

QUOI DE NEUF? 3+4

TEACHER GUIDE • 2ND EDITION

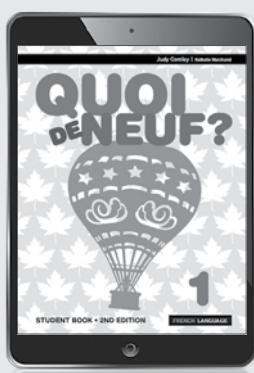
The <i>Quoi de neuf?</i> series	iv
How to use this Teacher Guide	v
Student Book table of contents	vi
Using an intercultural language learning (IcLL) approach.....	viii
An introduction to rubric writing	x
Le français en classe	1
<hr/>	
Chapitre 1	2
Chapitre 2	22
Chapitre 3	42
Chapitre 4	62
Chapitre 5	82
Chapitre 6	102
Chapitre 7	122
Chapitre 8	142
Un peu d'enseignement moral et civique	162
Un peu d'histoire	166
Un peu de sciences et technologie.....	170
Un peu de géographie	174

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 resources 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 ? 3+4** 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 ? 3+4** 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 ? 3+4** 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
- chapter vocabulary list
- worksheets

teacher eBook

- chapter tests
- chapter curriculum grid.

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 ? 3+4** Second Edition Student Book, each page presents a subject lesson. **Enseignement moral et civique, histoire, sciences et technologie** and **géographie** 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.

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.

Other features

Also included in the **Quoi de neuf ? 3+4** Teacher Guide:

- introduction to intercultural language learning (IcLL)
- Student Book appendices
- Activity Book complete vocabulary pages
- answers to the **Quoi de neuf ? 3+4** Activity Book exercises
- audio transcripts of the **Quoi de neuf ? 3+4** Activity Book listening tasks.



Student Book table of contents

CHAPITRE	1 p. 2	2 p. 22	3 p. 42	4 p. 62
Titre	<i>Sur le départ</i>	<i>En plein air</i>	<i>À ta santé!</i>	<i>Vous payez comment?</i>
THÈME	Holidays	Camping	Ailments and food	Transport and shopping
Communication	Talk about holiday and leisure activities Make comparisons Agree and disagree Talk about what you want and are able to do Discuss which clothes to take or wear	Express how you feel Say what you have or have not done in the past Talk about what is necessary Talk about the weather Describe your holidays Discuss outdoor activities such as trekking and camping	Explain where it hurts Say what you must and must not do Choose, order and pay for food Ask for and give advice Talk about past events	Buy a train ticket Talk about transport options Say you are lucky, right or wrong Buy souvenirs and talk about prices
Compréhension	Subject pronouns Semi-regular -cer and -ger verbs Make comparisons Irregular verbs pouvoir and vouloir Object pronouns le , la and les C'est and ce sont Ce/cet, cette, ces Irregular verbs mettre and prendre Pronunciation : au [o], o [ɔ], en [ã], ou [u], u [y], ll [j]	Avoir expressions Expressions of quantity Semi-regular e-er verbs Irregular verb dormir Le passé composé of regular -er , -ir and -re verbs Il faut – It is necessary Irregular adjectives Position of adjectives Learn how to use tout Irregular verb dire Pronunciation : final consonants, è [ɛ], gn [ɲ]	Differentiate between subject pronouns and object pronouns Object pronouns me , te , nous and vous Avoir mal à... Le passé composé with irregular verbs Avoir besoin de + infinitive Il faut + infinitive Irregular verbs devoir and venir Le passé composé with être Tricky translations Semi-regular é-er verbs Pronunciation : [s] or [z]	Verbs with the auxiliary être in le passé composé Position of object pronouns Emphatic pronouns Irregular verbs partir and sortir No longer, neither, nothing Semi-regular -yer verbs Position of adverbs with verbs in le passé composé C'était and il y avait Pronunciation : [ɛ] and [e]
Culturel et interculturel	Discover the Occitanie region Learn about some famous people who come from Montauban Find out about le Canal du Midi Learn about le 14 juillet Use the comme ci, comme ça gesture	Discover the region of Nouvelle-Aquitaine Learn about the Basque culture Find out about native animals and la pelote basque Find out about a French learning experience in Nouvelle-Calédonie Use the avoir un poil dans la main gesture	Discover France's south Learn about Roquefort Find out about ancient Roman and modern landmarks Compare 'eating out' customs Use the Délicieux ! gesture	Learn about means of transport Explore the department of la Haute-Savoie and the French Alps Find out about Geneva, in francophone Switzerland Use the C'est pas donné ! gesture
Textes	Map Bande dessinée Blog Brochure Biography Song lyrics Poster Website Cartoon	Map Bande dessinée Weather map Blog Brochure Postcard Email Poem	Map Bande dessinée Blog Brochure Menu Online encyclopedia Biography Tourism website Cartoon	Map Bande dessinée Blog Brochure Recipe Advertisement Newspaper article Advertorials Article Cartoon
Dernière étape !	Script Presentation Postcard	Conversation Postcard	Dialogue	Dialogue Story

5 <i>Meilleurs copains</i>	6 <i>Quelle histoire !</i>	7 <i>Vivre écolo</i>	8 <i>Projets d'avenir</i>
Paris landmarks and culture	Talking about the past	The environment	The environment
Describe yourself and other people Talk about your own personality traits as well as those of your best friends Discuss what activities you want to do Talk about how you get on with others Describe your ideal family and friends	Talk about past events Describe what things were like Say what you used to do Share good memories and bad experiences with others	Discuss environmental issues and solutions, such as sustainable living Talk about future events Talk about chores and routines Discuss volunteering experiences Analyse and choose menu options	Discuss education and career choices Say what you would, could or should do Talk about your study experience Give advice and consider options Prepare your CV and interview for a job Discuss historical connections
Direct or indirect object pronouns Indirect object pronouns lui and leur Indirect object pronoun y Adverbs of frequency and manner Irregular verbs savoir and connaître Reflexive and reciprocal verbs Ask questions using inversion Irregular verb voir Pronunciation : silent h ; cognates; the -ble sound	L'imparfait (the imperfect past tense) Joining sentences with qui and que No one, nobody Irregular verb lire Le passé composé and l'imparfait together Être en train de + <i>infinitive</i> Venir de + <i>infinitive</i> Reflexive verbs in le passé composé Irregular verb écrire Pronunciation : the [ɛ] and [ɛn] sounds	Le futur simple Superlatives: 'the most', 'the least' (le plus, le moins) Pour + <i>infinitive</i> Avant de + <i>infinitive</i> Sans + <i>infinitive</i> Irregular verbs croire and détruire Word order with the imperative Present tense + dépuis + time period Future tense of semi-regular verbs Irregular verb rire	Le conditionnel Pronoun en Les métiers Agreements of the past participle in le passé composé Order of object pronouns Irregular verbs boire and ouvrir
Discover Paris Find out what lies beneath Paris Reflect on how you interact with others	Visit le Centre-Val de Loire Learn about troglodyte dwellings Visit Renaissance châteaux Meet famous historical figures from the Loire Valley Learn about France during World War II Use the motus et bouche cousue gesture	Learn about Brittany's Celtic links Find out about some famous landmarks and specialities in la Bretagne and la Normandie Discover le Mont-Saint-Michel Learn about momentous events in Normandy's past	Learn about Claude Monet's house and gardens at Giverny Visit le château de Chantilly Explore France's World War I connections with Australia and New Zealand Use the Ça suffit ! gesture
Map Bande dessinée Blog Brochure Sign Itinerary Magazine questionnaire Website Film review Movie poster Cartoon	Map Bande dessinée Witness statements Blog Book cover Brochure Poster Tourist brochure History book extract Cartoon	Map Bande dessinée Infographic Questionnaire Blog Website Brochure Recipe Menu Cartoon	Map Bande dessinée Blog Brochure Website Flyer Questionnaire Newsletter CV Website Cartoon
Magazine questionnaire Interview	Script Police statement Diary entry	Play script Voicemail Speech	Scenario Diary entry

Un peu d'enseignement moral et civique	162
Un peu d'histoire	166
Un peu de sciences et technologie	170
Un peu de géographie	174

Resource	Description	Skill	Student Book page
Student eBook			
► Videos			
Sitcom video	Copains, copines	Viewing Listening	19
GA Grammar Animations			
1. Expressions of quantity	Les expressions de quantité	Grammar	23
2. Le passé composé	Forming le passé composé	Grammar	24
3. Le passé composé of -ir and -re verbs	Le passé composé of regular -ir and -re verbs	Grammar	31
4. Il faut	It is necessary / One must	Grammar	32
IG Interactive BD			
Étape 1 : On fait du camping	Interactive version of the BD	Viewing Reading Listening	20–1
IG Interactive Games			
Type in: Au marché	Expressions of quantity. Listen to people at the market buying and selling food and type in the missing words.	Listening Grammar	23
Connections: Quel temps fait-il ?	Look at the weather icons and match them to the correct French sentences.	Vocabulary	25
Shark! L'été dernier	Le passé composé of regular -ir and -re verbs. Look at the picture and say that you have done the activity last summer.	Grammar	31
Flying words: Le passé composé	Read the sentence and translate the sentence into French.	Grammar	31
Drop down menu: Dire et dormir	Read the sentence and select the correct conjugation of the verb dormir or dire .	Grammar	33
W Worksheets			
1. Listening	1. Listen to these friends talk about their holidays. 2. Extension: Listen to Hugo talk to his friend Morgane about his holidays.	Listening	33
2. Grammar	1. Look at the pictures and write down the quantity and the food they represent. 2. Replace the pictures with the appropriate expression. Make sure you conjugate the verbs in le passé composé .	Grammar	23 31
3. Grammar	1. Look at the market stall and answer the questions using a preposition. 2. Read the sentences and write the pronoun and the verb in bracket either in the present tense or le passé composé , depending on the time markers given.	Grammar	31
4. Reading and writing	Read the brochure on a campsite in Biarritz. 1. Find the French equivalent of a list of English words in the text. 2. Answer comprehension questions in full English sentences. 3. Create a brochure for an ideal campsite.	Reading Writing	33
5. Vocabulary	1. Complete the table and see if you can come up with an explanation for un faux anglicisme . 2. Discuss in pairs.	Vocabulary	33
Chapter vocabulary list	Key vocabulary for the chapter	Vocabulary	N/A
Teacher eBook			
Chapter test	Cumulative chapter test	Reading Writing Listening Speaking	16
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.

En plein air

chapitre

2



Saint-Jean-de-Luz, la ville des pirates

Il fait un temps idéal pour une randonnée en montagne !

Avant de commencer...

What types of outdoor activities do you like to do?

Do you think these activities should be compulsory at school? Why or why not?

Do you agree with the statement that camping is a cheap way of travelling and has a minimal impact on the environment?

Communication

- Express how you feel
- Say what you have or have not done in the past
- Talk about what is necessary
- Talk about the weather
- Describe your holidays
- Discuss outdoor activities such as trekking and camping

Compréhension

- Use avoir expressions
- Use expressions of quantity
- Conjugate semi-regular e-er verbs
- Conjugate the irregular verbs dormir and dire
- Learn le passé composé of regular -er, -ir and -re verbs
- Use the expression il faut
- Learn about irregular adjectives and position of adjectives
- Learn how to use tout

Culturel et interculturel

- Discover the region of Nouvelle-Aquitaine
- Learn about Basque culture and la pelote basque
- Find out about native animals
- Find out what it would be like to go on a French learning experience in Nouvelle-Calédonie
- Understand and use the avoir un poil dans la main gesture

Before you start, turn to page 23 of your Activity Book.

19

Chapter learning objectives

- Express how you feel
- Say what you have or have not done in the past
- Talk about what is necessary
- Talk about the weather
- Describe your holidays
- Discuss outdoor activities such as trekking and camping

Chapter language functions

- Use avoir expressions
- Use expressions of quantity
- Conjugate semi-regular e-er verbs
- Conjugate the irregular verbs dormir and dire
- Learn le passé composé of regular -er, -ir and -re verbs
- Use the expression il faut
- Learn about irregular adjectives and position of adjectives
- Learn how to use tout

Chapter cultural points

- Discover the region of Nouvelle-Aquitaine
- Learn about the Basque culture and la pelote basque
- Find out about native animals
- Understand and use the avoir un poil dans la main gesture

Chapter vocabulary

Nouns

- l'air (*m*)
- un abri
- l'apprentissage (*m*)
- un arbre
- une assiette
- une astuce
- l'automne (*m*)
- une baleine
- le bâtiment
- un bisou
- un bocal
- une bouteille (d'eau)
- le brouillard
- un camping
- un casque
- un cauchemar
- une cerise
- un champignon
- un/e champion/ne (de)
- un choix
- une côte
- le courage
- une crème solaire
- un degré
- une école de surf
- une émission
- l'est (*m*)
- l'été (*m*)
- une fête
- une forêt
- une frontière
- la grêle
- l'hiver (*m*)
- un joueur
- un journal intime
- un kilo
- un kilomètre
- un lac
- une lampe de poche
- un légume
- un loup(-garou)
- les mains (*f*) nues
- un marché

Verbs

- atteindre
- cuisiner
- dire
- emprunter
- espérer
- fonder
- gagner
- geler
- gouter (goûter) à
- louer
- nager
- neiger
- partager
- se passer de
- permettre
- pleuvoir (il pleut)
- protéger
- renverser
- salir
- sauvegarder
- sonner
- tricher

Adjectives

- brun/e
- cher, chère
- décoré/e
- délicieux, délicieuse
- dernier, dernière
- énorme
- épousé/e
- fascinant/e

- fier, fière
- gratuit/e
- gros/se
- haut/e
- idéal/e
- jeune
- lourd/e

Useful words and expressions

- apparemment
- avant-hier
- avoir faim
- avoir peur (de)
- avoir soif
- comme
- de bonne heure
- debout
- le décalage horaire
- une douzaine
- évidemment
- faire des économies
- faire des progrès
- Hein ?

- hier
- il fait beau
- il fait chaud
- il fait froid
- il pleut
- il y a des orages
- la même chose
- des nouvelles (fpl)
- pour (in order to)
- Qu'est-ce qui se passe ?
- quand
- Quel temps fait-il ?
- sous
- surtout

Formative assessment

Imagine you are in **Montauban**. Write a postcard or email to your family, giving as many details as possible: what you plan to do and see, what you are going to eat (using present and **futur proche** tenses). Compare it with your home town using **plus, moins, aussi... que, c'est et ce sont, comme ci comme ça...**

Try to reuse as much vocabulary from the previous chapter as possible.

Que remarquez-vous ?

Discuss the photos and map:

- Qu'est-ce qu'on voit sur cette photo ? *On voit des maisons et des bateaux au bord de l'eau. Ca ressemble à un port de pêche. Les maisons sont colorées, les arbres sont verts.*
- How different are the houses in the photo from the houses where we live?
- Qu'est-ce qu'on ne voit pas mais qu'on peut imaginer ? *On peut imaginer des personnes dans les maisons, des animaux et des plantes sur la montagne, des oiseaux et des insectes dans la nature.*
- Est-ce qu'il y a des paysages un peu comme ça dans notre pays ? *Oui et non. Les maisons à la montagne sont différentes en Australie/Nouvelle-Zélande.*
- La photo a été prise en quelle saison ? Expliquez votre réponse. *C'est l'été. Les arbres sont verts. / Tout est vert. Les gens sont en shorts. Il font de la randonnée en montagne. Il n'y a pas de neige sur la montagne.*
- Lisez le titre du chapitre. Think of the word **plein** as being related to 'plenty'.
 - Can you name places where fresh air is plentiful? What is a generic name for such places in English? *The great outdoors.*
 - Explain that eating outdoors in French is **manger en plein air**.
 - What Italian term do we use to express this? *Al fresco* (literally 'in the fresh').
 - How important is an outdoor lifestyle in our culture? Can you think of countries where outdoor activities are limited by the weather or the topography?
- What geometrical shape does the map of France have? *A hexagon.* Explain that France is often referred to as **l'Hexagone** in common speech.
- Considérez le titre, les photos et la carte. De quoi va parler ce chapitre ? *Il va parler d'activités en plein air, de la région du sud-ouest, de vacances, de l'été...*

Lisez Communication et Culturel et interculturel.

Say: List the item(s) you think will be useful or interesting. Students can share their thoughts and review them at the end of each Étape.

Sitcom-style video

► **VIDEO:** Sitcom video: *Copains, copines*

Viewing questions

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

Comprehension questions

After the first viewing

- 1 Where is this episode taking place? *Où sont Inès et Valentin ? It's at Inès' apartment where she lives with her mother, Florence, and her younger brother, Sami. Valentin and Inès are in the kitchen, studying. Ils sont dans la cuisine, dans l'appartement d'Inès. Elle vit ici avec sa mère, Florence, et son petit frère, Sami.*
- 2 What is the main topic in this episode? *This episode is about preparing for exams and how to handle stress.*
- 3 What general comments can you make about how Valentin and Inès handle stress? *Valentin is pretty stressed and does not really know how to deal with it. Inès on the other hand seems much calmer and in control.*
- 4 How does Inès' mum contribute to the conversation? *She offers further advice on managing stress.*

After the second viewing

- 5 What strategies do Inès and Valentin use to manage their stress? *Inès says that she studies, she sleeps well, she eats well and she drinks litres of green tea. Valentin eats lots (des kilos) of chocolate.*
- 6 What does Inès' mum recommend to manage stress? Which tense does she use to talk about what she did when she was a university student? *She recommends exercising, and yoga in particular. She uses the perfect tense (le passé composé "ai fait").*
- 7 What does the gesture Inès does when saying '**Pas comme Sami**' mean? *She is doing the gesture 'avoir un poil dans la main', meaning that Sami is lazy.*
- 8 What is Inès's passion? *She loves art and cinema.*
- 9 What has Inès' mum bought for Inès and Valentin and where is it located? *She has bought some chocolate (**du chocolat noir et du chocolat au lait**) and **madeleines** and they are respectively in the living room drawer (**la commode du salon**) and the kitchen cupboard (**le placard de la cuisine**).*

10 Are the two friends going to go back to studying straight away? Why? No, they will take a break to relieve some of the stress and have **un goûter** before they start studying again.

11 Why is Valentin saying ‘**ha ha, très drôle**’ at the end of the episode? Inès just teased him, asking if he would rather have a snack or do yoga, when he said earlier he was not convinced he would like to do yoga.

12 Et vous, qu'est-ce que vous faites pour contrôler le stress ? How do you relieve stress in general? Give your answer in French.

STUDENT BOOK • PAGES 20–1

Étape 1

On fait du camping

Il est midi. Malick et Éva rentrent du marché du village d'Urrugne avec des provisions.

Éva : Coucou ! Charlotte ? Tu es où ?
Charlotte : Ici, sous l'arbre.
Malick : Et Guillaume, il est où ?
Charlotte : Sous la tente. Il dort donc.

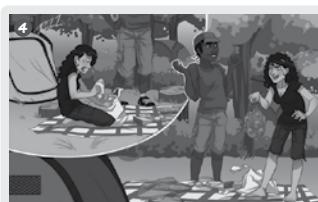


Éva : Allo ?
Charlotte : Oui, merci. Mais je suis un peu fatiguée. Mon portable a sonné à trois heures du matin. Mon frère a oublié le décalage horaire.

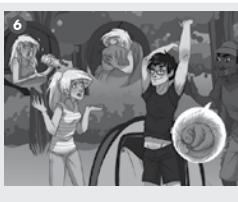
Malick : C'est l'hiver à Melbourne, non ? Quel temps fait-il là-bas ?
Charlotte : Il fait mauvais et il y a des orages.
Éva : À Paris aussi, et il pleut... mais ici, il y a du soleil et il fait chaud. C'est idéal pour nager dans le lac.




Charlotte : Bon, alors, qu'est-ce que vous avez acheté au marché ? Ouh ! Vous avez acheté combien de fromages ?
Malick : Il faut goûter aux fromages de la région, Charlotte.
Charlotte : Et ces trois kilos de tomates ??
Malick : Pour faire une sauce tomate, il faut beaucoup de tomates.
Charlotte : Et on ne peut pas acheter un bocal de sauce tomate au marché ??



Malick : Mais ce n'est pas la même chose ! Bon, allez, je vais préparer une bonne omelette. Voilà les champignons... Éva, où sont les œufs ?
Éva : Tu n'as pas acheté d'œufs ?
Malick : Oh non ! C'est pas vrai... On a oublié la douzaine d'œufs !
Guillaume : Qui ? Qui est-ce qui se passe ?
Malick : Oh, là, Guillaume, un ours a mangé tous nos œufs !
Guillaume : Hein... Un ours... Oh, c'est ça, oui !

Un peu plus tard, vers 16h30...

Malick : Hé ! Mince ! Où a renversé la bouteille d'eau ?
Éva : Ça va très bien, évidemment !
Malick : Ça va bien un loup !
Guillaume : Oh un loup-garou ?
Charlotte : Oups ! Désolée ! Le loup-garou, c'est moi... J'ai préparé du café et... Pardon ! Euh... Il y a vraiment des loups dans ces montagnes ?
Guillaume : Oui. Dans la forêt. Tu as peur des loups ? Mais ce sont des animaux fascinants !
Charlotte : Ah bon ? Voici vos tasses de café.

How important is it to you to try out local foods when travelling? Why?




Malick : Et voilà les pains au chocolat, pas besoin d'assiettes !
Guillaume : Génial, merci les copains ! J'ai soif... et j'ai faim. J'ai une faim de loup...

1 SUR LA BONNE PISTE

Répondez en français.

- Où sont les quatre amis ?
- Qui fait la grasse matinée sous la tente ?
- Qui veut faire la cuisine ?
- Il y a combien d'œufs pour faire l'omelette ?
- Quels animaux habitent dans la forêt ?

Suggested introduction to the BD

AUDIO: qdn-sb34-ch02-01

INTERACTIVE BD: Étape 1 : On fait du camping

1 Before they listen to the audio track, ask students to look closely at the illustrations, without reading the text. Alternatively, use the interactive version of the story on the eBook, with the text hidden. Prompt students to answer the questions in French as much as possible. If students respond in English, repeat what they say in French.

- Comment s'appellent les personnages ? Ils s'appellent Guillaume, Malick, Éva et Charlotte.
- Qu'est-ce qu'ils portent comme vêtements et comme accessoires ? Ils portent des tee-shirts, des shorts, des baskets, des lunettes de soleil...
- Où sont-ils ? Ils sont en plein air / à la montagne / à la campagne / dans un camping...
- Que font-ils dans chaque image ? Dans l'image numéro un, Malick et Éva arrivent avec des sacs. Charlotte est assise. Elle ne fait rien...
- Décrivez les vêtements d'Éva et de Malick. Malick porte un short/Bermuda beige et un tee-shirt vert kaki, des baskets et une casquette rouge. Éva porte

Avant de commencer...

AB ACTIVITY BOOK: Avant de commencer... p. 23

Conduct a class discussion for Questions 2 and 3, before students complete all four questions individually. Students will be able to see how their knowledge and understanding of French culture has developed when they review Question 3 at the end of this chapter.

- 3 Invite each group to share their predictions with the class.
- 4 Play the audio track to compare the real story to students' speculations.

AB ACTIVITY BOOK: **A** Quel est donc ce mot ? pp. 24–5;
C Avez-vous compris ? p. 26

Misconception

Révision : In French, **un pantalon**, **un pyjama**, **un jogging** and **un short** are all singular, whereas in English they are plural.

IcLL extension

- Ask students what camping means to them from their own experience with family, friends, school or group outings. Use questions based on the five senses to provide a full picture: **Qu'est-ce qu'on voit/sent/entend/goûte/ressent physiquement ?**
- Camping is a popular activity and **l'Hexagone** boasts more than 11 000 camping sites. Traditionally people enjoy returning to the same spot each year to renew friendships. Camping sites can vary greatly.

Les campings :

- avec accès direct à la plage
- avec piscine couverte
- bien-être
- autour des lacs et rivières
- équipés de mini-club enfants
- avec hébergements insolites (cabanes dans les arbres...)
- sportifs (randonnée, cheval, canoë-kayak...)
- résidentiels
- Où est le camping des quatre amis ? **Il est dans une forêt au bord d'un lac / près d'un lac.**
- Show a video of a famous camping site in Aquitaine and compare this with students' original description of camping. Use the 'five senses' questions.

 **WEBLINK:** Club Marina Landes

Learning how to learn

Ask students to note words and expressions from the text that make the dialogue sound more natural. Can they think of similar expressions in English? For example:

- | | |
|------------------------------|--|
| • Coucou ! | <i>Hi! Hello! (Peek-a-boo!)</i> |
| • Bon, alors... | <i>Righto ...</i> |
| • Ouah ! | <i>Wow!</i> |
| • Bon, allez... | <i>OK, right ...</i> |
| • Oh non ! | <i>Oh no! OMG!</i> |
| • C'est pas vrai ! | <i>I can't believe it! No way!</i> |
| • Oh là là ! | <i>Oh dear! Oh no!</i> |
| • Hein ? | <i>Eh? What?</i> |
| • Oh, c'est ça, oui ! | <i>Yeah, right.</i> |
| • N'importe quoi. | <i>As if. Nonsense. (in this context)</i> |
| • Hé ! Mince ! | <i>Oh, sugar! (or other words to avoid expletives)</i> |
| • Oups ! | <i>Oops!</i> |
| • Euh... | <i>Umm ...</i> |
| • Ah bon ? | <i>Oh really?</i> |

Suggest students write these words and expressions in their notebook for future reference. Using them will help students create more natural-sounding conversations.

IcLL prompts

In F 8, the four friends are eating **pains au chocolat**. Explain that it is more common to eat **croissants** for breakfast and **pains au chocolat** (rectangular-shaped croissants with chocolate in the middle) for **le gouter** (afternoon tea) in France. Ask:

- **Qu'est-ce que vous mangez chez vous juste après l'école ?**
 - Ask students whether they have the same kind of breakfast on the weekend as during the week. Compare this to what they know about French breakfasts.
 - **Est-ce qu'on mange des croissants et des pains au chocolat tous les jours pour le petit-déjeuner en France ? Non, en général, on mange des tartines de pain / du pain et de la confiture / des céréales. On mange des croissants ou des pains au chocolat / des viennoiseries le weekend ou quand on est avec des amis.**
 - **Est-ce qu'on mange des croissants et des pains au chocolat dans notre pays ? Si oui, comment est-ce qu'on les appelle en anglais ? Oui. Les croissants s'appellent « croissants » et les pains au chocolat s'appellent souvent « chocolate croissants ».**
- As explained earlier, this is inappropriate: a **pain au chocolat** does not have a crescent shape, therefore cannot be called a **croissant**.
- **Pourquoi est-ce qu'on dit rarement « pain au chocolat » dans nos pâtisseries ? Parce que le mot « pain » est un faux ami. En anglais, « pain » veut dire « douleur ».**

New language functions

► Avoir expressions

Frames 6, 7, 8

Grammar explanation: Student Book p. 23

► Expressions of quantity

Frames 4, 5

Grammar explanation: Student Book p. 23

► Semi-regular e–er verbs

Frame 5

Grammar explanation: Student Book p. 23

► The irregular verb dormir

Frames 1, 6

Grammar explanation: Student Book p. 24

► Le passé composé

Frames 2, 4, 7

Grammar explanation: Student Book p. 24

Student Book answers

Sur la bonne piste

While short answers are acceptable here, model complete sentences to encourage expansion. For example:

- 1 **Où sont les quatre amis ? Ils / Les quatre amis sont au village d'Urrugne / à Urrugne / dans un camping.**
- 2 **Qui fait la grasse matinée sous la tente ? Guillaume. / C'est Guillaume qui fait la grasse matinée. / Guillaume dort/est dans la tente.**

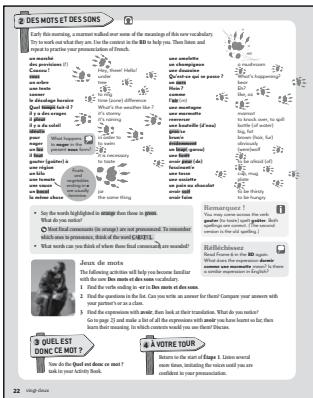
- 3 Qui veut faire la cuisine ? **Malick veut faire la cuisine.** / C'est Malick qui veut faire la cuisine.
 4 Il y a combien d'oeufs pour faire l'omelette ?
Zéro. Il n'y a pas d'œufs pour faire l'omelette.
 5 Quels animaux habitent dans la forêt ?
Les ours et les loups habitent/vivent dans la forêt.
 (NB : La marmotte vit dans les montagnes.)

Réfléchissez

How important is it to you to try out local foods when travelling? Why? *Trying local foods is part and parcel of experiencing a different culture. It helps us discover new foods or new ways of preparing them.*

Ask: What interesting regional or traditional foods have you tried on your trips or at a friend's place that you don't normally eat at home?

STUDENT BOOK • PAGE 22



Des mots et des sons

AUDIO: qdn-sb34-ch02-02

► Hidden meanings

un marché	market
des provisions (f)	provisions, grocery shopping
une tente	tent
il y a du soleil	it is sunny
idéal/e	ideal
un lac	lake
une région	region
un kilo	kilo
une tomate	tomato
une sauce	sauce
une omelette	omelette
une douzaine	dozen
l'air (m)	air
une montagne	mountain
une forêt	forest
fascinant/e	fascinating
un pain au chocolat	chocolate croissant (see explanation on previous page)

- Note: Even though they end with an 'e', **concombre** and **pamplemousse** are masculine.
- Explain: adding the suffix **-aine** to round numbers (e.g. 10, 20, 30, 40, 50, 60, 100) means 'about' or '-ish'. For example: **J'ai invité une vingtaine d'amis** (about 20, 20-ish); **Il a une quarantaine d'années** (40-ish). The only exact number finishing in **-aine** is **douzaine** (a dozen).

AB ACTIVITY BOOK: B Dans le détail p. 25

IcLL prompts

- Explain that **le décalage horaire** can also be defined as jet lag; for example, **Je souffre du décalage horaire.**
- Project a world map of time zones with labels in French and ask:
 - Quelle heure est-il ici ? Et quelle heure est-il en France maintenant ? C'est le matin (ou le soir) là-bas ?**
 - Que font les Français maintenant / en ce moment ? Ils dorment/mangent/travaillent...**
 - What issues can arise from being in a different time zone if you need to communicate with a sister school in France?

WEblink: Time zone map

Student Book answers

- What happens to **nager** in the present **nous** form? **Nager** becomes **nageons** when used with **nous** in the present form, as previously seen with **manger** in Chapter 1.

Prompt students to find ways of remembering this rule. Suggest that **nageons** sounds more like a smooth swim than **nagons**.

- What do you notice? *The final consonant is sounded in the words in green, but not in the words in orange.*
- What words can you think of where these final consonants are sounded? *The final consonant is sounded in **berk**, **bonjour**, **ours** and in loan words, such as **le camping**, **les baskets**, **le club**.*

Note: The 'q' in **cinq** is always sounded when followed by a vowel or a silent 'h'. When followed by a consonant (e.g. **cinq minutes**), the 'q' can either be pronounced or not: [sɛk minyt] or [sɛ minyt].

Jeux de mots

- 1 Find the verbs ending in **-er** in **Des mots et des sons**. What is their past participle?

sonner	sonné
nager	nagé
gouter	gouté
renverser	renversé

- 2 Find the questions in the list. Can you write an answer for them? Compare your answers with your partner's or class. *Student's own response*

Quel temps fait-il ?

Qu'est-ce qui se passe ?

- 3 Find the expressions with **avoir**, then look at their translation. What do you notice?

*The English translation uses the verb 'to be' rather than the literal translation of **avoir**, 'to have'.*

Réfléchissez

Read Frame 6 in the **BD** again. What does the expression **dormir comme une marmotte** mean? Is there a similar expression in English? *It means to sleep soundly and for a long time, because marmots (sometimes called groundhogs) hibernate for approximately 5 months. Equivalent English expressions are 'to sleep like a log' or 'to sleep like a baby'.*