

STUDENT BOOK • 2ND EDITION

QUOI DE NEUF?



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2

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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

Discover more at pearson.com.au/quoideneuf

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CHAPITRE	1 p. 1	2 p. 17
<i>Titre</i>	<i>Chez toi</i>	<i>La vie scolaire</i>
THÈME	The house	School life
Communication	Saying what type of place you live in Talking about what is or isn't in your house Describing the rooms of a house Saying what's in your bedroom Talking about where people are going	Talking about school subjects Talking about classroom materials Saying what year someone is in Saying what you are or are not going to do Asking and saying what time it is Giving orders and instructions
Compréhension	The present tense of the verb aller Saying where you are going using à + definite article Irregular adjectives Position of adjectives Plural possessive adjectives: notre/nos, votre/vos, leur/s Il y a and voilà Prononciation : qu , syllable stress	The imperative Regular -re verbs in the present tense Le futur proche (aller + infinitive) The pronoun on The expressions ... non ? and n'est-ce pas ? Ordinal numbers Prononciation : h, th
Culturel et interculturel	Le monde francophone Housing styles in le monde francophone The J'en ai marre ! gesture	The French school system The school day in le monde francophone School year dates The Oh non ! gesture
Textes	Bande dessinée Floor plan Real estate advertisement Annotated map of le monde francophone	School timetable Bande dessinée Carnet de correspondance School holiday calendar Forum posts
Allez-y !	Advertisement Poster Presentation	Classroom instruction game Timetable Puzzles

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<i>Bon weekend !</i>	<i>Allons en ville !</i>
Leisure activities	Directions and locations
Discussing leisure activities	Asking and giving directions
Talking about what sports and instruments you and others play	Saying where you'll meet
Describing how well you and others play something	Talking about where things are
Saying how often you do something	Saying what town and country you live in
	Using numbers from 70 onwards
The present tense of the verb faire	Regular -ir verbs in the present tense
Talking about pastimes: jouer à, jouer de, faire de	'Let's ...' using the -ons verb form
Negation ne... jamais	Asking for and giving directions
Answering negative questions with si	Prepositions of place
Quel/le/s and Qu'est-ce que	'In' and 'to' with towns and countries
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How to use

Let's explore what's in your *Quoi de neuf ? 2* Second Edition Student Book, and Activity Book, and on Reader+, our eBook platform.

Classroom expressions

On page x, you can find some useful classroom expressions that your teacher will be using and some other expressions you can learn to say. 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 their 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, which you can 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 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. Throughout 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

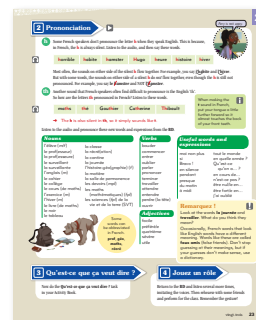
Develop good French pronunciation. This section will help you correctly spell and pronounce the new words and expressions introduced in the **BD**.

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 from 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 in another language, such as French. You will find some CLIL lessons 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.

Icons used in your *Quoi de neuf ? 2* Student Book

-  Listen to French native speakers and practise your comprehension and pronunciation skills.
-  Watch video content to support your learning of 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 the 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.

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.

Alors, on y va !

Chez toi ▶



J'habite dans un appartement de l'immeuble du Café Pasteur à Paris.



Un village à Daloa, Côte d'Ivoire



Sandrine habite dans une maison à la Réunion.



Leur maison à Montréal, c'est la jaune. Elle est très jolie, non ?

Avant de commencer...

What type of place do you live in? An apartment? A house? Other?
Does where you live influence the type of place you live in? Explain.
Is there such a thing as a typical house where you live?

Communication

- Say what type of place you live in
- Talk about what is or isn't in your house
- Describe the rooms of a house
- Say what's in your bedroom
- Talk about where people are going

Compréhension

- Use the present tense of the verb **aller**
- Say where you are going using **à + definite article**
- Recognise and use irregular adjectives
- Learn to position adjectives correctly
- Use plural possessive adjectives
- Use **il y a** and **voilà**
- Syllable stress and pronunciation of **qu**

Culturel et interculturel

- Find out more about **le monde francophone**
- Reflect on different housing styles in **le monde francophone**
- Understand and use the **J'en ai marre !** gesture

Before you start, turn to page 1 of your Activity Book.

Fais comme chez toi ! 🎧

Abdou, le cousin de Nina, arrive du Sénégal. Il va passer la semaine à Montauban avec Nina et son frère, Malick.



9 Nina et Abdou montent au premier étage...



DING DONG !



Qu'est-ce qui se passe ?

- 1 Who is **Abdou** and where is he from?
- 2 What is **Nina** showing **Abdou** and why?



Remarquez !

- Why does **Abdou** use **vous** in Frame 1? Why does **Kim** use **tu** in Frame 13, then **vous** in Frame 16?
- Look at Frame 2. What do you think **Abdou's** gesture means?

Suivez la piste...

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

1 Connexions culturelles

Housing in France

Most towns in France developed many hundreds of years ago, when people used local materials to build their homes. Housing styles differ depending on region and climate, so there is no single style of housing that is typical of all France.

Single-storey houses are not common; houses are more likely to have two to four storeys. In cities, most people live in apartments or town houses.



In old town centres, apartment buildings (**des immeubles**) are often several hundred years old and usually less than five or six storeys high. There can be an inner central courtyard, usually with shops and businesses at ground level. Newer apartment blocks further from the town centre are usually much higher.

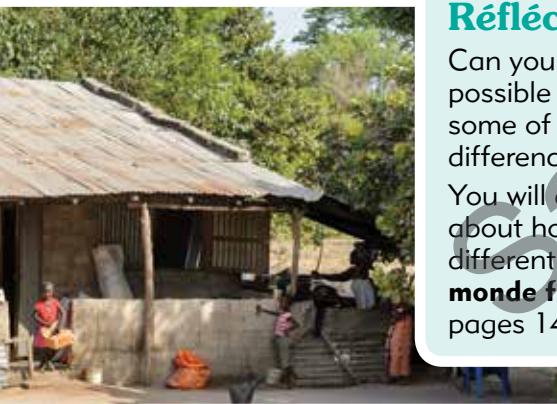
What might you find different about French houses?

- Single-storey houses with backyards are uncommon in cities.
- Most houses have external shutters to protect against winter weather and keep the house cool in summer. Windows open inwards because of the external shutters, and there are no flyscreens.
- There is no corrugated iron roofing – only tiles.
- Central heating is standard, but cooling is rare.
- Houses and apartments often have a cellar (**une cave**) for storage.
- Laundries can be found in older homes, but they are unusual in modern apartments where washing machines and dryers may be in the kitchen or bathroom.

Réfléchissez

Can you suggest possible reasons for some of these housing differences?

You will discover more about house styles in different parts of **le monde francophone** on pages 14 and 15.



Et au Sénégal ?

Home life in **Sénégal** (Senegal) is different for **Abdou, Nina's** cousin:

- In a typical Senegalese household, parents, grandparents, aunts, uncles, cousins and children all live together.
- Traditionally, families eat together from one dish, and most meals are presented and shared on a mat.
- In rural villages, houses are likely to be huts, and meals are cooked and eaten outside.

J'en ai marre ! ☹

This gesture shows that you've had enough, that you're 'fed up' or that you've 'had it up to here' with something.

Put your hand near your forehead as if shielding your eyes from the sun, and flick it backwards over the top of your head. You can also say **J'en ai marre (de...) !**, but the gesture alone will convey the meaning.



2 Prononciation

qu How does the French pronunciation of **qu** differ from the English? Listen to these words.



qui **quel** **quinze** **Quentin** **question** **cinquante** **pratique** **qu'est-ce que**

→ The sound is like the 'k' sound in the English word 'kit',
not like the 'kw' sound in 'quit'.

Now practise saying the words.

Syllable stress

In English words, some syllables are more heavily emphasised than others.
Notice which syllables are stressed in these words.

A syllable is a word or part of a word that has only one vowel sound. For example: 'back' has one syllable; 'backpack' has two syllables; and 'backpacker' has three syllables.



Italy / Italian

compete / competition

photograph / photography

It can be difficult for someone learning English to know which syllable to stress, because the emphasis doesn't always come in the same place in the word. Get the emphasis wrong and you may not be understood!

It is much easier to get the emphasis right in French, because French speakers give equal emphasis to all syllables, with the final syllable carrying a little more weight. Try saying these French words.



salon

cuisine

adorable

australien

confortable

intelligent

anniversaire

Remember that, in French, the final **-e** (without accent) is usually not pronounced. So, the weight on **confortable** is on the **a** sound in **-table**. Where is the weight in **cuisine**?

Now listen to the audio and pronounce these new words and expressions from the **BD**.



Nouns

l'appartement (m)
le babyfoot
le balcon
le bureau
le sac
le salon
la chambre
la cuisine
la maison
la salle à manger
la salle de bains
la terrasse
les toilettes (fpl)

Adjectives

beau/bel/belle
nouveau/nouvel/
nouvelle
vieux/vieil/vieille
nul/le
spacieux/spacieuse
confortable
moderne
pratique
notre, nos
votre, vos
leur

Verbs

chercher
monter
passer
rencontrer
aller
je vais
tu vas
il va
vous allez
ils vont

Useful words and expressions

C'est encore loin ?
C'est tout près.
Combien de... ?
Une minute !
Quel désordre !
dans
assez
maintenant
à vélo
au premier étage
au rez-de-chaussée
il y a... / il n'y a pas de...
J'en ai marre (de...) !
Fais comme chez toi !
Allons-y !
Ouah !
Ouf !
Vite !



3 Qu'est-ce que ça veut dire ?

When you can pronounce these words, test your powers of deduction by doing the **Qu'est-ce que ça veut dire ?** task in your Activity Book. First, refresh your ideas on the different strategies you can use to work out the meanings of these words.

Only as a last resort, use the **Dictionnaire** section on pages 76–97 to look up any meanings you can't work out.

4 Jouez un rôle

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

ça, c'est le français

1 The present tense

The present tense of the English language has three forms, while French has only one. For example, all these English sentences are in the present tense but, in French, they are all expressed in the same way:

We eat on the terrace.
We are eating on the terrace.
We do eat on the terrace.



Nous mangeons sur la terrasse.

Réfléchissez



Can you think of three ways to say this in English?
J'aide mes parents.

2 The verb *aller* – to go



Apprenez par cœur

Although the infinitive **aller** ends in **-er**, it is not a regular **-er** verb. Like **avoir** and **être**, it doesn't follow a set pattern, so you'll need to learn it by heart. Here is the present tense of **aller**. Take this opportunity to revise the conjugation of **avoir** and **être**.

Remarquez !



Can you see any similarities between these three irregular verbs?

aller – to go	avoir – to have	être – to be
je vais I go, am going, do go	j'ai	je suis
tu vas you go, are going, do go	tu as	tu es
il va he/it goes, is going, does go	il a	il est
elle va she/it goes, is going, does go	elle a	elle est
nous allons we go, are going, do go	nous avons	nous sommes
vous allez you go, are going, do go	vous avez	vous êtes
ils vont they (m) go, are going, do go	ils ont	ils sont
elles vont they (f) go, are going, do go	elles ont	elles sont

3 Saying where you're going ▶

When talking about where you're going, you usually use the verb **aller** with the preposition **à**, which then means 'to'. Look at these sentences and notice how **à** combines with **le**, **la**, **l'** and **les**.

Je vais à la salle de bains.

I'm going *to the* bathroom.

Nous allons à l'appartement.

We're going *to the* apartment.

Est-ce que vous allez au café ?

Are you going *to the* café?

Je veux aller aux toilettes.

I want to go *to the* toilet.

Je vais à Montauban.



- If the word for the place you're going to is a *masculine noun*, **à** and **le** combine to form **au**.
- If the word for the place you're going to is a *plural noun*, **à** and **les** combine to form **aux**.

Remarquez ! !

à + la = à la ✓

à + l' = à l' ✓

BUT

~~à + le = au~~

~~à + les = aux~~



Réfléchissez

Look at these photos. You want to go to these places. How do you say it in French?



À vous

Try using the present tense of **aller** to say who is going where.

- Read the model aloud, then substitute the words in ***bold italics*** with the listed alternatives.
- Be sure to use the correct form of **à**.
- Remember to change roles.

A Tu ne vas pas ***au café*** ? (***le café*** / ***la cuisine*** / ***le restaurant***)

B Non. Je vais ***à la boulangerie***. (***la boulangerie*** / ***le bureau*** / ***les toilettes***)

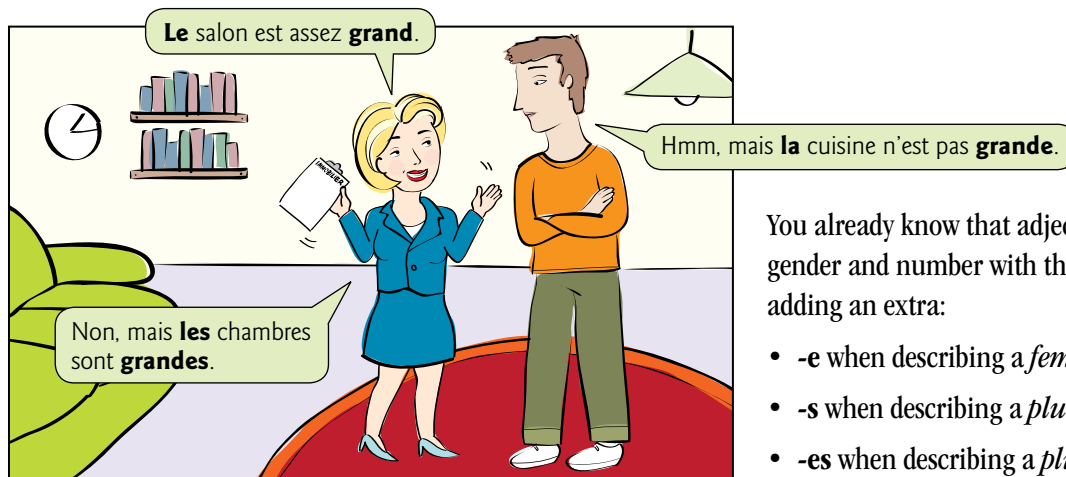
A Est-ce que vous allez ***à la salle à manger*** ? (***la salle à manger*** / ***le premier étage*** / ***le rez-de-chaussée***)

B Non. Nous allons ***à la cuisine***. (***la cuisine*** / ***la salle de bains*** / ***le salon***)

A Il ne va pas ***à la boulangerie*** avec Léo ? (***la boulangerie*** / ***le rez-de-chaussée*** / ***l'appartement***)

B Non. Ils vont tous les deux ***à l'animalerie***. (***l'animalerie*** / ***le premier étage*** / ***la maison***)

4 Irregular adjectives



You already know that adjectives usually agree in gender and number with the noun they describe by adding an extra:

- **-e** when describing a *feminine* noun
- **-s** when describing a *plural* noun
- **-es** when describing a *plural feminine* noun.

Most adjectives follow these rules, BUT:

- a small number (called *invariable adjectives*), such as **cool**, **super**, **orange**, **marron**, don't change at all

Tes sœurs sont super.

- quite a few don't add an extra **-e** for the feminine (because they already end in **-e**), but they still add an **-s** for the plural, like the adjectives **bizarre**, **adorable**, **horrible**, **timide**, **rouge**

Tes sœurs sont timides.

- some change in an irregular way, like the adjectives **beau** (lovely), **nouveau** (new) and **vieux** (old) in the table below.



Type of noun	Adjective	Example
masc. sing.	beau nouveau vieux	Nous avons un beau bureau. Nous avons un nouveau bureau. Nous avons un vieux bureau.
masc. sing. starting with vowel sound	bel nouvel vieil	Nous avons un bel appartement. Nous avons un nouvel appartement. Nous avons un vieil appartement.
fem. sing.	belle nouvelle vieille	Nous avons une belle maison. Nous avons une nouvelle maison. Nous avons une vieille maison.
masc. pl.	beaux nouveaux vieux	Nous avons deux beaux chats. Nous avons deux nouveaux chats. Nous avons deux vieux chats.
fem. pl.	belles nouvelles vieilles	Nous avons deux belles photos. Nous avons deux nouvelles photos. Nous avons deux vieilles photos.

Réfléchissez

Notice that the adjectives **beau**, **nouveau** and **vieux** have an extra form, which is used only when the masculine singular noun begins with a vowel sound. Why do you think that is?