# Contents

## Introduction

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Your Quoi de Neuf ? 2 Activity Book is where you will practise and consolidate the key language and learning from your Student Book. You will develop your language skills as well as your knowledge of French and francophone cultures. Clear instructions in English and helpful examples make it easy for you to work independent from your teacher: on your own or with a partner, in class or at home.

Before you start … is the first activity of every chapter. Complete it before you start the Bande Dessinée (comic strip) in your Student Book. It gives you a chance to think about the themes of the chapter in relation to your own culture and reflect on the similarities and differences you would expect in francophone cultures. Sharing and comparing your answers with others is interesting, fun and often surprising!

In Qu’est-ce que ça veut dire ?, you will help Inspecteur Lepif work out the meaning of the new words and expressions in your Student Book, by looking for clues and using your deductive skills. In return, he will help you with some useful strategies and tips for remembering and expanding your vocabulary.

Other activities such as Vous comprenez la BD ?, Prononciation, Comprenez-vous ?, Quiz, Un peu de lecture, and Le mot juste will help you consolidate what you learn in your Student Book, as well as boost your creativity and your literacy and numeracy skills.

You have the opportunity to check and record your progress during and at the end of each chapter with the Et maintenant, parlez ! interaction activities and Maintenant, je peux…

The eBook has interactive games and worksheets to help your language learning. You can record your achievements in Mes activités numériques.

Each activity has icons telling you which skills you will be practising.

In the last activity, Reflections, take the opportunity to look back at what you have been learning over the chapter. Think about any changes in your knowledge and attitudes, and record the progress you have made towards becoming a brilliant intercultural communicator!

Each activity has icons telling you which skills you will be practising.

Icons used in your Quoi de neuf ? 2 Activity Book

- **Listen** to the voices of French native speakers and practise your comprehension skills.
- Take part in interactions and become a confident speaker.
- Develop your reading skills and enjoy looking at different text types.
- **Write** your answers in French. Remember to check your work for accuracy!
- Develop your intercultural awareness. Observe, explore, notice, compare, reflect and record your point of view.
- Work out the correct answers or patterns using your deductive and critical thinking skills.
- Learn to use a bilingual dictionary and the Dictionnaire (français–anglais; anglais–français) section of your book.
- Develop your 21st century skills with activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

Alors, on y va !

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 section at the back of the book, you will see the old spelling provided as reference too, as both are correct.
Bon weekend !

Before you start ...

1 Complete the first two columns in this table. When you have finished this chapter, return to complete the last column.

<table>
<thead>
<tr>
<th>What I know about popular leisure activities practised in le monde francophone</th>
<th>What I want to learn</th>
<th>What I learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

2 What leisure activities do you enjoy?

___________________________________________________________________________

___________________________________________________________________________

3 What leisure activities do you think would be popular with French teenagers?

___________________________________________________________________________

___________________________________________________________________________

4 Look at the photos on page 33 of your Student Book. Are there any activities shown that we don’t do here?

___________________________________________________________________________

___________________________________________________________________________

5 Do you know any major sporting events that take place in France?

___________________________________________________________________________

___________________________________________________________________________

To help me remember important information in this chapter, I will:

☐ practise the verb faire every day for a week.

☐ create a poster of my favourite sport/leisure activities in French and post it where I’ll see it every day.

☐ ___________________________ (my own idea)
A • Qu’est-ce que ça veut dire ?

Trouvez l’équivalent en français.

Help Inspecteur Lepif work out the meaning of the note he’s found. By yourself or with a partner, match the French words and expressions on the note to the English equivalents in the tables.

<table>
<thead>
<tr>
<th></th>
<th>faire de la natation</th>
<th>faire du roller</th>
<th>le basket(ball)</th>
<th>le programme</th>
<th>Quel flemmard ! / Quelle flemmarde !</th>
<th>quelquefois</th>
<th>toujours</th>
<th>Quel rabat-joie !</th>
<th>la piscine</th>
<th>le volley(ball)</th>
<th>le match</th>
<th>le centre de loisirs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>faire d e la natation</td>
<td>faire du roller</td>
<td>le basket(ball)</td>
<td>le programme</td>
<td>Quel flemmard ! / Quelle flemmarde !</td>
<td>quelquefois</td>
<td>toujours</td>
<td>Quel rabat-joie !</td>
<td>la piscine</td>
<td>le volley(ball)</td>
<td>le match</td>
<td>le centre de loisirs</td>
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<tr>
<td>2</td>
<td>l’instrument (m)</td>
<td>faire grasse matinée</td>
<td>faire du judo</td>
<td>faire de la boxe</td>
<td>d’habitude</td>
<td>Bon weekend !</td>
<td>A plus (tard) !</td>
<td>(À) demain</td>
<td>ben…</td>
<td>bricoler</td>
<td>faire</td>
<td>faire du babysitting</td>
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<tr>
<td>3</td>
<td>faire du roller</td>
<td>faire grasse matinée</td>
<td>faire du judo</td>
<td>faire de la boxe</td>
<td>d’habitude</td>
<td>Bon weekend !</td>
<td>A plus (tard) !</td>
<td>(À) demain</td>
<td>ben…</td>
<td>bricoler</td>
<td>faire</td>
<td>faire du babysitting</td>
</tr>
<tr>
<td>4</td>
<td>faire de la natation</td>
<td>faire grasse matinée</td>
<td>faire du judo</td>
<td>faire de la boxe</td>
<td>d’habitude</td>
<td>Bon weekend !</td>
<td>A plus (tard) !</td>
<td>(À) demain</td>
<td>ben…</td>
<td>bricoler</td>
<td>faire</td>
<td>faire du babysitting</td>
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<td>5</td>
<td>l’instrument (m)</td>
<td>faire grasse matinée</td>
<td>faire du judo</td>
<td>faire de la boxe</td>
<td>d’habitude</td>
<td>Bon weekend !</td>
<td>A plus (tard) !</td>
<td>(À) demain</td>
<td>ben…</td>
<td>bricoler</td>
<td>faire</td>
<td>faire du babysitting</td>
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<td>6</td>
<td>quelquefois</td>
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<td>7</td>
<td>toujours</td>
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<td>9</td>
<td>la piscine</td>
<td>la piscine</td>
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<tr>
<td>10</td>
<td>le volley(ball)</td>
<td>le volley(ball)</td>
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<td>11</td>
<td>le match</td>
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<tr>
<td>12</td>
<td>le centre de loisirs</td>
<td>le centre de loisirs</td>
<td>le centre de loisirs</td>
<td>le centre de loisirs</td>
<td>le centre de loisirs</td>
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<td>le centre de loisirs</td>
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</tbody>
</table>

Have your Student Book open at the BD so that you can use the visual clues and the context to help you guess the meanings. Remember to watch out for other clues like headings, punctuation and similarities to English.

- For each word or expression, write the number of the French meaning to the left of the English.
- After checking the answers with your teacher, write the correct French meaning to the right of the English. Remember the accents are part of the spelling.

Remember! Between different languages, there is not always a word-for-word translation of ideas. So a French expression and its English meaning may have different numbers of words.
<table>
<thead>
<tr>
<th>Verbs (doing words)</th>
<th>Useful words and expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you want …?</td>
<td>What a lazybones!</td>
</tr>
<tr>
<td>we can</td>
<td>What a killjoy!</td>
</tr>
<tr>
<td>to do odd jobs</td>
<td>What a pain!</td>
</tr>
<tr>
<td>to do</td>
<td>Let me see!</td>
</tr>
<tr>
<td><strong>Expressions using faire</strong></td>
<td><strong>That’s not fair!</strong></td>
</tr>
<tr>
<td>to play sport</td>
<td>Hey!</td>
</tr>
<tr>
<td>to swim, to go swimming</td>
<td>Cheer up!</td>
</tr>
<tr>
<td>to go shopping</td>
<td>Have a good weekend!</td>
</tr>
<tr>
<td>to go mountain-biking</td>
<td>well …</td>
</tr>
<tr>
<td>to jog, to go jogging</td>
<td>What …?</td>
</tr>
<tr>
<td>to roller-skate</td>
<td>See you (later)!</td>
</tr>
<tr>
<td>to babysit</td>
<td>(See you) tomorrow</td>
</tr>
<tr>
<td>to box, to do boxing</td>
<td>good at …</td>
</tr>
<tr>
<td>to do judo</td>
<td>never</td>
</tr>
<tr>
<td>to sleep in</td>
<td>rarely</td>
</tr>
<tr>
<td></td>
<td>sometimes</td>
</tr>
<tr>
<td></td>
<td>usually</td>
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<tr>
<td></td>
<td>often</td>
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<tr>
<td></td>
<td>always</td>
</tr>
</tbody>
</table>

Look at the various activities listed under the heading ‘Verbs’. Compare the English verbs with the French. What do you notice?
B • Vous comprenez la BD ?

Part A  C’est qui ?
Cochez (✓) la case de la personne à qui correspond la phrase.

Tick the box to match each statement with the correct person.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</tr>
<tr>
<td>1</td>
<td>a trop de devoirs.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>joue du piano.</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>ne jouent pas d’instrument de musique.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>sont doués en sport.</td>
<td></td>
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<tr>
<td>5</td>
<td>fait du sport tout le weekend.</td>
<td></td>
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<td></td>
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<tr>
<td>6</td>
<td>fait ses devoirs le vendredi soir.</td>
<td></td>
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<tr>
<td>7</td>
<td>joue toujours au babyfoot le vendredi soir.</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>fait ses devoirs le samedi matin.</td>
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</tr>
<tr>
<td>9</td>
<td>fait la grasse matinée le samedi matin.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>fait du jogging ou du roller.</td>
<td></td>
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</tbody>
</table>

Part B  Le journal intime de Kim
Complétez le journal intime de Kim avec les mots de la liste. Attention, il y a cinq mots de trop !

Fill in Kim’s diary entry using the words below. Note there are five words too many. The first letter of words one, two and three has been provided. Try to identify what kind of word you are looking for (noun, adjective ...) to help you complete the entry.

Vendredi 12 mars, 22h30
Dans ma chambre
Ah les copains ! Quels rabat-joies !
Q____________________ (1) va bricoler avec son père samedi m____________________ (2) et il fait t____________________ (3) du VTT le samedi après-midi. Moi, je vais faire du babysitting, parce que ______________________ (4) parents vont faire du ______________________ (5) Léo, lui, il va jouer au babyfoot ______________________ (6). Oh là là ! Il y a ______________________ (7) d’activités au centre de loisirs : handball, boxe etc. Mais, Quentin refuse d’aller à la ______________________ (8) piscine du centre. Il n’aime pas les sports ______________________ (9), et il ne fait jamais de ______________________ (10) Quelle barbe ! Ah les copains !
A+ Kim
Entourez la bonne réponse.

Read the statistics and the cultural notes in your Student Book and circle the correct answer.

1 In France, the least popular leisure activity is:
   a shopping.
   b listening to music.
   c playing video games.
   d going out with friends.

2 In France, 74 per cent of people like to:
   a go shopping.
   b watch television.
   c go to the cinema.
   d listen to the radio.

3 74 per cent of 11–15-year-olds spend three hours a week:
   a playing sport.
   b reading books.
   c surfing the internet.
   d playing video games.

4 In Canada, the two most popular sports are:
   a basketball and soccer.
   b ice hockey and soccer.
   c ice hockey and lacrosse.
   d American football and basketball.

5 In France, what percentage of people play sport each week?
   a 74
   b 64
   c 78
   d 42

6 The most popular sport in France is:
   a judo.
   b rugby.
   c football.
   d horse riding.

7 Handball is more popular than:
   a golf and tennis.
   b judo and rugby.
   c football and tennis.
   d swimming and rugby.

8 Les Jeux de la Francophonie include:
   a equestrian and dance.
   b mountain bike and hip hop.
   c beach volleyball and photography.
   d boxing and synchronised swimming.

9 Pari-Roller is a famous _____________ in Paris.
   a restaurant
   b ice-skating rink
   c hairdressing salon
   d in-line skating event

10 Le Tour de France always ends:
    a in the Alps.
    b on the Seine.
    c in the Pyrénées.
    d on the Champs-Élysées.
Écoutez et choisissez la bonne réponse.

Listen to Noah, Rose, Louis and Flora and circle what is happening each time.

1 a Noah says he’s good at sport.
 b Noah asks Rose if she is good at sport.
 c Noah says he’s not good at sport.

2 a Rose says she rarely sleeps in on the weekend.
 b Rose says she always sleeps in on the weekend.
 c Rose says she never sleeps in on the weekend.

3 a Louis asks Flora if she sometimes goes to the leisure centre on Wednesday afternoons.
 b Louis asks Flora if she often goes mountain biking on Wednesday afternoons.
 c Louis asks Flora if she usually does homework on Wednesday afternoons.

4 a Rose says she is really good at music.
 b Rose says she is not good at music.
 c Rose says she listens to music.

5 a Flora is asking her friends what they are doing tomorrow.
 b Flora is asking her friends if they are going bike riding tomorrow.
 c Flora is asking her friends if they are going to the pool tomorrow.

6 a Noah says they always play table soccer on Friday nights.
 b Noah says they usually play football on Friday nights.
 c Noah says they sometimes play handball on Friday nights.

7 a Rose says they can have a sleep-in.
 b Rose says they can go swimming.
 c Rose asks Louis if he wants to go swimming.

8 a Flora says, ‘Let me see!’
 b Flora says, ‘It’s not fair!’
 c Flora says, ‘See you later, everyone!’

9 a Louis says, ‘What a lazybones!’
 b Louis says, ‘What a killjoy!’
 c Louis says, ‘What a pain!’

10 a Noah says, ‘See you later.’
 b Noah says, ‘See you tomorrow.’
 c Noah says, ‘See you soon.’

Remember the speaker’s tone can be a valuable clue to meaning.

E • Qu’est-ce que tu fais ?

Part A

Entourez les formes du verbe ‘faire’ et remplissez les blancs.

Underline the verb faire and then circle the forms of the verb and use them to fill in the blanks in Léo’s quilt.

<table>
<thead>
<tr>
<th>je</th>
<th>tu</th>
<th>il</th>
<th>elle</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td>nous</td>
<td>vous</td>
<td>ils</td>
<td>elles</td>
<td></td>
</tr>
</tbody>
</table>

Répondez à la question. Rearrange the remaining words to answer the question.

Qu’est-ce que Léo aime faire le weekend ?
**Part B**
Écrivez une phrase pour chaque image.

Write a sentence describing what these people are doing. Remember to include the correct form of de la / du / de l’.

**Exemple :**

Benoît fait du VTT

1.

Je

2.

Vous

3.

Sabrina et Djamel

4.

Elle

5.

Luna et moi

---

**Part C**
Écrivez des phrases avec ‘ne…pas’.

Use the clues in English to write sentences in French saying what these people are not doing.

**Exemple :**

His parents / roller-skating

Ses parents ne font pas de roller.

1. You (pl) / jogging

2. Nina and Kim / boxing

3. I / judo

4. Mum / sport

5. We / cycling

---
F • Léo perd la tête !

Aidez Léo à mettre les mots dans le bon ordre.
Léo was not concentrating when scribbling on his notepad. Help him put the words in the correct order.

1. Quentin / jamais / de / boxe / fait / ne
   Quentin

2. Catherine / jamais / de / a / devoirs / n’
   Catherine

3. Kim / grasse / la / fait / jamais / ne / matinée

4. Nina / jamais / le / prononce / ne / ‘h’

5. chien / jamais / Mon / les / ne / chasse / oiseaux

G • Non, jamais !

Répondez aux questions avec ‘ne…jamais’.
Answer the questions using ‘no … never’.

Exemple : Est-ce que Nina joue toujours de la clarinette ?
Non, Nina ne joue jamais de clarinette.

1. Est-ce que Quentin fait toujours du VTT le samedi matin ?

2. Est-ce que Quentin fait souvent de la boxe ?

3. Est-ce que Nina et Kim jouent souvent du piano ?

4. Est-ce que Léo joue toujours au babyfoot le samedi soir ?

5. Est-ce que tu fais du shopping avec tes parents ?
Répondez aux questions avec ‘oui’ ou ‘si’.

A French student has just joined your French class. He is asking you the following questions about the BD on pages 34–36 of your Student Book. Answer ‘yes’ to his questions.

Exemple : Léo et Nina ne mangent pas à la cantine ?
Si, ils mangent à la cantine.

Exemple : Catherine va chez son professeur de musique le samedi matin ?
Dui, elle va chez son professeur de musique le samedi matin.

1. Nina ne fait pas la grasse matinée le samedi matin ?

2. Quentin aide son père le samedi matin ?

3. Catherine n’est pas douée en musique ?

4. Kim ne fait jamais de babysitting ?

5. Est-ce que Léo joue au foot dimanche ?

6. On ne peut pas faire du judo au centre de loisirs ?

I • Quel et Qu’est-ce que ?

Part A
Complétez les phrases avec la bonne forme de ‘quel’.

The word quel/le/s is missing from these questions. First circle whether the noun following the space is masculine or feminine and singular or plural. Then fill in the correct form of quel (quel, quelle, quels or quelles).

Exemple : Tu préfères __________ chambre ? (masc/fem sing/pl)

1. Tu préfères __________ sports ? (masc/fem sing/pl)

2. Elles aiment __________ céréales ? (masc/fem sing/pl)

3. Nous allons à __________ piscine ? (masc/fem sing/pl)

4. Tu joues de __________ instrument ? (masc/fem sing/pl)

5. Vous êtes membres de __________ centre de loisirs ? (masc/fem sing/pl)