

STUDENT BOOK • 2ND EDITION

QUOI DE NEUF ?



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Student Book

The **Student Book** explores French language and culture through bandes dessinées drawn by a French artist, up-to-date photographs shot on location and authentic French texts and realia.

The book is designed to engage students and support learners' understanding of the links between language and culture.



Activity Book

The **Activity Book** is designed to consolidate learning. Using carefully sequenced activities focused on language structures, macro skills and learning covered in the Student

Book, the learners are encouraged to apply their understanding of French, francophone communities and cultures.



Teacher Guide

The **Teacher Guide** supports teachers at all levels of experience in lesson preparation and implementation. The Teacher Guide has clearly mapped all resource in this series so that they're

visible and aligned to the Student Book. The guide also has clear learning goals, updated teaching notes plus answers to the Student Book and audio scripts.



Senior resources also available

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How to use

Let's explore what's in your *Quoi de neuf?* Second Edition Student Book, Reader+ our eBook platform, and Activity Book.

Classroom expressions

You can find some useful classroom expressions that your teacher will be using and some you can learn to say on page viii. Have a go at practising these expressions and using them during your French lessons.

Chapter opener page

The first page of every chapter offers a selection of authentic spark visuals that allow you to predict what you will cover in the chapter. Take time to discuss these in class. What is interesting? What similarities and differences do you see compared with where you live?

Avant de commencer... asks three inquiry questions that you can consider as a group. The first question is factual, the second conceptual and the third debatable. These questions act as prompts to allow you to tap into your personal understanding and experience of life and general knowledge.

Your Reader+ eBook provides a video you may want to watch now and revisit later on, or you could wait until you get into the chapter to watch it. Each episode features a French teenager and her friends and family, and gives you the opportunity to discover real-life situations.

The Learning goals list what you will be able to do, talk about, ask about and read about when you have finished the chapter.

- **Communication** – outlines the new communication skills you will be acquiring
- **Compréhension** – lists the different language points you will be covering
- **Culturel et interculturel** – shows some of the cultural information you will explore and opportunities to help develop your intercultural understanding.

Before you start

There is a link to the Activity Book, where you will find related intercultural thinking tasks to complete before you start the chapter, and which you can revisit at the end.

Bande dessinée

In France, Belgium, Switzerland and many other **francophone** communities around the world, comic books, or **bandes dessinées (BD)**, are enjoyed by people of all ages.



The story in *Quoi de neuf?* is set in the French town of **Montauban**. It introduces **Léo**, **Nina**, **Kim** and **Quentin** and allows you to make your own observations of many interesting aspects of French culture. Through the **BD**, you'll hear and learn new language and expressions used in context that you can use to communicate in similar situations. The **BD** has been drawn by a professional French graphic novel artist, **Clémentine Bouvier**, who lives and works in Lyon.

In your Reader+ eBook, you will find an interactive version of the **BD** that allows you to watch it with or without sound and text.

Suivez la piste...

This is a four-part trail. As you follow the path and gather information, watch out for clues and do a bit of problem-solving, until you arrive at a complete understanding of what's happening in the **BD**.

Connexions culturelles

Notice, compare and reflect on cultural aspects shown in the **BD**. This section includes information about a French gesture that is presented in the **BD** in context and in the chapter video. There are also links to other **francophone** communities around the world.

Prononciation

Develop good French pronunciation. This section will help you correctly spell and pronounce the new words and expressions introduced in the **BD**.

Qu'est-ce que ça veut dire ?

This section takes you to your Activity Book. Its purpose is to develop your skills in intelligent guessing as you use different clues from the **BD** and what you already know of the French language to work out the meaning of new words and expressions.

Jouez un rôle

By the time you reach this point, you will have a good understanding of what's happening in the **BD**. Practise imitating the voices and intonations of the characters, then choose who you want to be, rehearse with some friends and perform for the class. Use some props and make it as realistic as you can. Remember the gesture too!



Ça, c'est le français

Think about and understand how the French language works, and compare it to your own language. The main language points of each chapter are explained with supportive examples and the **À vous** drills help you use these new structures with confidence.

You will also practise the new language points by doing the reading, writing and listening tasks in your Activity Book.

Conversations

Now that you can confidently act out the **BD**, and understand more about the French language, you are ready to try these structured conversations. They provide you with secure guidelines, while offering you some choice, so you can create a variety of conversations with your classmates.

En plus

Here you'll discover a variety of additional language and useful information that gives you more scope for talking about the themes of each chapter.

Un peu de lecture

Read a range of extra texts in French, based on what you've already learnt. The context will help you guess the meaning of any new words and you can check how well you've understood the texts by doing the associated tasks in your Activity Book.

Vous avez la parole

This is where you put together what you've learnt and develop an oral presentation of your own. Whether it's a role-play, interview or survey, it's your chance to show what you can do by the end of the chapter.

Allez-y !

The last page of each chapter offers a variety of activities to choose from. You will work independently or collaboratively to put into practice the language and skills you have learnt, using technology when needed. These activities can be done at any time that seems appropriate – when you've finished all your work, or you may even start working on one before you finish the chapter.



Languages and their rules can change over time, and French is no exception. The spelling of words in *Quoi de neuf ?* follows updated official spelling changes. In the **Dictionnaire** at the back of the book, you will see the old spelling provided as reference too, as both are correct.

An introduction to Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) refers to studying subjects such as science, history and geography through another language, such as French. You will find some CLIL lesson tasters at the back of the book. These can also be used as extension content for your learning of French.

Finally, at the back of your book, you'll find some useful support:

Annexe 1 : Le mot juste contains some helpful hints on how to use a bilingual dictionary effectively. You can test your skill by doing the dictionary activity in your Activity Book from **Chapitre 2** onwards.


Annexe 2 : Conjugaison des verbes has a summary of the regular and irregular verbs you have learnt in this Student Book.

Annexe 3 : Glossaire is a handy list of numbers, colours, days of the week and months of the year.

Dictionnaire : Français–anglais / Anglais–français are French–English and English–French vocabulary lists of the words and expressions that appear in this Student Book.

We hope you will find your *Quoi de neuf ?* resources clear and supportive and that they will give you an enjoyable, relevant and rewarding learning experience.

Icons used in your *Quoi de neuf ?* Student Book

-  Listen to French native speakers and practise your comprehension and pronunciation skills.
-  Watch video content to support your learning of French grammar and pronunciation, or view a live action episode related to the chapter.
-  Develop your intercultural language learning awareness. Observe, explore, compare and record your point of view.
-  Work out French language using deductive and thinking skills.
-  Learn something extra about French and francophone culture or language.
-  Notice something about the French language.
-  Develop your 21st century skills with activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

Alors, on y va !

Qui est-ce ? ▶



Salut ! Ça va ?



Le chien adore le Café de la paix.



C'est le café de la rue Voltaire.

Avant de commencer...

What questions would you ask a person you were meeting for the first time?

How would a greeting change if you were introducing yourself for the first time – online or in person?

Do you address everyone the same way? Why? / Why not?

Communication

- Ask how someone is and say how you are
- Talk about who someone is and what they're like
- Talk about where other people live
- Say the days of the week
- Use the numbers 11 to 30

Compréhension

- Use **tu** and **vous** appropriately
- Use subject pronouns **je, tu, il, elle**
- Learn about the definite articles **le, la, l', les**
- Understand the agreement of adjectives
- Conjugate the verb **être** in the present singular forms
- Master the pronunciation of **r** and **eu**

Culturel et interculturel

- Reflect on levels of formality and different ways of greeting people
- Learn about **la bise**
- Discover **café** culture in **francophone** communities
- Find out about dog culture in France
- Analyse and use the **Chut !** gesture

Before you start, turn to page 13 of your Activity Book.

Il est comment ?

A few days later, Nina meets Léo at the Café de la poste ...





8

À bientôt, Yannick.

Salut, Michelle.
À dimanche.



9

Qui est-ce ? C'est le fleuriste ? Il est cool !

Oui, il s'appelle Yannick Bosquet. Il est super... et très amusant.



10

Alors, on y va ?

Bonjour, les enfants.
Vous désirez quelque chose ?

Non merci, Michelle. On y va.



11

Bonjour, Monsieur Grognon.
Comment allez-vous ?

Oh, là, là !

Mal, très mal !



12

Salut, Quentin ! Quoi de neuf ?

Pas grand-chose.
Et toi, ça va bien ?

Oui, pas mal.



13

Qui est-ce ?

Le garçon ? Il s'appelle Quentin Legrand.

Il est comment ?

Il est... euh... un peu difficile, mais très intelligent.



14

Et la fille, elle s'appelle comment ?

Elle s'appelle Kim.
Elle est sympa.
Elle habite près de chez toi.

Ah bon ? Près de chez moi ?

Qu'est-ce qui se passe ?

- 1 Where are **Léo** and **Nina**?
- 2 What is **Nina** asking **Léo** about?

Remarquez !

- Take a closer look at the **BD**. What details do you notice that suggest this is not happening where you live?
- What do you think **Léo's** gesture means in Frame 13? Find out more about this gesture on page 18.

Suivez la piste...

With some classmates, choose roles and act out all or part of this **BD** for the class. First, to ensure you fully understand the **BD**, work through steps 1 to 4 on the following pages.

1 Connexions culturelles

Learning a new language and becoming familiar with a different culture also involves understanding when to use the language you have learnt. For example, you know that both **Salut** and **Bonjour** are ways of saying 'Hello' in French. You also know that while it's fine to greet a friend with **Salut**, it would be inappropriate to use it with an adult you were meeting for the first time.

Remarquez !



Look again at the **BD** and at the different times when people greet each other. Notice who is involved and what they say and do.

Et chez vous ?

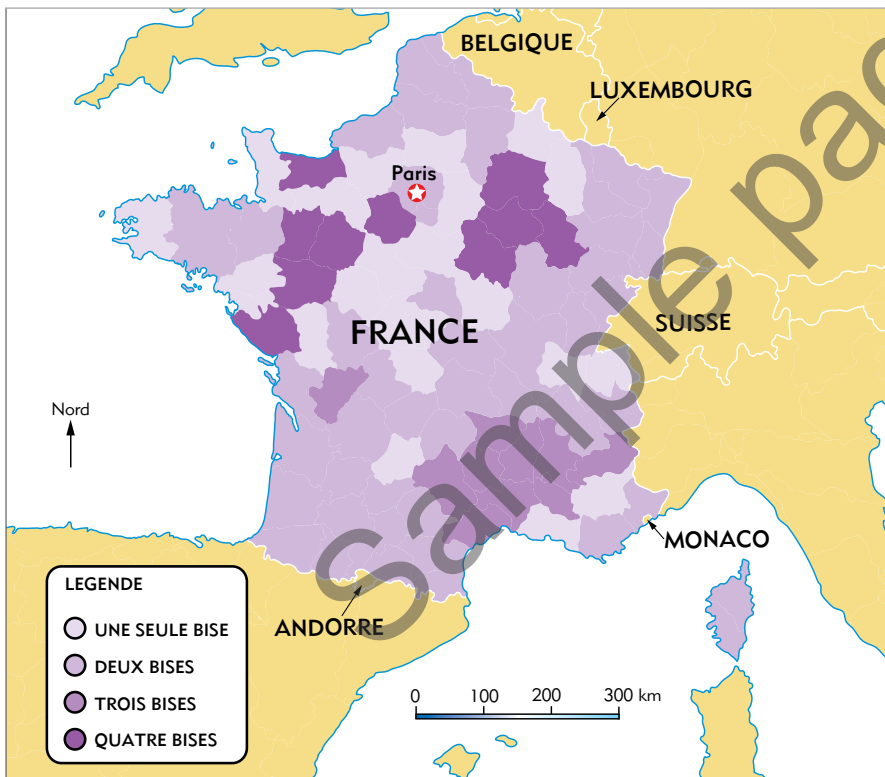


How do you greet people?
What do you say and do?
Does it depend on who you're greeting?

La bise

The French custom of kissing first one cheek, then the other is called **la bise**. In France, it is a common way of greeting and saying goodbye to people you know. At school, or any other situation, **la bise** is typical when two females or a male and a female meet each other. Males usually do a more or less formal handshake unless they are greeting close friends or family, in which case they kiss hello.

The number of kisses can vary from one to five, depending on which part of France you are in.



How many kisses are usual:

- in Paris?
- east of Paris?
- in the north-western tip of France (Brittany)?

The custom also varies between different **francophone** communities. It's usually three kisses in **la Belgique** and **la Suisse**, but in other parts of the **francophone** world, such as **le Sénégal** and **la Nouvelle-Calédonie**, it is more common to greet both men and women with a handshake. A hug is not a common greeting in **francophone** communities unless it is a special occasion with a family member or a good friend. In **Québec** (Canada), though, it is a common greeting!

Chut !



When a French person places their finger against their mouth, it means they want you to keep something to yourself, just like **Léo** at the end of the **BD**. On other occasions this gesture means to keep quiet and not make a noise. They may also say **Chut !** as they do this gesture. Can you think of some contexts you would use it in? Have a go at practising it.



Et chez vous ?



How would you feel doing **la bise** in these different situations?

- with French people in France
- with people you meet in a **francophone** community
- with French people you meet in Australia
- with your friends

France's cafe culture

Le café has two meanings in French – coffee and cafe. When coffee first came to France as a drink in the mid-17th century, the places serving the drink became known as **les maisons de café** (coffee houses). The term **café** quickly came to apply to any business that served drinks during the day.

Today **le café** remains a popular place for people, young and old, to socialise. Ordering a drink usually means that if there is plenty of space, you can stay as long as you like – to chat, listen to music, do homework or just read in a quiet corner. In small villages and towns, **le café** is often the centre of social life, a place for people to catch up and relax. In warm weather, tables are moved outside where everyone can enjoy the summer sun and watch the world go by.

Traditional French cafe culture is not common throughout the **francophone** world. In some regions, such as north-west Africa, it is mainly men who go to cafes. In Mauritius, more and more cafes are popping up in the major towns; however, in villages people usually meet up in small grocery stores called *tabajies*.

In **Vietnam, Cambodge** (Cambodia) and **Laos**, **le café** (the drink) has become an official word in the relevant local languages and has kept the French pronunciation.



Et chez vous ?

In your community, where do young people go to meet up with friends? Do older people go to the same places? Do cafes serve the same purpose in your community as in France?

Dogs in France

In France, people can take their dogs everywhere – on buses and trains, on shopping expeditions, even inside food shops, restaurants and cafes.

Small dogs can travel free on both buses and trains providing they don't bother other passengers and preferably are carried in a bag or basket. Large dogs can travel on trains only if they are muzzled, on a leash and have a ticket. Service dogs travel free on buses and trains.

Mais attention !

With so many dogs in the streets, be careful where you step! Despite the use of street inspectors, community education programs and street-cleaning vehicles like the one used by **M. Grognon** in the **BD**, there is still a problem with litter. The responsibility for keeping the city clean has increasingly been placed on the locals. Cities have adopted **une tolérance zéro** approach, providing plastic bag dispensers and administering heavy fines for people who are caught littering or not cleaning up after their pets.



Et chez vous ?

How does this compare to where you live?



2 Prononciation



Different languages have different sounds, but whatever the language, our mouths all have the same parts that enable us to speak. When you're learning another language, you often have to use your mouth in new ways to produce the different sounds.

The French letter 'r' is a soft sound that is created with a light gargle at the back of the throat. When pronouncing the **r**, the emphasis is on the vowel sound that comes right before or after it. Practise with these words.



r numéro merci serveuse fleuriste rue très

How are the letters **eu** pronounced in French? Listen to these words and then try saying them:

eu ... euh ... deux serveuse fleuriste balayeur

Listen to the audio. Then, try for a really good French accent as you say these new words and expressions from the **BD**.

Tongue twisters are known as **les virelangues** in French. Practise your French **r** with this:
La robe rouge de Rosalie le rat est ravissante.

Talking about others

Qui est-ce ?
c'est
Il/Elle est comment ?
il/elle est
il/elle s'appelle
il/elle habite
il/elle déteste
il/elle adore

Saying how you feel

bien
très bien
pas mal
mal
très mal

Nouns

le chien
le garçon
le monsieur
le balayeur
le/la fleuriste
la boulangère
la dame
la fille
la serveuse

Adjectives

amusant/e
gourmand/e
intelligent/e
méchant/e
difficile
cool
super
sympa(thique)

Useful expressions

Comment allez-vous ?
Comment vas-tu ?
Vous désirez quelque chose ?
Quoi de neuf ?
pas grand-chose
À dimanche !
chez moi
chez toi
euh...
on y va
près de
un peu

Remarquez !



Did you notice that borrowed words from English are pronounced with a French accent? Practise saying **cool** and **super** with your best French accent.

3 Qu'est-ce que ça veut dire ?

Now complete the **Qu'est-ce que ça veut dire ?** task in your Activity Book and test your powers of deduction by working out the meanings of these words. Have a class discussion about what clues there are to help you.

4 Jouez un rôle

Return to the **BD** and listen several more times, imitating the voices until you are confident. Then rehearse with some friends (remember to include the gesture!) before you perform for the class.

Ça, c'est le français

Tu habites où ?

Tu es gourmand !

Comment allez-vous ?

À vous !

Vous avez la parole.

Comment vas-tu ?

1 Tu and vous

Have you noticed there's more than one word for 'you' in French?



When you are talking to more than one person, you always use **vous**.



When you are talking to only one person, you can use either **vous** or **tu**.

When talking to only one person, it is very important to choose the right word, because your choice of **vous** or **tu** shows something about your relationship with that person. Here are some guidelines to help you make the decision.

Vous is a more formal and respectful form of address. You would use it when speaking to:

- someone you don't know well
- someone quite a bit older than you
- someone you would not call by their first name
- someone in a formal situation.

Tu is a more familiar, casual form of address. You can use it when speaking to:

- a friend
- a member of your family (including a pet)
- someone around your age or younger.

If you are unsure which to use, **vous** is the better option. **Tu** used with the wrong person could be seen as disrespectful.

Look again at the **BD**. Why does:

- **Léo** use **vous** when talking to **Mme Brioché**? (Frame 5)
- **Mme Brioché** use **tu** when talking to **Léo**? (Frame 5)
- **Mme Brioché** use **tu** when talking to **Hugo**? (Frame 6)
- **Michelle Santi** use **vous** when talking to **Léo** and **Nina**? (Frame 10)
- **Kim** use **vous** when talking to **M. Grognon**? (Frame 11)



Réfléchissez

As a class, think of some different situations where you would need to use **tu** or **vous**. Discuss which you would use, and why. It may not always be obvious!

Et au Québec?

Some **francophone** communities have a more relaxed attitude to the use of **tu** and **vous**. In the Canadian province of **le Québec**, **tu** is used more readily than in France.

2 How to say 'the' ▶

The word 'the' is used with *nouns* (naming words). In French, all nouns are either *masculine* or *feminine* – whether they refer to people, animals or non-living things. That's why there is more than one word for 'the' in French.

- **Le garçon ? Il adore le piano et l'accordéon.**

le is used with *masculine singular* nouns. Before a vowel, **le** becomes **l'**.



- **La fille déteste la musique, mais elle adore l'éducation physique.**

la is used with *feminine singular* nouns. Before a vowel, **la** becomes **l'**.

- **Les garçons et les filles adorent les BD.**

les is used with *plural* nouns, whether masculine or feminine.



Compare these French sentences with their English equivalents. What do you notice?

Elle adore le café. She loves coffee.

Il déteste les chiens. He hates dogs.

→ In French, unlike English, when talking about what you like, dislike or prefer, you always use the word for 'the' before the noun.

3 Describing people and things ▶

Words we use to describe people, things, feelings and experiences – like 'funny', 'gorgeous', 'horrible', 'tiny' – are called *adjectives*. Can you identify the adjectives in these sentences?

Il est intelligent.

Tu es gourmand !

Elle est sympa.

Il est amusant.

Elle est amusante.

What do you notice about the last two? Can you suggest a reason for the change in spelling of **amusant/e**?

→ You will notice that in French, an adjective will often have an extra **e** when it describes a female or a feminine noun. This can make a difference to how you pronounce the end of the word, as the 'silent last letter' is no longer the last letter.

Try saying these after your teacher:



Je suis intelligent.

Je suis méchant.

Je suis amusant.

Je suis gourmand.

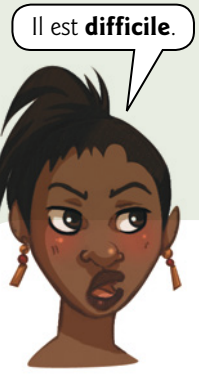
Je suis intelligente.

Je suis méchante.

Je suis amusante.

Je suis gourmande.





Look at what **Quentin** and **Nina** are saying. Can you suggest why there is no change to the adjective when **Quentin** talks about **Nina**?

→ Adjectives already ending in **e** don't add an extra **e** for the feminine.
 You will learn more about adjectives in **Chapitre 2**.



4 Talking about yourself and others

So far you've seen that:

- when talking *about yourself*, you use **je**
- when talking *to someone else*, you use **tu** (or **vous**)
- when talking *about someone else*, you use **il** for a male and **elle** for a female.
- **Je, tu, il** and **elle** are called *subject pronouns* and they are used before *verbs*.
 A *verb* is a word that expresses an action, feeling or state of being. When talking about yourself and another person in the singular these are really useful to know:

je suis	Apprenez par cœur	I am
tu es		you are
il est		he is
elle est		she is

(You'll learn more about using **vous** and the other subject pronouns in **Chapitre 2**.)



À vous

With a partner, see how many sentences you can make. Take it in turns, each time using a different combination of sentence beginnings and endings. Be sure to pronounce the feminine endings when describing a female.

Je suis	super.
Tu es	sympa.
Il est	cool.
Elle est	amusant/e.
	méchant/e.
	intelligent/e.