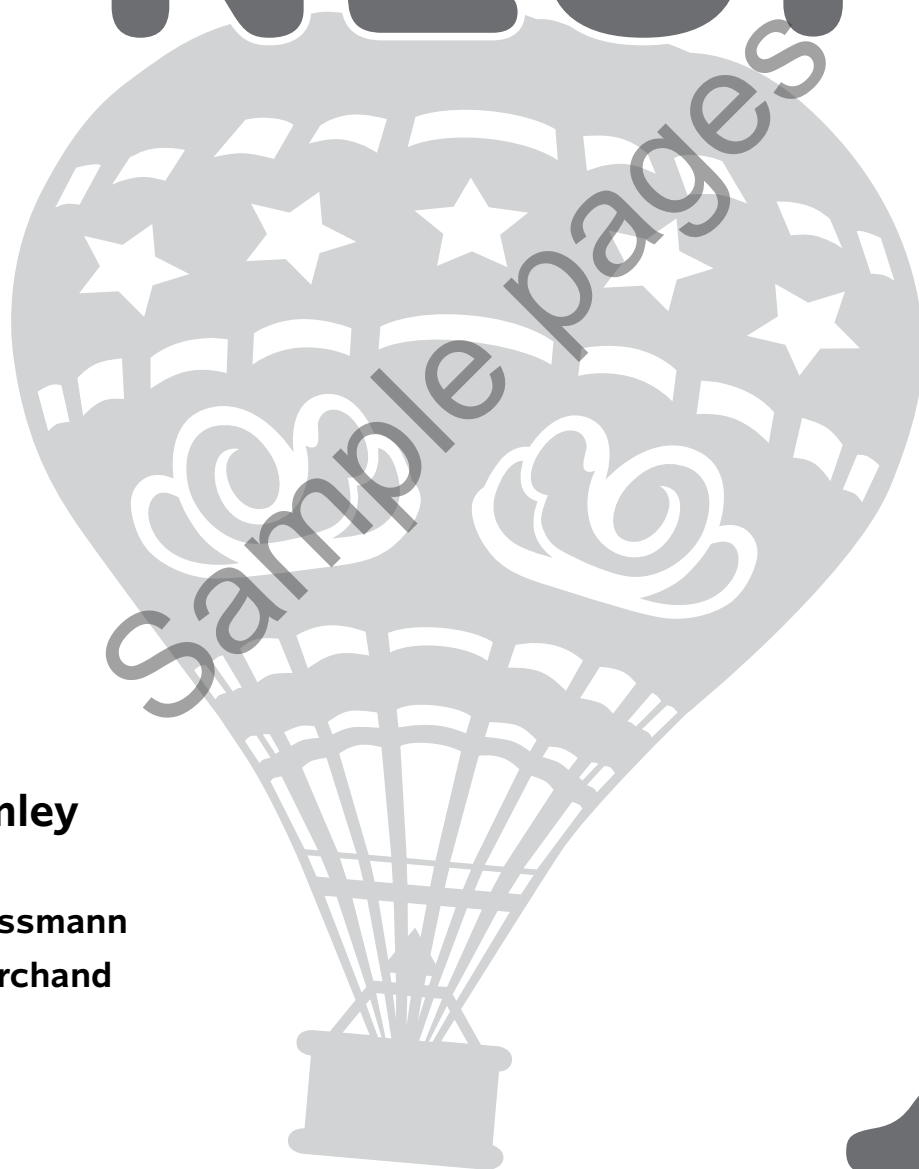


TEACHER GUIDE • 2ND EDITION

QUOI DE NEUF ?



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1

QUOI DE NEUF? 1

TEACHER GUIDE • 2ND EDITION

The <i>Quoi de neuf ?</i> series	iv
How to use this Teacher Guide	v
Student Book Table of Contents	vi
Using an intercultural language learning (IcLL) approach	viii
An introduction to rubric writing	x
Le français en classe	1
<hr/>	
Début. Salut !	2
Chapitre 1. Qui est-ce ?	16
Chapitre 2. Tu aimes les animaux ?	30
Chapitre 3. Ma famille	44
Chapitre 4. À table !	58
Un peu de géographie	70
Un peu de biologie	72
Un peu de maths	74
Un peu de santé alimentaire	76

Find a mix that's as individual as you are

You can complement this text with other great resources, all designed to work together and create an experience better suited to you. Choose from the selection below and find the perfect mix of resources that suits you.

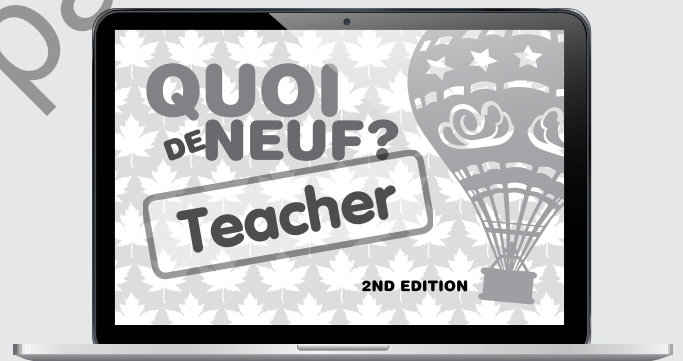
Student eBook

Reader+ is our eBook platform. Students can read, take notes, save bookmarks and more — *anywhere, anytime*. The eBook has resources including audio, grammar animations, videos, interactive games and worksheets. All designed to enhance and extend the learning experience, helping to engage students, and give them choice and flexibility in their learning. All Student Books come with an eBook.



Teacher eBook

Educators can access the same eBook as their students, plus a whole lot more, using Reader+. Teachers can make the most of *a wealth of extra materials*, including editable chapter tests and associated audio, answers to all tests and worksheets, audio scripts, all Activity Book pages with answers ready for projection, editable rubrics, weblinks and curriculum grids. Audio downloads are also available for ease of access on a dedicated webpage.



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

Discover more at pearson.com.au/quoideneuf

How to use this Teacher Guide

Your **Quoi de neuf ? 1** Teacher Guide is designed to support you in teaching French language, culture and all related skills, from intercultural understanding to 21st-century skills. It contains practical teaching notes, including a wealth of activities, ideas, intercultural language learning support and answers, as well as audio transcripts. The **Quoi de neuf ? 1** Teacher Guide:

- saves time in planning and preparing lessons
- provides a range of learning activities to cater to all students
- gives links to other resources available in the **Quoi de neuf ? 1** course and suggestions on when to use them.

The structure of the Teacher Guide makes it easy to use and follow. The following is an outline of its key features for each chapter.

Chapter resource map

The chapter resource map highlights all the digital components the series offers for this chapter. It includes the name of each resource, where to find it, a description of what it covers, the skill(s) practised, and a suggested Student Book page reference for when to use it.

The resources mapped are:

Student eBook

- videos: sitcom-style videos, pronunciation videos
- grammar animations
- interactive **bande dessinée (BD)**
- interactive games
- worksheets
- chapter vocabulary list

Teacher eBook

- chapter tests
- chapter curriculum grid.

Chapter focus

Each chapter opens with a chapter focus that includes the chapter learning objectives, an overview of the key language functions, and cultural and intercultural learning objectives.

Teaching and learning strategies

There is a variety of teaching and learning strategies and support. These range from practical suggestions on steps to approach a section, suggested assessment criteria, development of how-to-learn strategies and Student Book answers, to extension tasks, ICT tasks, consolidation games and cultural notes.

Thumbnails and page references link to the content in the Student Book to help you identify instantly where to get support and extra material.

Intercultural language learning (IcLL)

Three types of prompts provide a comprehensive and flexible support to implementing IcLL in your classroom:

- Scaffold – prompts to prepare students for an intercultural understanding
- Prompts – additional prompts to those in the Student Book
- Extension – prompts to extend students' thinking. These can also be used for homework or research projects.

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 lessons at the back of the Student Book that will give you and your class a taste for a CLIL lesson. These lessons can also be used as extension content for your more advanced class.

In **Quoi de Neuf ? 1** Second Edition Student Book, each page presents a subject lesson. **Géographie, biologie, maths** and **santé alimentaire** are the four subjects covered.

The lessons are organised into the following sections:

1. **Lisez** - for viewing and reading practice
2. **Écoutez** - for listening practice
3. **Parlez** - for speaking practice
4. **Écrivez** - for cumulative writing practice
5. **Créez** - for creative, collaborative, ICT and cumulative practice

Each lesson gives students an opportunity to practise viewing, reading, listening, speaking, writing and creating in French, while working on their cross-curriculum priorities and general capabilities in a fun and supportive way.

Other features

Also included in the **Quoi de neuf ? 1** Teacher Guide:

- introduction to intercultural language learning (IcLL)
- audio transcripts of the **Quoi de neuf ? 1** Activity Book listening tasks.

Student Book Table of Contents

CHAPITRE	Début p. 1	1 p. 15	2 p. 29
<i>Titre</i>	<i>Salut!</i>	<i>Qui est-ce?</i>	<i>Tu aimes les animaux?</i>
THÈME	Introductions	Introductions	Pets
Communication	Greetings and farewells Introductions Talking about where you live Saying you are sorry Numbers 0–10	Asking how someone is Saying how you are Describing people Saying where someone lives Days of the week Numbers 11–30	Talking about likes, dislikes and preferences Describing pets Saying what colour something is Asking and saying why or why not
Compréhension	Greeting people Forms of address Voice tone Accents and marks Prononciation : a, oi	Tu and vous The definite articles le, la, l', les Agreement of adjectives Subject pronouns je, tu, il, elle The verb être (present, singular conjugation) Prononciation : r, eu	The indefinite articles un, une, des The verb être (present, plural conjugation) Plural agreement of adjectives Negative sentences with ne...pas Voici and voilà Prononciation : i, in, en/an
Culturel et interculturel	Cultural comparisons Reflect on your own culture French around the world Geography of France Bande dessinée Bread and boulangeries The Oh, là, là! gesture	Formal and informal language La bise Café culture in francophone communities Dogs in France The Chut! gesture	Shopping etiquette Pets in France Animal sounds in French The Bof! gesture
Textes	Sign Cartoon Map Bande dessinée	Sign Bande dessinée Map Tongue Twister Cartoon Calendar page Rhyme Mind map	Sign Bande dessinée Website Cartoon Poster
Allez-y !	Presentation on a francophone community BD review	Noughts and crosses Poster introducing celebrities Francophone cafe culture tourist report Francophone names	Vocabulary poster Poster for a lost pet Endangered animal research report Memory game Game: Comment parlent les animaux?

3 p. 43	4 p. 57
<i>Ma famille</i>	<i>À table !</i>
Family	Food and birthday
Talking about family members Saying how old you and others are Saying what you have and don't have Numbers 31–69 The French alphabet	Asking and saying what someone is doing Saying what you want and don't want to do Talking about breakfast foods Months of the year Birthdays and star signs
Possessive adjectives: mon, ma, mes, ton, ta, tes Possessive de Asking questions using est-ce que The verb avoir (present tense) Prononciation : ou, u Making a liaison between words	Regular -er verbs (present tense) Using infinitives with other verbs Possessive adjectives: son, sa, ses The partitive articles: du, de la, (de l'), des Prononciation : g, c
Multicultural France French family names Influences on language and culture The un, deux, trois gesture	Breakfast in France and other francophone countries French name days Les crêpes The Tu me gonflés ! gesture
Bande dessinée Sign Cartoon Family tree Speech Song Book cover	Birthday card Bande dessinée Calendar Cartoon Horoscope wheel Recipe
Song Alphabet frieze Your family tree Interview on families	Likes and dislikes slideshow or poster Presentation on a typical breakfast Bilingual recipe

Un peu de géographie	69
Un peu de biologie	70
Un peu de maths	71
Un peu de santé alimentaire	72

Annexe 1	
Le mot juste	73
Annexe 2	
Conjugaison des verbes	77
Annexe 3	
Glossaire	78
Dictionnaire	
Français–anglais	79
Anglais–français	86

Qui est-ce ?

Resource	Description	Skill	STUDENT BOOK PAGE
Student eBook			
▶ Videos			
Sitcom video: Copains, copines	Greetings, saying how you are, saying who someone is, describing people, saying where people live, tu and vous , Oh, là, là gesture	Viewing	15
Pronunciation: r [ʁ]	Pronouncing the 'r' sound	Speaking	20
Pronunciation: eu [œ] and [ø]	Pronouncing the 'eu' sound	Speaking	20
GA Grammar Animations			
1. Tu and vous	Subject pronouns je, tu, il, elle, nous, vous, ils, elles Using tu and vous	Grammar	21
2. How to say 'the'	Definite articles	Grammar	22
3. Describing people and things	Adjective agreement and placement	Grammar	22-23
IG Interactive BD			
BD : Il est comment ?	An interactive version of the chapter BD	Reading Listening	16-17
IG Interactive Games			
Noughts and crosses: Qui est-ce ?	Look at the picture and say the word for the person or animal. Vocabulary: la fleuriste, la fille, le garçon, le monsieur, la dame, la boulangère, le chien, la serveuse, le balayeur	Vocabulary Speaking	20
Memory: Adjectives	Match the image with the adjective which describes it. Adjectives: amusant, gourmand, intelligent, super, difficile, cool, sympa, méchant	Vocabulary Reading	20
Flying words: Il / Elle est comment ?	Translate English sentences. Describe people with present singular forms of être and adjectives.	Grammar	23
Hang on!: Les jours de la semaine	Days of the week. Work out the mystery days of the week.	Vocabulary	26
Word race: Les nombres de 11 à 30	Numbers 11 to 30. Type the numerals for the French numbers.	Vocabulary Reading	26
Connections: C'est quel jour ?	Days and months. Listen to the date and match it to the correct phrase.	Vocabulary Listening Reading	26
W Worksheets			
1. Listening	1. Numbers 1 to 30 2. Describing people, adjectives, where someone lives, likes and dislikes	Listening	26-27
2. Vocabulary and grammar	1. Days of the week 2. Adjectives, describing people, gender of nouns	Vocabulary Grammar	26-27
3. Writing	Describing people, adjectives, where someone lives, likes and dislikes	Writing Reading	27
4. Research	1. BD research presentation 2. Astérix . Research the character names in English and French.	Research	28
Chapter vocabulary list	Key vocabulary for the chapter	Vocabulary	N/A
Teacher eBook			
T Chapter test	Cumulative chapter test	Reading Writing Listening Speaking	28
Curriculum grid	Chapter curriculum grid	N/A	

Answers and audioscripts for the Student Book, Activity Book, Worksheets and Test can all be found in the Teacher eBook.

chapitre
1

Qui est-ce ?

Solus ! Ça va ?

C'est le café de la rue Voltaire.

Le chien adore le Café de la paix.

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?

<p>Communication</p> <ul style="list-style-type: none"> 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 	<p>Compréhension</p> <ul style="list-style-type: none"> 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 au 	<p>Culturel et interculturel</p> <ul style="list-style-type: none"> 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
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Before you start, turn to page 13 of your Activity Book.

15

Chapter learning objectives

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

Chapter language functions

- Tu** and **vous**
- Subject pronouns **je, tu, il, elle**
- Definite articles **le, la, l', les**
- Agreement of adjectives
- Conjugate the verb **être** in the present singular forms
- Pronunciation of 'r' and 'eu'

Chapter cultural points

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

Chapter vocabulary

Talking about others

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

Saying how you feel

- bien
- mal
- pas mal
- très bien
- très mal

Nouns

- le balayeur
- la boulangère
- la boulangerie
- le chien
- la dame
- la fille
- le / la fleuriste
- le garçon
- le monsieur
- le parc
- la poste
- la propriétaire
- la serveuse
- le vélo

Days of the week

- lundi
- mardi
- mercredi
- jeudi
- vendredi
- samedi
- dimanche

Adjectives

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

Verbs

- adorer
- détester
- habiter

Useful expressions

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

What do you notice?

Aim to promote discussion rather than find 'correct' answers.

Suggested prompts:

- What do you think each photo is of? Why do you think this?
 - 1 Teenagers greeting each other by kissing each other on the cheek (**se faire la bise** in French) or shaking hands.
 - 2 A pavement café in Paris
 - 3 A café scene with a pet dog
- What details suggest the photos were not taken in your country/where you live?
Architecture, shuttered windows, type of café, signage, streetscape, etc.
- What do the photos suggest this chapter is going to be about?
Cafés, eating places, French towns, teenagers, talking about other people, dogs or pets etc.
- Go through the **Communication** and **Culturel et interculturel** dot points. How accurate were your earlier predictions?

Assessment

Give students the overarching goal of this chapter, and success criteria for a formative or summative assessment, using the **Vous avez la parole** task on p. 25 of the Student Book.

The goal for students: by the end of the chapter, you will create a video of a conversation with a partner, using:

- appropriate greetings for different types of people you meet
- questions about people and what they are like
- the right gender for adjectives
- **tu** and **vous** and **il / elle** accurately
- the right tone and pronunciation for 'r' and 'eu'
- **la bise**.

Before you start ...

AB ACTIVITY BOOK: Before you start ... p. 13.

The questions in this task can encourage discussion before you begin the chapter.

Prepare students for the range of 'greeting scenes' presented in the **BD**.

Give them a short time to think about and record their answers.

- While you discuss answers, avoid going into the specifics of French cultural practices. Students will observe these in the **BD** and find out more in **Connexions culturelles**.
- Elicit the idea that greetings vary, depending on the people involved. Other influential factors that may be mentioned:
 - age: same age, younger to older, older to younger
 - gender: male to male, female to female, male to female
 - relationship: how well the people know each other, the degree of respect, liking or familiarity they want to show
 - the situation: (temporary) changes in relationships, formality of occasion
 - specific cultural practices: shaking hands, kissing, bowing, embracing, etc.

How to use the sitcom-style videos

The **Copains, copines** sitcom-style videos enhance students' learning by exposing them to the language in each chapter. They also demonstrate real-life situations that are relevant to your students' world, showcasing some cultural elements of the context in a fun and engaging way. The episodes have been carefully written to cater for the expected level of your students at that point in their learning. They contain common phrases and casual expressions.

Throughout the episodes, students can notice:

- how important non-verbal language is to meaning making
- the use of gestures
- formal versus informal language
- cultural expressions
- misconceptions
- different types of relationships and how these are shown through language tone and body language
- similarities and differences between the episode and their world (intercultural language learning).

> Viewing questions

The episode can be watched for the first time without sound. Ask students to think about what details can help them form meaning when they cannot hear the dialogue. This helps them predict and search for more details, which are important skills when communicating and interacting. Some questions that can be asked after this first viewing are:

- Where do you think the characters are? What makes you think so?
- Who are they? What kind of relationship do you think they have?

> Strategies for using the episodes

- Use at the start of a chapter to spark interest and predict topics, cultural elements and language.
- Engage with students to check understanding and conduct formative assessment.
- Role-play: view, analyse, rehearse, perform and conduct peer assessment/feedback.
- Use as a springboard for a collaborative creative task. For example, write the first scene of the next episode.
- Use at the end of a chapter for assurance of acquisition.

> Comprehension questions

You can also ask comprehension questions with the video to check understanding.

VIDEO: Sitcom: **Copains, copines**

> Viewing questions

- Where do you think they are?
- Who are they? What kind of relationship do you think the boys have?

> After the first viewing

- Where does the scene take place? Give one reason to support your answer. *The scene takes place at a school. The school bell rings. It says 'Lycée' on the front of the school. The background looks like a schoolyard*
- What can you see that is different compared to Australian schools? *The students do not wear uniforms. There are French and European flags at the front of the school.*

- Are the boys friends? How do you know? Give two reasons.
Yes, they are friends. They know each other's names. They greet in an informal way: handshake and say tu to each other.

► After the second viewing

- What are the characters' names? *Matthieu, Sami, Elaia (her name appears at the start in the opening credits) and Sami's mother, Madame Zidane/Florence.*
- Why do you think Sami says: «**Oh là là, je suis désolé.**» ?
He says it because his mum wants him to come with her and he has to cut his conversation with his friend short.
- Where does the girl live? *She lives close to Sami's house.*
- Why does Matthieu do the **Chut !** gesture? *He doesn't want Elaia to hear them speaking about her.*
- How does Sami feel about the new student? *He seems interested to know her.*

STUDENT BOOK • PAGES 16-17

Il est comment ?

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

1 Salut, Léo. Ça va ? Salut, Nina. Oui, ça va bien, merci.

2 La serveuse ? Elle s'appelle Michelle Sami. Elle est amusante ! La dame là-bas, qui est-ce ?

3 Au revoir, mademoiselle. Et le monsieur, qui est-ce ? Carr... Ouai !

4 C'est le balayeur. Il déteste les chiens. Il s'appelle comment ? Bien, Léo. Et toi, comment vas-tu ? Très bien, merci.

5 Bonjour, madame. Comment allez-vous ? Il s'appelle Monsieur Grognon. Il est méchant.

6 Salut, Hugo. Ça va ? Oh, tu es gourmand ! C'est la boulangère. Elle s'appelle Madame Broche.

7 Elle est très sympa. Elle adore les chiens.

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 ? Bonjour, Monsieur Grognon. Comment allez-vous ? Oh là, là ! Mal, très mal !

11 Bonjour, Monsieur Grognon. Comment allez-vous ? 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.

Suggested introduction to the BD

- Observe the **BD** without looking at the speech bubbles.
 - Who is in this story?
 - Where are they?
 - What time of the day is it?
 - What do you think the people are doing?
 - What do you think the people are talking about?
- Play the whole track without pause while students are looking at the **BD**.

AUDIO: BD : Il est comment ? qdn-sb1-ch01-01

INTERACTIVE BD : Il est comment ?

- Check comprehension with the 'What's happening?' questions. Avoid translation of detail.
- Model in French: **La dame, qui est-ce ? Elle s'appelle Michelle Sami.**

- Based on the same pattern, ask the students, while pointing at each of the characters, and encourage them to answer in French: **Le monsieur qui est-ce ? Il s'appelle M. Grognon. La dame qui est-ce ? C'est la boulangère. Le monsieur qui est-ce ? C'est le fleuriste, Yannick Bosquet.**

What's happening?

- Ask questions to allow students to arrive at a general understanding of the events. Include the following:
 - Does Léo know all the people who enter or leave the café? *Yes.*
 - What does Nina ask about when she and Léo are in the street? *The boy and girl who pass by.*

AB ACTIVITY BOOK: B Tu comprends la BD ? p. 16

Greetings and farewells

Bonjour and **Salut** in Frames 1, 5, 6, 11, 12

- Who is saying **Salut**?
Léo and Nina, Léo to Quentin, Mme Brioche to the dog
- Who is saying **Bonjour**?
Léo to Mme Brioche, Léo to M. Grognon
- Students to notice the structure: **Salut** + first name/**Bonjour** + **Mme, Bonjour** + **M**. Students to make connections: elicit diverse degrees of formality.
- Also notice that the florist is saying **Salut** as 'Goodbye' in Frame 8.
- Is it possible to use the same word for 'Hello' and 'Goodbye' in English?

New language functions

► **Tu and vous**

Look at frame 5, then read p. 21 of the Student Book.

- Can students find more occurrences of the **vous** form?
Yes, when the waitress addresses the two teenagers.
- Ask the students to find out which scenario it fits.
- At this point you could also provide the information that **tu** and **toi** are a variation of the **tu** form.
- Grammar explanation: Student Book p. 21

► **Definite articles**

Frames: 4, 6, 9, 10, 14

Grammar explanation: Student Book p. 22

► **Describing people and things using adjectives**

Frames: 2, 4, 7, 9, 13, 14

Grammar explanation: Student Book p. 22

► **être**

Frames: 2, 4, 6, 7, 9, 13, 14

Grammar explanation: Student Book p. 23

Make connections

- Project the **BD** onto a whiteboard or interactive whiteboard. Use coloured pens to circle in green **Monsieur** and **il s'appelle**.
- In another colour, circle **Madame** and **elle s'appelle** for students to notice the link between masculine and feminine subject pronouns.
- Last, add an adjective, and highlight the final 'e'.

Misconceptions

- Who is kissing as a greeting in the **BD**?
3 occurrences: 2 teenagers, a teenage boy and a female adult, a male adult and a female young adult

A kiss is **la bise**. To kiss is **s'embrasser** or **se faire la bise**, not **biser**.

Suivez la piste

Explain to students that they will again follow the four-part trail, to look for clues and gather information until they arrive at a complete understanding of what is happening in the **BD**.

Student Book answers

Qu'est-ce qui se passe ?

1. Where are **Léo** and **Nina**? *At the Café de la poste (Léo's mum's café).*
2. What is **Nina** asking **Léo** about? *The various people in the café.*

Remarquez !

The details designated (CC) below are discussed in **Connexions culturelles** pp. 18–19. Delay full discussion of these points until the following pages.

Take a closer look at the **BD**. What details do you notice that suggest this is not happening where you live?

- Possible observations that suggest this is not happening where students live:
 - dog in café (CC) – Frames (F) 1, 2, 3, 4, 6
 - **la bise** (CC) – F 1, 5, 8
 - bar in café (CC) – F 2, 6, 10
 - **Goupil**, type of street-cleaning vehicle (CC) – F 5, 7, 11, 12
 - **Sanichiens**, dog toilet (CC) – F 11, 12
 - vehicles parked on opposite side of street – F 1, 5, 7, 11, 12
 - types of bread: **baguettes** and **croissants** – F 4, 5
 - no bike helmets – F 12, 13

What do you think Léo's gesture means in Frame 13?

- Replicate Léo's gesture from the insert in Frame 13 and discuss students' suggestions. The answer will be revealed on p. 18.

STUDENT BOOK • PAGE 18

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 **Monsieur** and **Mme** are used to address 'M. Leclerc' and 'Mme. Dupont' but you also know that while it's the same person, **M. Leclerc** would be inappropriate if you were talking to his first name.

Remarque importante !
In an episode of the **BD**, Léo and Nina are talking to a waitress. She says 'vous' to them. Do you think this is correct? Why or why not? Do you think they are right or wrong?

Et c'est quoi ?
What do you mean by 'vous' and 'tu'? Do you think they are the same? Why or why not?

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. In other countries, it is less common. In the UK, it is only used in some parts of the country, such as in the north and in the south. In the south, it is more common to greet with a handshake. It is also common to greet with a handshake in some parts of the world, such as in the USA and in Australia. However, it is a common greeting in many parts of the world, such as in the USA and in Australia.

Chart 1
What do French people do when they greet? Do you think it is the same in your country? Do you think it is different? Why or why not? Do you think it is the same in your country? Do you think it is different? Why or why not?

Chart 2
Do you think you had during **la bise** in your country? Do you think it is the same in your country? Do you think it is different? Why or why not? Do you think it is the same in your country? Do you think it is different? Why or why not?

Remarque support

- Look at these **BD** frames, noting who is involved and what they say and do.
 - F 1 Nina and Léo (e.g. **la bise, Salut** and first names)
 - F 5 Mme Brioche and Léo
 - F 6 Mme Brioche and Hugo
 - F 10 Mlle Santi and Léo and Nina
 - F 11 Kim and M. Grognon
 - F 12 Léo and Quentin
- Look at frame 8:
 - Are Mlle Santi and Yannick greeting or meeting for the first time?
 - What does **Salut** mean here?

- Do you know of any other greeting word in another language that can be used to both greet and farewell?
 - For example, *Ciao* in Italian.

lcLL scaffold

- Can you greet someone without saying anything? How? *Using a gesture such as a nod, a hand wave, a 'thumbs up' gesture, a smile, an understanding eye contact, etc.*
- Which of these silent greetings do you think would be understood internationally?
- Do you think there are any that would be inappropriate in certain cultures? For example, women making eye contact in some Muslim cultures, touching people on the head (seat of the soul) in Indonesia, touching with your left (spoiled) hand in some parts of Asia and Muslim cultures.
- What do you know about the various ways that different cultures greet around the world? For example, in Japan, you bow; in China, for formal greeting you don't usually touch; in some other places around the world, you hug, shake hands or kiss.
- Do you greet everyone the same way where you live?

La bise

Prompt students to look at the map that shows how many kisses are the norm for each region. To avoid a cultural **faux pas** tell students they can ask what the normal amount of kisses is or observe people if they are in France.

Chut !

- Have students practise the gesture.
- Does this gesture exist where you live?

STUDENT BOOK • PAGE 19



lcLL extension

- What is your idea of a café? Some students will see it as a place to eat. Point out that French cafés are places to have a drink rather than a meal (although light snacks are usually available).
- Discuss the different places people meet, according to their age group.
- Lead on to the common need of people to socialise and the idea of the café culture developing due to the need for a place big enough for a gathering of people. Particularly in the past, many houses and apartments in France would not have been big enough to accommodate a group of friends.

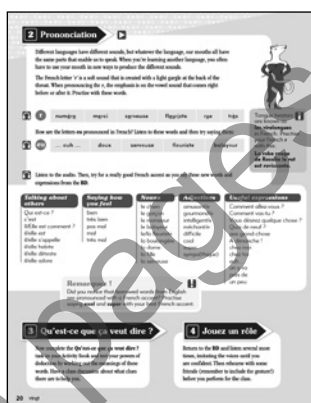
- Compare attitudes where you live towards dogs in shops, eating places and on beaches.
- Compare and discuss the responsibilities of dog owners where you live.

Viewing questions

- Look at the two signs on the bottom of the page. What do they mean?
 - Left: 'dog hygiene'*
 - Right: 'As long as your dog is unable to do this ... it is up to you to pick it up.'*
- What are they about?
- Why do you think they are needed?
 - To encourage people to clean up after their dogs.*

AB ACTIVITY BOOK: **C** Quiz, p. 17; **D** Tu comprends ? p. 17

STUDENT BOOK • PAGE 20



lcLL prompts

- Do you know of any sounds not used in English that are used in other languages? Discuss some of these different sounds:
 - the clicking sounds of the Khoisan languages of the Kalahari Desert in southern Africa
 - in Chinese, the guttural 'h' (as in 喝水 hē shuǐ, to drink water)
 - in Arabic, the 'h' ح
 - in Russian, the rolled 'r' (as in 'previet' hello привет).

The 'r' sound

VIDEO: Pronunciation: r [ʁ]

AUDIO: Pronunciation: r qdn-sb1-ch01-02

Ask students to imagine they are gargling, like they would if they have a sore throat. The sound comes from their throat. The French letter 'r' is often mistaken to be a hard sound. In fact, it is a soft sound that is created with a light friction of the tongue.

Compare what happens with the pronunciation of the 'r' in Italian (and other languages). Point out that many other language speakers find the English 'r' as difficult as we find the French 'r'.

The 'eu' sound

Mention that words from English use the open sound [œ], as in **neuf**:

un club ; le surf ; un t-shirt.

However, the spelling remains the English spelling.

VIDEO: Pronunciation: **eu** [œ] and [ø]

AUDIO: Pronunciation: **eu** qdn-sb1-ch01-03

Pronunciation videos

You can use pronunciation videos during class to teach the correct sounds. Students can also use these to practise or catch up on a lesson they missed.

Extension

Another tongue twister on the rat theme: **Trois gros rats grillent dans la grosse grasse grasse.**

► Qu'est-ce que ça veut dire ?

AUDIO: Pronunciation: Key words qdn-sb1-ch01-04

AB ACTIVITY BOOK: **A** Qu'est-ce que ça veut dire ? pp. 14-15

Learning how to learn

1. What clues do you have to help you this time?

- Headings of word groups: Are the headings the same as for **Début**? *No*. What sort of English words will you be looking for in each group?
 - Talking about others: *he and she*
 - Saying how you feel: *good, bad, etc.*
 - Nouns: *words used to name a person or thing*. Spend some time on the function of nouns, giving many examples. Students need to learn to recognise the different word functions.
 - Adjectives: *words used to describe*. Students should realise how often they use adjectives when they give their opinions on people, music, films, clothes, etc. Use many examples.
 - Useful expressions
 - Cognates
 - Punctuation
 - Known words within unknown expressions, for example: **tu = you, Comment vas-tu ?**
 - Context: Remind students to have the **BD** open. The context (situation) will help them work out what the words mean.
 - Dictionnaire:** only as a last resort for the words they cannot work out.
2. Correct **Qu'est-ce que ça veut dire ?** and have students write in the English meanings.

AB ACTIVITY BOOK: **A** Qu'est-ce que ça veut dire ? pp. 14-15

IG INTERACTIVE GAME: Noughts and crosses: **Qui est-ce ?**; Memory: Adjectives

Chapter vocabulary list

Return to the **BD** and read and listen again, aiming at a more detailed understanding.

- Students could create their own dictionary and glossary using their device. They could incorporate visual elements such as colours for different types of words, pictures instead of English, etc.
- Ask them to add in the vocabulary learnt in **Début** as well.
- Each chapter has a full vocabulary list in the Student eBook.

Jouez un rôle

Suggested criteria for assessment:

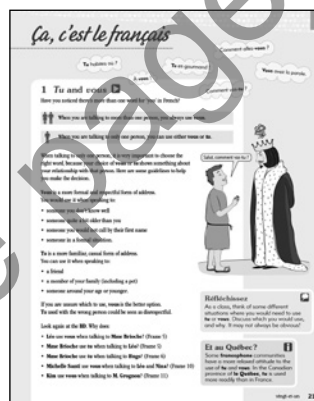
- Language: pronunciation, expression, phrasing
- Appropriate body language and gesture
- Effective use of props.

See suggested procedure for **Jouez un rôle** on p. 10.

The suggested assessment at the start of this chapter could be used in conjunction with **Jouez un rôle**.

AB ACTIVITY BOOK: **C** Quiz, p. 17; **D** Tu comprends ? p. 17

STUDENT BOOK • PAGE 21



ICLL prompts

- Do you know of any other languages that have more than one word for 'you'?
Chinese (singular 你, formal singular 您 and plural 你们), German (singular du, formal singular and plural Sie, and informal plural ihr), Italian (tu and voi), and there are differences in Arabic, Korean, Greek, etc. too.
- Can you suggest a reason for a language having more than one word for 'you'?
- Emphasise that in French the choice is about both plurality (singular/plural) and register (formal/familiar).
- Look at the illustration. What's happening here? Why does the king look upset? (You could also mention here the use of **tu** as deliberately disrespectful and insulting.)
Note: you would never address the king with **tu**.
- Ask if students know that English used to have two words for 'you' and if they know what they were.

Culture

In old English, 'thou' was the singular word and 'ye' the plural word for 'you'. (Public announcements were made through the town crier with 'Hear ye! Hear ye!'.)

Later 'ye' became the formal mode of address and 'thou' came to be used like the French **tu**, to indicate familiarity.

These days, 'thou' and 'thee' are limited to literary and religious contexts, and a few expressions like 'holier than thou' and 'fare thee well'. Briefly mention that the current pronoun 'you' makes no distinction between familiar and formal, nor between singular and plural.

Noteworthy: the variety of colloquial expressions that indicate plurality, such as 'youse', 'you lot', 'you guys' and 'y'all'.

- Do you think these would exist if English had a **vous** equivalent?
- Do you think English has lost something by having only the one word 'you'?

Student Book answers

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

- Léo use **vous** when talking to Mme Brioché? (Frame 5)
Respectful address to older person
- Mme Brioché use **tu** when talking to Léo? (Frame 5)
Older person to younger person
- Mme Brioché use **tu** when talking to Hugo? (Frame 6)
Familiar for pet
- Michelle Santi use **vous** when talking to Léo and Nina? (Frame 10) *Plural because she is addressing two people*
- Kim use **vous** when talking to M. Grognon? (Frame 11)
Respectful address to older person

ICLL prompts

- How do you think a French speaker in Australia would feel about not using **tu** and **vous**?
- Are there situations in your life where **tu** and **vous** would be useful?
- How do you feel when you use **tu** and **vous**?
- How would you explain **tu** and **vous** to someone else?
- How do people in your community reveal the nature of their relationships through (body) language? Compare how you talk and behave with friends, family, teachers and new acquaintances.

AB ACTIVITY BOOK: ③ *Tu ou vous ?* p. 18; ④ *Ça c'est le français !* p. 18; ⑤ *Et maintenant, parlez !* p. 24

GA GRAMMAR ANIMATION: 1. *Tu and vous*

Grammar Animations

The Grammar Animations are a great alternative introduction to the new language points of the chapter. They introduce grammar in a visually engaging way. Students can watch these in class for learning and discussion, or you can assign them as homework. The animations are also useful for students who have missed a class and need to catch up.



How to say 'the'

- Read the first paragraph and stop to discuss the difference between 'grammatical' gender and 'natural' gender.
 - Explain that natural gender (male/female) applies to living things. Grammatical gender (masculine/feminine) applies to language.
 - Elaborate on the idea of grammatical gender. Give examples of masculine and feminine words for non-living things (**la table**, **le livre** etc.).
 - Use some examples of two French words of different gender, but with the same meaning (for example, **le potage** and **la soupe** both mean 'soup'; **le potiron** and **la citrouille** both mean 'pumpkin') to show that it is not the thing itself that is masculine or feminine, but the word for the thing.
 - Get students to understand that it is more about spelling than meaning. (The connection between gender and the spelling of noun endings will be looked at later.)
 - You could mention that nouns borrowed from other languages are usually masculine, such as **le weekend**, **le pyjama** and **le jogging**.
- What do the French captions of the two illustrations mean?
- Lead students to realise that in English we can say, 'He loves the piano and the accordion,' but also, 'He loves piano and accordion.'

GA GRAMMAR ANIMATION: 2. How to say 'the'

AB ACTIVITY BOOK: ⑥ *Le, la ou les ?* p. 22

More on masculine and feminine words

Explain to students that French language has evolved from Latin (and Greek). In Latin there used to be three genders: masculine, feminine and neuter (which still exist in German, for example). So, on the positive side, two genders are less tricky than three! In French, 'sun' is masculine and 'moon' is feminine; it is the exact opposite in German, 3 kms away!

Another example, which does not make sense, is that a man wears **une chemise** (shirt) and a woman wears **un chemisier** (blouse). The worst part is that French even has three words that are masculine in the singular and feminine in the plural form (**l'amour**, **le délice** and **l'orgue**). So, in a nutshell, students must learn from the very beginning that there is no rhyme or reason for word grammatical genders. There is no need to try and make sense of it. Just embrace it; learn the article with its noun!