

**TEACHER GUIDE • 2ND EDITION**

# **QUOI DE NEUF?**



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# **2**

# QUOI DE NEUF? 2

TEACHER GUIDE • 2ND EDITION

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# 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.

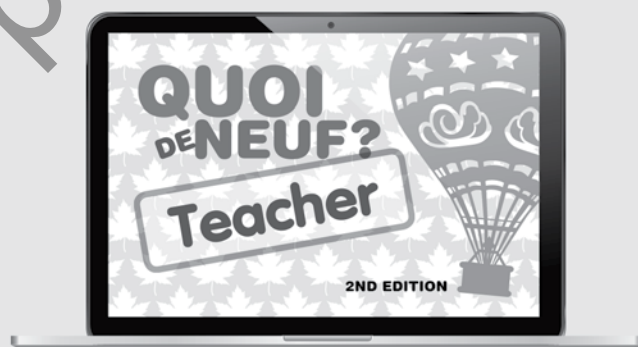
## Student eBook

**Reader+** is our eBook platform. Students can read, take notes, save bookmarks and more — *anywhere, anytime*. Reader+ 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](http://pearson.com.au/quoideneuf)

# How to use this Teacher Guide

Your **Quoi de neuf ? 2** 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 ? 2** 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 ? 2** 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.

### Student eBook

The assets mapped are:

- videos: conversational videos, pronunciation videos
- animations: grammar animations, stroke order animations
- interactive **bande dessinée (BD)**
- interactive games
- worksheets
- chapter vocabulary list

### Teacher eBook

- chapter tests
- chapter curriculum mapping documents.

## 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 are a variety of teaching and learning strategies and support. These range from practical suggestions on steps to approach a section, suggested assessment criteria, developing 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 instantly identify 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 the Student Book
- extension – prompts to extend students' thinking that could 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 ? 2* 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 ? 2** Teacher Guide:

- introduction to intercultural language learning (IcLL)
- introduction to rubric writing
- audio transcripts of the Activity Book and CLIL listening tasks.

# Student Book Table of Contents

CHAPITRE	1	2
	p. 2	p. 18
<i>Titre</i>	<i>Chez toi</i>	<i>La vie scolaire</i>
<b>Communication</b>	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
<b>Compréhension</b>	The present tense of the verb <b>aller</b> Saying where you are going using <b>à</b> + <i>definite article</i> Irregular adjectives Position of adjectives Plural possessive adjectives: <b>notre/nos, votre/vos, leur/s</b> <b>Il y a</b> and <b>voilà</b> <b>Prononciation : qu</b> , syllable stress	The imperative Regular <b>-re</b> verbs in the present tense The <b>futur proche</b> ( <b>aller</b> + <i>infinitive</i> ) The pronoun <b>on</b> The expressions <b>non ?</b> and <b>n'est-ce pas ?</b> Ordinal numbers <b>Prononciation : h, th</b>
<b>Culturel et interculturel</b>	<b>Le monde francophone</b> Housing styles in <b>le monde francophone</b> The <b>J'en ai marre !</b> gesture	The French school system The school day in <b>le monde francophone</b> School year dates The <b>Oh non !</b> gesture
<b>Textes</b>	<b>Bande dessinée</b> Floor plan Real estate advertisement Annotated map of <b>le monde francophone</b>	School timetable <b>Bande dessinée</b> <b>Carnet de correspondance</b> School calendar Penpal forum
<b>Allez-y !</b>	Advertisement Poster Presentation	Classroom instruction game Timetable Puzzles

3	p. 34	4	p. 48
<b>Bon weekend !</b>		<b>Allons en ville !</b>	
Discussing leisure activities Talking about what sports and instruments you play Describing how well you and others play something Saying how often you do something		Asking and giving directions Saying where you'll meet Talking about where things are Saying what town and country you live in Using numbers from 70 onwards	
The present tense of the verb <b>faire</b> Talking about pastimes: <b>jouer à, jouer de, faire de</b> Negation <b>ne... jamais</b> Answering negative questions with <b>si</b> <b>Quel/le/s</b> and <b>Qu'est-ce que</b> <b>Prononciation : è, é</b>		Regular <b>-ir</b> verbs in the present tense 'Let's ...' using the <b>-ons</b> verb form Asking for and giving directions Prepositions of place 'In' and 'to' with towns and countries <b>Prononciation : on, tion</b>	
Leisure activities in <b>le monde francophone</b> <b>Le Tour de France</b> and <b>la Course</b> <b>Pari Roller</b> The <b>Mon œil !</b> gesture		Features of French towns Phone numbers in France The <b>Tais-toi !</b> gesture	
<b>Bande dessinée</b> Shop advertisement Speeches about pastimes		Street signs <b>Bande dessinée</b> Street safety instructions Street map Newspaper interviews Tourism brochure	
Poster Sporting and cultural events program Research online		Research online Town plan Guided tour	

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**chapitre 2**

# La vie scolaire



En cours d'anglais ce matin... C'est la rentrée ! On travaille beaucoup en classe à Madagascar.

**Avant de commencer...**  
Between what ages is school compulsory where you live?  
What makes a school?  
Are all schools the same? Explain.

Communication	Compréhension	Culturel et interculturel
<ul style="list-style-type: none"> <li>Talk about school subjects</li> <li>Talk about classroom materials</li> <li>Say what year someone is in</li> <li>Say what you are or are not going to do</li> <li>Ask and say what time it is</li> <li>Give orders and instructions</li> </ul>	<ul style="list-style-type: none"> <li>Learn to use the imperative</li> <li>Use regular -re verbs in the present tense</li> <li>Use <i>le futur proche</i> (aller + infinitive)</li> <li>Understand and use the pronoun <i>on</i></li> <li>Use ... non ? and n'est-ce pas ?</li> <li>Use ordinal numbers</li> <li>Master the pronunciation of <i>h</i> and <i>th</i></li> </ul>	<ul style="list-style-type: none"> <li>Find out about the French school system</li> <li>Compare the school day in some francophone communities with yours</li> <li>Learn about the French school year and compare it with yours</li> <li>Discover the <i>Oh non !</i> gesture</li> </ul>

Before you start, turn to page 21 of your Activity Book.

## Chapter learning objectives

- Talk about school subjects
- Talk about classroom materials
- Say what year someone is in
- Say what you are or are not going to do
- Ask and say what time it is
- Give orders and instruction

## Chapter language functions

- The imperative
- Conjugate **-re** verbs in the present tense
- Le futur proche** (aller + infinitive)
- On**
- Non ?** and **n'est-ce pas ?**
- Ordinal numbers
- Pronunciation of **h** and **th**

## Chapter cultural points

- The French school system
- Compare the school day in some **francophone** communities with yours
- Learn about the French school year and compare it with yours
- Oh non !** gesture

## Chapter vocabulary

### Nouns

- |  |   |
|--|---|
| • l'allemand (m)                           | • l'hiver (m)                                       |
| • l'anglais (m)                            | • l'italien (m)                                     |
| • les arts (mpl) plastiques                | • la journée  |
| • un bâton de colle                        | • le latin  |
| • le cahier                                | • le livre (de maths)                               |
| • la cantine                               | • les maths (mathématiques) (fpl)                   |
| • la chimie                                | • la matière  |
| • la classe                                | • le noir   |
| • un classeur                              | • la physique                                       |
| • une clé USB                              | • le prof(esseur)                                   |
| • le collègue                              | • la prof(esseure)                                  |
| • un/une correspondant/e (corres)          | • la récré(ation)                                   |
| • le cours (de maths)                      | • une règle   |
| • un crayon                                | • la rentrée  |
| • les devoirs (mpl)                        | • la salle de permanence                            |
| • l'éducation civique (f)                  | • les sciences (fpl) de la vie et de la Terre (SVT) |
| • l'éducation musicale (f) / la musique    | • un sondage  |
| • l'éducation physique et sportive (f), EP | • un stylo  |
| • l'élève (m, f)                           | • un surligneur                                     |
| • l'espagnol (m)                           | • le surveillant                                    |
| • l'exercice (m)                           | • la surveillante                                   |
| • les fournitures scolaires                | • le tableau  |
| • le français                              | • un taille-crayon                                  |
| • une gomme                                | • la techno(logie)                                  |
| • l'histoire-géo(graphie) (f)              | • une trousse                                       |

### Verbs

- |             |                    |
|-------------|--------------------|
| • attendre  | • ouvrir           |
| • boudier   | • parler           |
| • commencer | • perdre (la tête) |
| • entendre  | • prononcer        |
| • entrer    | • terminer         |
| • oublier   | • travailler       |

### Adjectives

- |                 |             |
|-----------------|-------------|
| • barbant/e     | • préféré/e |
| • difficile     | • quatrième |
| • facile        | • sévère    |
| • intéressant/e | • utile     |
| • mixte         |             |

### Useful words and expressions

- |                               |                                |
|-------------------------------|--------------------------------|
| • Bravo !                     | • pendant                      |
| • cinquième (5 <sup>e</sup> ) | • première (1 <sup>re</sup> )  |
| • collège                     | • presque                      |
| • école maternelle            | • quatrième (4 <sup>e</sup> )  |
| • école primaire              | • ... en quelle année ?        |
| • l'emploi du temps           | • Qu'est-ce qu'on a... ?       |
| • en cours de...              | • seconde (2 <sup>de</sup> )   |
| • être fort/e en...           | • si                           |
| • être nul/le en...           | • en silence                   |
| • j'ai oublié/e               | • sixième (6 <sup>e</sup> )    |
| • lycée                       | • terminale (1 <sup>re</sup> ) |
| • du matin                    | • tout le monde                |
| • à midi                      | • troisième (3 <sup>e</sup> )  |
| • moi non plus                | • la vie scolaire              |
| • ... n'est-ce pas ?          |                                |

## What do you notice?

Have students look at each photo.

- Do any of these photos look like they could have been taken where you live and in your school? Why or why not?
- What is in each photo? Where do you think it was taken?
  - A classroom in France.
  - Young people in front of an old building, with '**Liberté, égalité, fraternité, Lycée Henri IV, Paris**' written on it.
  - A junior secondary school student's timetable.
  - A classroom in Madagascar.
- Encourage students to start making comments on photos in French.
- Compare and contrast the two classrooms shown in the photos. *The classroom in Madagascar has wooden desks, three or four students per row, bare walls, and students wearing thongs. The classroom in France has metallic desks, two students per desk and posters on the walls.*
- Where was the second photo taken? How do you know for sure that it is in France? *The motto: **liberté, égalité, fraternité**.*
- What are the students wearing and how do they carry their belongings? Is it the same in your school?
- What do the photos suggest this chapter is going to be about? *Schooling in France and in **francophone** countries, secondary school students and school subjects.*
- What do you think the title of this chapter means? *School life.*
- Find out what's in this chapter by looking at the **communication** and **culturel et interculturel** points. How accurate were your earlier predictions?
- What would you like to learn from this chapter?

## Formative assessment

- Use the summative assessment task from Chapter 1 to create your three levels: at level, below and above.
- Activate prior knowledge by asking students what they already know about school / school subjects in France and **francophone** countries. Encourage them to use French! Create a big mind map of these words on the board.

## Before you start ...

**AB ACTIVITY BOOK:** Before you start ... p. 21

- Give students 5–10 minutes to think about and write down their individual answers to the Activity Book questions. Emphasise that it is not about being right or wrong.
- Follow up by sharing and comparing ideas, but do not correct students at this stage.

## ICLL extension

- Look at the first photo on the page. What language do you think is being taught in this lesson? How do you know? *It is an English lesson. We can tell from the posters on the wall and the caption.*
- Do your French lessons and classroom organisation look similar? In what way is it the same? And in what way is it different?
- How do students ask for permission to talk in a French classroom? *They raise their hand and wait for the teacher's permission before they start talking.*
- How do you ask for permission to talk?
- Are students in the photo wearing uniforms? Do you wear a uniform?
- What are the pros and cons of wearing a school uniform?
- What do you think about the use of laptops and other devices in class?

## Sitcom-style 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

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

### ► After the first viewing

- What is the main issue in this episode?  
*Matthieu is annoyed at Sami because he does not take time to catch up with him after school anymore.*
- What is Sami's reply?  
*Sami says that he has been going home to look after the puppies.*
- How do you think Matthieu feels about the friendship between Sami and Elaia?  
*He is jealous of the friendship between the two.*

### ► After the second viewing

- What information does Sami give Matthieu about Elaia?  
*Sami tells Matthieu that she is very nice and that she plays soccer.*
- Why does Elaia ask Sami if he eats at the canteen today?  
*She thinks Sami should have a chat with Matthieu at lunchtime and ask if he wants to see the puppies.*
- What subject is Sami's favourite?  
*Sami's favourite subject is PE (EPS = Éducation Physique et Sportive).*
- What class is Elaia going to?  
*She is going to her History and Geography class.*

**Quelle est ta matière préférée ?**  
Lundi, à 7 heures 55 du matin.  
Léo et Nina vont au collège.

1 Je déteste l'hiver. C'est nul !  
Moi aussi. Je n'aime pas commencer la journée dans le noir.

2 Bonjour, Nina. Ça va ?  
Oui, pas mal, merci.  
Salut, Léo.

3 Qu'est-ce qu'on a à huit heures, Quentin ?  
On a histoire-géo, non ? Voyons... oui... et à neuf heures, on a SVT.

4 Tu n'aimes pas les sciences ?  
C'est ma matière préférée !  
J'aime beaucoup les sciences. Mais je n'aime pas le prof de sciences.

5 Monsieur Cauchier ? Moi, non plus, il est trop sévère.

6 Oh là là, j'ai oublié mon livre de maths ! Et mon cahier et mes devoirs !  
Oh là là, là, là !  
Tu perds la tête, Léo !  
Où est ton livre, Léo ?  
J'ai oublié mon livre, monsieur.  
Tu as tes devoirs, non ?  
Alors, va à la salle de permanence, Léo.

7 En cours de maths...  
Tout le monde, ouvrez vos livres à la page cinquante-sept. Commencez l'exercice quinze.  
p. 57. Ex. 15.  
Regarde dans mon livre, Léo.  
Chut ! Ne parlez pas. Travaillez en silence.

8 En cours d'anglais...  
Regardez le tableau ! N'oubliez pas... on entend le 'h'. En anglais, on prononce le 'h'. Nina, à vous !  
Amy is not happy.  
Non ! Non ! Non !  
Prononcez-le, Léo, maintenant !  
Harry is not happy.  
Bravo, Léo ! Parfait ! Léo est fort en anglais, n'est-ce pas ?

9 Pendant la récréation...  
Oh là là, j'ai vu mille en anglais ! C'est trop difficile !  
Mais non, c'est facile ! C'est ma matière préférée. Et c'est très utile !  
C'est facile pour toi !  
Ton père est australien !  
Ne boude pas, Nina !

10 À midi à la cantine...  
Salut, Léo. Tu vas manger à la cantine, aujourd'hui ?  
Oui, et toi ?  
Dans cinq minutes. À bientôt.

11 Elle est en quelle classe ?  
Elle est en quatrième.

12 Elle est vraiment sympa... et très intelligente.  
Vraiment ?  
Ça alors !

**Qu'est-ce qui se passe ?**  
1. At the start of the BD, where are Léo and his friends going?  
2. Why is Nina not happy in Frames 13–15 and 17–19?

**Remarquez !**  
• Look closely at the BD. What similarities are there between this school day and one of yours? What differences do you notice?  
• Look again at Frames 10 and 12. How would you explain M. Gilbert's use of *tu* with Léo and Mme Moutarde's use of *vous* with Nina?  
• What do you think is the meaning of Léo's gesture in Frame 8? You can find out more about this gesture on page 22.

**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.

## Suggested introduction to the BD

**IG INTERACTIVE BD : Quelle est ta matière préférée ?**

**AUDIO:** qdn-sb2-ch02-01

- Before listening to the **BD** track, ask students to study F1–19 without attempting to read the speech bubbles, or use the interactive version of the **BD** on Pearson eBook with the text hidden. Ask students to guess what is happening, in order to familiarise themselves with the story through the pictures. Ask them the following questions in French. Students may answer in English. Confirm the answers in French.
  - Image 3 : il y a combien de personnages ? Qui sont-ils ? Il y a quatre personnages : Léo, Kim, Nina et Quentin.**
  - Image 9 : qui est l'homme ? C'est le professeur.**
  - Où sont les personnages dans l'image 9 ? Ils sont à l'école / au collège / en classe / en cours.**
- Ask students to work out the meaning of **collège**. **Ils ont quel âge, Nina et Léo ?** Then have students work out that at that age, the characters should be in junior high school like they are themselves. The secondary school system in France is explained in **Connexions culturelles**, pages 21–2.
- Tell students that they are currently **en cours de français** : **'Nous sommes en cours de français'**. Ask: **Où sont les personnages dans l'image 19 ? Ils sont à la cantine.**
- Now repeat the questions in points 1–3 in French and ask students to answer in French. Tell them that they will hear some of these words when they hear the **BD** track. Also tell them that recognising key French words from this brainstorming will prepare them for the listening and comprehension task on the **BD**.
- Play the whole track twice without a pause while students look at the **BD**.
- Check students have understood the gist by asking the 'What's happening?' questions on page 22 of this Teacher Guide. Avoid a detailed translation.

## Alternative introduction to the BD (1)

- Before listening to the recording, have students look at the **BD** without attempting to read the speech bubbles, or use the interactive version of the **BD** on Pearson eBook with the text hidden.
- Ask students to create a KWL chart in their notebooks:
  - K = what I already know (from looking at the images without reading the words)
  - W = what I want to know
  - L = what I have learnt
- Have students fill in their individual answers to the K and W sections. Leave the L section until they have completed step 3 of **Suivez la piste**. The desire to fill in the missing pieces increases their motivation to discover more about the language and culture.
- Play the whole track twice without a pause while students look at the **BD**.
- Check students have understood the gist by asking the 'What's happening?' questions in the next column. Avoid a detailed translation.

## IcLL extension

On completion of their KWL charts (following step 3 of **Suivez la piste**), have students reflect on the process. Encourage them to understand that noticing and reflecting are important first steps in making sense of a situation and that a lot of information can be gathered from visual clues alone.

## Alternative introduction to the BD (2)

- Before listening to the recording, have students look at the **BD** without attempting to read the speech bubbles, or use the interactive version of the **BD** on Pearson eBook with the text hidden. Ask:
  - Who do you recognise? *Léo, Quentin, Nina and Kim.*
  - What new characters are there? *The two teachers, the **surveillant** (supervisor) and Catherine.*
  - Where is this happening? *On the street, at school, in class, at the school canteen.*
  - What's happening? *Nina and Quentin are walking to school, going to class and eating at the canteen where Léo seems taken by Catherine, the new student.*
- Play the whole track twice without a pause while students look at the **BD**.
- Check students have understood the gist by asking the 'What's happening?' questions in the next column. Avoid a detailed translation.

## IcLL prompts

Look at F2:

- Where are Nina and Léo going? / **Léo et Nina vont où ? To school / Ils vont au collège.**
- But it is night-time! What season do you think it is? *In winter, students start school in the dark in France.*
- How would you feel about going to school before the sun rises?

Look at F2–5:

- The gates of the school are locked and students are waiting for the supervisor to open the gate. What does this say about the context in France? *There are security issues and sometimes vandalism.*

- Is it the same where you live? How would you feel if your school was locked and you had to wait on the street for it to open in the morning?

Look at F3:

- How do the friends greet? *The girls kiss on the cheek; the boys shake hands.*
- Is this a common practice in France? Yes.

Look at F16:

- Why don't Léo and Catherine kiss hello? *Maybe Catherine and Léo do not know each other well yet.*
- How do you greet your friends and classmates every morning at school?

## What's happening?

- What time does school start? *8 o'clock.*
- Does Kim like **SVT**? *No, she says **Berk !** in F 6, the French equivalent to 'Yuck'.*
- Do Kim and Nina like the science teacher? *No, they don't like M. Gauthier.*
- What is happening to Léo in the Maths class? *The Maths teacher sends him to **la salle de permanence**. / Léo is in trouble, he has forgotten his book.*
- What is Nina trying to say in the English class? What letter is she having trouble pronouncing? *She is trying to say 'Harry is not happy'. She is having trouble pronouncing the letter 'h' (because it is silent in French).*
- Who is good at English and why? *Léo because his father is Australian.*
- How does Nina feel about that? *She is upset.*
- Who is Catherine Thibault? *She is a new student.*
- What does Léo think of Catherine? *He thinks she is nice and smart / intelligent.*
- What is Nina's reaction? *From her facial expression and intonation, she does not seem to be willing to meet her. She may be jealous.*

## Student Book answers

### Qu'est-ce qui se passe ?

1. At the start of the **BD**, where are Léo and his friends going? *They are going to school.*
2. Why is Nina not happy in F 13–15 and 17–19? *Students could give several reasons. Nina doesn't like winter / going to school in the dark. She doesn't like English because it's difficult / she can't pronounce the 'h'. She seems to resent Catherine, the new student.*

**AB** ACTIVITY BOOK: **B** Vous comprenez la BD ? p. 24

### Remarquez !

- Look closely at the **BD**. What similarities are there between this school day and one of yours? What differences do you notice?  
Here are some observations that students may make: *School starts early, at 8 a.m. It is still dark when students get to school. It is winter; it seems cold (winter coats and scarves). Classrooms are very plain. Teachers are strict. Students do not wear a uniform. There is a self-serve school canteen. Desks are in rows, coeducational is the norm. Public is also the norm, etc.*

Alternatively, students could form groups of three or four and create a Venn diagram to note the similarities and differences between school life in France and where they live, or create a PMI chart (plus / minus / interesting) on their observations from the depiction in the **BD** of school life in France. Students can expand on their charts as the chapter proceeds and as they reform and revise their opinions.

- Look again at F10 and 12. How would you explain M. Gilbert's use of **tu** with Léo and Mme Moutarde's use of **vous** with Nina?

*Mlle Moutarde chooses to be formal with her students, while M. Gilbert chooses otherwise. This is a teacher's personal choice and both approaches are acceptable.*

- What do you think is the meaning of Léo's gesture in F8? You can find out more about this gesture on page 22.

*Model Léo's 'Oh non !' gesture in F8: hit your forehead with the palm of your hand with a grimace to show you have suddenly realised you have forgotten something, saying 'Oh non !' or 'Oh zut !' The English word 'Bummer!' is very similar. Discuss students' interpretations. They will explore this gesture on page 22.*

### ICLL extension

- Do you think all schools are like this in France?
- Are all schools in the country where you live the same as your school?

These questions enable students to see diversity and to challenge stereotypes. A quick class survey will reveal differences students have experienced by attending various schools within the local community, their state or interstate. The **BD** is showing one example only of a school in France. Have students work in small groups to create a mind map of what they gather the French school life is like from the **BD**. They can use text, colours and drawings. They will add to the mind map as they work through **Connexions culturelles**.

### New language functions

#### ► The imperative

- F: 5, 9, 11, 12, 15
- Grammar explanation: Student Book p. 24

#### ► Regular -re verbs

- F: 4, 8, 12
- Grammar explanation: Student Book p. 25

#### ► Saying what you are going to do

- F: 2, 16
- Grammar explanation: Student Book p. 25

#### ► On

- F: 4, 6
- Grammar explanation: Student Book p. 26

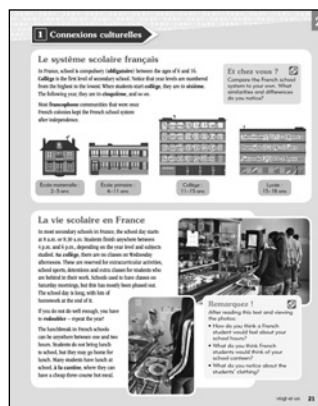
#### ► Non, n'est-ce pas ?

- F: 13, 17
- Grammar explanation: Student Book p. 26

#### ► Ordinal numbers

- F: 18
- Grammar explanation: Student Book p. 26

## STUDENT BOOK • PAGE 21



### Culture

Education in France is free and compulsory from the age of 6 to the age of 16. In 2019, there were around 3.3 million students enrolled in **collèges publics**, (about 80 per cent of French students) and about 660 000 in **collèges privés**. Coeducational is also the norm. Just under 25 students per class is the average at **collège**.

### Extension

Create some labelled drawings or a table in French to show how your school system works. Then discuss the similarities and differences between the French and Australian systems in class.

### Culture

The school council decides if a student can move to the next grade, based on academic results; some students repeat the year, **redoubler**. However, this practice is especially used in the primary years to make sure that children get the right foundation for reading and writing.

### Writing task

After reading and discussing the paragraph, ask students to imagine they are a French student on exchange at their school in Australia. Students should write an email home to France with their thoughts about the school. Students should say what they find different and what they like and dislike.

This is a cross-curricular activity (English) and an opportunity for students to see their own culture through someone else's eyes.

### ICLL prompts

Discuss students' reactions to the French school day. Then ask:

- What would a French student coming on exchange to your school need to know about schooling where you live?

Discuss with students the concept of '**redoubler**'. Ask:

- How does it work where you live? Is it common to repeat a year?
- Who is involved in the decision?
- Whose decision do you think it should be: the school's, the parents' or the student's?
- How would you feel if you had to repeat a year?

Develop thinking skills to make meaning of the word '**cantine**', to think about the culture behind the language and to explore the notion that there is not always a direct translation. Ask:

- Does your school have a canteen? What does it offer?
- Although '**cantine**' and 'canteen' are the same words in a French–English dictionary, what differences can you see in school canteens in France as they are described and pictured here and at your school? Explain that French students would call canteens in Australian schools 'cafeterias'.

### IcLL extension

- Use a French search engine to investigate some weekly **cantine** menus (**menu de la semaine**) from a **collège** in France.
  - How many courses are there? *There are at least three courses.*
  - What else do you notice? *There are usually no menus for Wednesdays (no classes on Wednesday afternoons).*
- Encourage students to conclude that the menu is usually healthy, balanced, and with multicultural influences.
- Compare and contrast with your experience.

### STUDENT BOOK • PAGE 22



### Photos du carnet

- What type of information does the first page (blue) of the **carnet de correspondance** offer? *The name of the student, the class they belong to, their photo for identification, a note from the parent to say what to do in case of absence of the teacher, the timetable.*
- This student is in **cinquième**. How old is he? *He must be 12–13 years old (based on information seen on page 22).*
- How many lessons a week does he have? *24.5.*
- What do you think the page on the left is for? *It is observations from the teachers addressed to the parents, a dialogue box between the educator and the parents. The timetable is hand written. Sometimes, on the first day at school, students are asked to fill in their timetable.*

### Misconception

**Collège** in French refers to the middle school years, which is the equivalent of years 7, 8 and 9 in Australia. It doesn't mean campus or university.

### IcLL prompts

- Discuss what is done at your school to cater for these aspects of school life and compare with the French way to do it.

- Would a **carnet de correspondance** work at your school? What other solutions are there?
- Which solution do you think works best and why?

### IcLL extension

- How is the situation at your school different to the situation in France?
- What do you do at school if a teacher is absent?
- Would you consider working as a **surveillant/e** if you were a university student? Why? Why not?
- Which person in the photo is the **surveillant/e**?
- How do students get to school? *They walk, go by bicycle, scooter, probably also by bus.*
- How do you get to school?
- Give one advantage and one disadvantage of riding to school.
- Give one advantage and one disadvantage of using an electric scooter or a moped.

### Student Book answers

- How do your school holidays compare with those of students in France?  
*The longest holiday is in July–August because it is summertime, les grandes vacances.*
- Why is the longest holiday in July and August? Why do you think there are three zones?  
*The three zones show different regions in France with different holiday dates, so not everyone is on holiday at the same time and the flux of people is managed efficiently.*

### IcLL prompts

Explain: **l'année scolaire** is not actually an **année** as such, as it starts in September and not January. Encourage students to conclude that a meaning is not always literal; it is influenced by the culture, the customs, the climate, etc.

### Extension

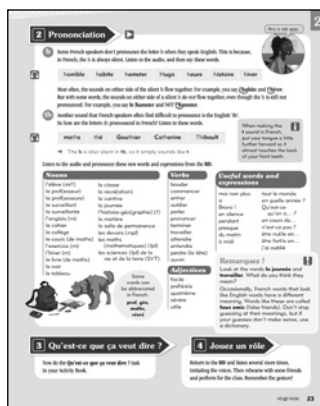
Create a table in French that shows how your school year is divided. Include the term start dates and finish dates, as well as all the public holiday dates. Use the table on the Student Book page as a model.

### IcLL prompts

- Explain the phrase '**Oh non !**' and model the gesture.
- Have students mimic the gesture.
- What do you think of this gesture as a means of communication? Is it effective / comical / useful / offensive / confusing?
- Have you ever used that gesture before? In what context?
- Could this gesture mean something else in your culture?

**AB** ACTIVITY BOOK: **Le système scolaire français**, p. 25

**IG** INTERACTIVE GAME: Multiple choice: **La vie scolaire en France**



## Prononciation

- Ask students to close their books. Write the following English words on the board: knife, knight, night, honest, honour, climb. Which letters are not pronounced in these words? Write them in brackets, e.g. (k)nif(e), (k)ni(gh)t.
- Can you think of other words in English that have silent letters?
- Read the information provided about the silent 'h' in French. Explain that in Latin languages (Spanish, Italian, Portuguese and French) the letter 'h' is silent.
- Look at the written French words together and read them out loud. Repeat several times.

**PRONUNCIATION VIDEO:** h [-] and th [t]

**AUDIO:** 'h' qdn-sb2-ch02-02; 'th' qdn-sb2-ch02-03

## Extension

Most dictionaries use a symbol to indicate when an 'h' is aspirated or elided. Explain that often the 'h' works as a semi-vowel, making the liaison possible: **un hôtel**.

## ICLL scaffold

- What is Nina's issue in F 12? *She can't pronounce the 'h'.*
- What aspect of English pronunciation do you think would be difficult for a French speaker learning English? *Apart from the 'h', the 'ough' words are the best examples.*

Note: If there are any students whose mother tongue is not English, ask them to share their experiences of what they found difficult about learning English.

## ICLL prompts

Why do you think it is important to pronounce French words with the correct accent?

## Vocabulaire

**AUDIO:** qdn-sb2-ch02-04

Have students repeat words and expressions until they are reasonably confident before doing the **Qu'est-ce que ça veut dire ?** task.

For some ways to make repetition lively and fun, see page 8 of this Teacher Guide.

## Student Book answers

### Remarquez !

Look at the words **la journée** and **travailler**. What do you think they mean?

**La journée** means 'the day', **travailler** means 'to work'.

## ICLL prompts

Point out that French speakers can also be fooled by **faux amis** in English. What might a French speaker think the English words 'travel' and 'journey' mean?

## Qu'est-ce que ça veut dire ?

**AB ACTIVITY BOOK:** A Qu'est-ce que ça veut dire ? pp. 22–23

### Learn how to learn

- Before students start the task, discuss their ideas on techniques for understanding and learning new words. In groups, they generate a list of tips. Then each group shares their thoughts to create a class poster.
  - When you encounter a new word do you go straight to the dictionary, or do you try to understand the word in its context?
  - Do you have your own glossary?
  - What tricks do you use to remember gender?
  - How can you effectively learn by heart?
  - What type of learner are you? Do you learn with your eyes? Ears? Hands? Or all three? Or through speaking?
- In pairs or individually, students write in the numbers in the **Qu'est-ce que ça veut dire ?** task. Correct and have students write in the English meanings.
- Play the **BD** track again while students read the **BD**, aiming for greater understanding.
- If students have started their own dictionary or glossary (see page 9), remind them to update it.

**AB ACTIVITY BOOK:** D Faux amis, p. 25

**IG INTERACTIVE GAME:** Hang on!: La vie scolaire