, music, and art.

\* <https://chicagohealthonline.com/autism-awareness-month/>

- Process information differently and experience the world differently from people who are neurotypical.

\* <https://www.youtube.com/watch?v=ZfzqBCC30as>

## How does autism affect people? Although it's different for everyone, autism typically affects people in three main areas:

- **Communication:** In conversations, it takes time for a person on the autism spectrum to process what they've heard, mentally formulate a response, and then deliver it. People aren't always willing to wait long enough for all of that to happen, so those who are on the spectrum are often left out of conversations.
- **Repetitive Behaviours/Obsessive Interests:** *Stimming* is a repetitive, self-regulating behaviour and can sometimes present as flapping hands, spinning, or striking something. People who are on the autism spectrum often have special interests or hobbies that they learn all about. They can become experts in their fields and will sometimes enjoy talking about their specialties, above all else. In these cases, people who have autism spectrum disorder (ASD) tend to be better talkers than listeners, and they often miss the social cues that would let them know when to change the subject.
- **Social development:** Navigating the rules of engagement for being a teenager is hard enough; imagine not understanding the expectations in different situations, and sometimes doing things that could be considered embarrassing. How stressful would that feel?

## How can you be a good friend to someone who has autism?

- **Be patient.** Sometimes their ideas will really WOW you, if you're patient enough to listen for them.
- **Be supportive.** If you see someone who has autism doing or saying something that you know is inappropriate, coach them in the way you'd like to be coached—nicely—like, “Hey, Buddy, don't do that, it's not cool.” Use shorter sentences.
- **Be kind.** Be inclusive and welcoming even if it's just a good morning or a fist bump in the hall.
- **Be an ally.** Because they are different, people who have autism often become a target for bullies. If you see someone being unkind to anyone, but particularly someone who has ASD, please step in yourself or tell someone who can intervene.

### Class Exercise: Think-Pair-Share

Have you ever felt anxious or uncomfortable in a situation? Did someone step in and help you? How did that make you feel? Could you see yourself stepping in and helping someone else in that way? Why or why not?

### Top 10 Positive Traits of Autistic People:

<https://www.verywellhealth.com/top-terrific-traits-of-autistic-people-260321>



## History's 30 Most Inspiring People on the Autism Spectrum:

<https://www.appliedbehavioranalysisprograms.com/historys-30-most-inspiring-people-on-the-autism-spectrum/>

## French Vocabulary

mademoiselle (p. 27) — miss (form of address)

quittez (p. 27) — leave

tout de suite (p. 27) — immediately

finis (p. 29) — end

numéro de téléphone (p. 57) — phone number

velouté (p. 96) — velvety; a savoury sauce

arrondissement (p. 106) — borough

croque monsieur (p. 141) — a ham and cheese sandwich, either baked or fried

trés chic (p. 142) — very stylish

trés chaude (p. 142) — very warm

bonjour (p. 146) — hello

et c'est qui? (p. 146) — and who is this?

votre copine (p. 146) — your girlfriend

ma sœur (p. 146) — my sister

enchanté (p. 146) — enchanted

un petit boulanger (p. 147) — a little baker

le pain Suisse (p. 148) — Swiss bread; a kind of pastry, with custard and chocolate

naturellement (p. 148) — naturally

oui (p. 149) — yes

vanille (p. 149) — vanilla

bon (p. 149) — good

le sucre (p. 150) — sugar

cuire de table (p. 150) — tablespoon

un tiers de tasse (p. 150) — one third of a cup

un café et un chocolat chaud (p. 160) — one coffee and one hot chocolate.  
pas des arachides (p. 160) — no peanuts  
horloger (p. 166) — watchmaker  
concierge d'immeuble (p. 166) — building concierge  
métro (p. 179) — subway  
par exemple (p. 180) — for example  
en français (p. 182) — in French  
levain (p. 190) — leaven (bread)  
un tranche (p. 196) — a slice  
fromage (p. 207) — cheese  
j'adore (p. 217) — I love  
l'addition (p. 218) — the addition (the bill)  
pain au chocolat (p. 220) — chocolate bread  
belle-mère (p. 222) — stepmother  
barbe à papa (p. 223) — papa's beard (French slang for cotton candy)  
au pairs (p. 225) — nannies  
monstres (p. 227) — monsters  
je suis désolée (p. 240) — I am sorry  
charcuterie (p. 241) — delicatessen meats  
mon ami (p. 246) — my friend  
magnifique (p. 255) – magnificent  
ma chère (p. 260) — my dear  
mais oui (p. 261) — of course  
s'il vous plaît (p. 262) — please  
voilà, bon appétit (p. 266) — here you are, enjoy your dinner  
merci (p. 285) — thank you  
aidez-moi (p. 289) — help me  
mon petit copain (p. 290) — my little buddy  
allergie aux noix (p. 290) — nut allergy  
anaphylaxie (p. 290) — anaphylaxis