Find a mix that’s as individual as you are

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

**Student eBook**

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

**Teacher eBook**

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

**Student Book**

The *Student Book* explores French language and culture through bandes dessinées drawn by a French artist, up-to-date photographs shot on location and authentic French texts and realia. The book is designed to engage students and support learners’ understanding of the links between language and culture.

**Activity Book**

The *Activity Book* is designed to consolidate learning. Using carefully sequenced activities focused on language structures, macro skills and learning covered in the Student Book, the learners are encouraged to apply their understanding of French, francophone communities and cultures.

**Teacher Guide**

The *Teacher Guide* supports teachers at all levels of experience in lesson preparation and implementation. The Teacher Guide has clearly mapped all resource in this series so that they’re visible and aligned to the Student Book. The guide also has clear learning goals, updated teaching notes plus answers to the Student Book and audio scripts.

Senior resources also available

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

**Classroom expressions**

You can find some useful classroom expressions that your teacher will be using and some you can learn to say on page viii. Have a go at practising these expressions and using them during your French lessons.

**Chapter opener page**

The first page of every chapter offers a selection of authentic spark visuals that allow you to predict what you will cover in the chapter. Take time to discuss these in class. What is interesting? What similarities and differences do you see compared with where you live?

**Avant de commencer...** asks three inquiry questions that you can consider as a group. The first question is factual, the second conceptual and the third debatable. These questions act as prompts to allow you to tap into your personal understanding and experience of life and general knowledge.

Your Reader+ eBook provides a video you may want to watch now and revisit later on, or you could wait until you get into the chapter to watch it. Each episode features a French teenager and her friends and family, and gives you the opportunity to discover real-life situations.

The Learning goals list what you will be able to do, talk about, ask about and read about when you have finished the chapter.

- **Communication** — outlines the new communication skills you will be acquiring
- **Compréhension** — lists the different language points you will be covering
- **Culturel et interculturel** — shows some of the cultural information you will explore and opportunities to help develop your intercultural understanding.

**Before you start**

There is a link to the Activity Book, where you will find related intercultural thinking tasks to complete before you start the chapter, and which you can revisit at the end.

**Bande dessinée**

In France, Belgium, Switzerland and many other francophone communities around the world, comic books, or bandes dessinées (BD), are enjoyed by people of all ages.

The story in *Quoi de neuf?* is set in the French town of Montauban. It introduces Léo, Nina, Kim and Quentin and allows you to make your own observations of many interesting aspects of French culture. Through the BD, you’ll hear and learn new language and expressions used in context that you can use to communicate in similar situations. The BD has been drawn by a professional French graphic novel artist, Clémentine Bouvier, who lives and works in Lyon.

In your Reader+ eBook, you will find an interactive version of the BD that allows you to watch it with or without sound and text.

**Suivez la piste...**

This is a four-part trail. As you follow the path and gather information, watch out for clues and do a bit of problem-solving until you arrive at a complete understanding of what’s happening in the BD.

**Connexions culturelles**

Notice, compare and reflect on cultural aspects shown in the BD. This section includes information about a French gesture that is presented in the BD in context and in the chapter video. There are also links to other francophone communities around the world.

**Prononciation**

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

**Qu’est-ce que ça veut dire ?**

This section takes you to your Activity Book. Its purpose is to develop your skills in intelligent guessing as you use different clues from the BD and what you already know of the French language to work out the meaning of new words and expressions.

**Jouez un rôle**

By the time you reach this point, you will have a good understanding of what’s happening in the BD. Practise imitating the voices and intonations of the characters, then choose who you want to be, rehearse with some friends and perform for the class. Use some props and make it as realistic as you can. Remember the gesture too!
Ça, c’est le français
Think about and understand how the French language works, and compare it to your own language. The main language points of each chapter are explained with supportive examples and the À vous drills help you use these new structures with confidence.

You will also practise the new language points by doing the reading, writing and listening tasks in your Activity Book.

Conversations
Now that you can confidently act out the BD, and understand more about the French language, you are ready to try these structured conversations. They provide you with secure guidelines, while offering you some choice, so you can create a variety of conversations with your classmates.

En plus
Here you’ll discover a variety of additional language and useful information that gives you more scope for talking about the themes of each chapter.

Un peu de lecture
Read a range of extra texts in French, based on what you’ve already learnt. The context will help you guess the meaning of any new words and you can check how well you’ve understood the texts by doing the associated tasks in your Activity Book.

Vous avez la parole
This is where you put together what you’ve learnt and develop an oral presentation of your own. Whether it’s a role-play, interview or survey, it’s your chance to show what you can do by the end of the chapter.

Allez-y !
The last page of each chapter offers a variety of activities to choose from. You will work independently or collaboratively to put into practice the language and skills you have learnt, using technology when needed. These activities can be done at any time that seems appropriate — when you’ve finished all your work, or you may even start working on one before you finish the chapter.

Languages and their rules can change over time, and French is no exception. The spelling of words in Quoi de neuf? follows updated official spelling changes. In the Dictionnaire at the back of the book, you will see the old spelling provided as reference too, as both are correct.

An introduction to Content and Language Integrated Learning
Content and Language Integrated Learning (CLIL) refers to studying subjects such as science, history and geography through another language, such as French. You will find some CLIL lesson tasters at the back of the book. These can also be used as extension content for your learning of French.

Finally, at the back of your book, you’ll find some useful support:
Annexe 1 : Le mot juste contains some helpful hints on how to use a bilingual dictionary effectively. You can test your skill by doing the dictionary activity in your Activity Book from Chapitre 2 onwards.
Annexe 2 : Conjugaison des verbes has a summary of the regular and irregular verbs you have learnt in this Student Book.
Annexe 3 : Glossaire is a handy list of numbers, colours, days of the week and months of the year.
Dictionnaire : Français–anglais / Anglais–français are French–English and English–French vocabulary lists of the words and expressions that appear in this Student Book.

We hope you will find your Quoi de neuf? resources clear and supportive and that they will give you an enjoyable, relevant and rewarding learning experience.

Icons used in your Quoi de neuf? Student Book

- Listen to French native speakers and practise your comprehension and pronunciation skills.
- Watch video content to support your learning of French grammar and pronunciation, or view a live action episode related to the chapter.
- Develop your intercultural language learning awareness. Observe, explore, compare and record your point of view.
- Work out French language using deductive and thinking skills.
- Learn something extra about French and francophone culture or language.
- Notice something about the French language.
- Develop your 21st century skills with activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

Alors, on y va !

Avant de commencer...

What questions would you ask a person you were meeting for the first time?
How would a greeting change if you were introducing yourself for the first time – online or in person?
Do you address everyone the same way? Why? / Why not?

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

Compréhension
• Use tu and vous appropriately
• Use subject pronouns je, tu, il, elle
• Learn about the definite articles le, la, l’, les
• Understand the agreement of adjectives
• Conjugate the verb être in the present singular forms
• Master the pronunciation of r and eu

Culturel et interculturel
• Reflect on levels of formality and different ways of greeting people
• Learn about la bise
• Discover café culture in francophone communities
• Find out about dog culture in France
• Analyse and use the Chut ! gesture

Before you start, turn to page 13 of your Activity Book.
Il s'appelle Monsieur Grognon.
Il est méchant.
Qui est-ce ?

Salut, Nina. Oui, ça va bien, merci.

La serveuse ? Elle s'appelle Michelle Santi. Elle est amusante !

Salut, Léo. Ça va ?

La dame là-bas, qui est-ce ?

Oh, tu es gourmand !
C'est la boulangère. Elle s'appelle Madame Brioche.

C'est le balayeur. Il déteste les chiens.
Il s'appelle comment ?
Il s'appelle Monsieur Grognon. Il est méchant.

Bonjour, madame. Comment allez-vous ?
Bien, Léo. Et toi, comment vas-tu ?
Très bien, merci.

Au revoir, mademoiselle.
Et le monsieur, qui est-ce ?

Grrrr... Ouaf !

Elle est comment ?
Elle est très sympa. Elle adore les chiens.
Suivez la piste…

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

Qu’est-ce qui se passe ?
1. Where are Léo and Nina?
2. What is Nina asking Léo about?

Remarquez !
• Take a closer look at the BD. What details do you notice that suggest this is not happening where you live?
• What do you think Léo’s gesture means in Frame 13? Find out more about this gesture on page 18.
Learning a new language and becoming familiar with a different culture also involves understanding when to use the language you have learnt. For example, you know that both Salut and Bonjour are ways of saying ‘Hello’ in French. You also know that while it’s fine to greet a friend with Salut, it would be inappropriate to use it with an adult you were meeting for the first time.

La bise

The French custom of kissing first one cheek, then the other is called la bise. In France, it is a common way of greeting and saying goodbye to people you know. At school, or any other situation, la bise is typical when two females or a male and a female meet each other. Males usually do a more or less formal handshake unless they are greeting close friends or family, in which case they kiss hello.

The number of kisses can vary from one to five, depending on which part of France you are in.

The custom also varies between different francophone communities. It’s usually three kisses in la Belgique and la Suisse, but in other parts of the francophone world, such as le Sénégal and la Nouvelle-Calédonie, it is more common to greet both men and women with a handshake. A hug is not a common greeting in francophone communities unless it is a special occasion with a family member or a good friend. In Québec (Canada), though, it is a common greeting!

Et chez vous?

How do you greet people? What do you say and do? Does it depend on who you’re greeting?

Chut!

When a French person places their finger against their mouth, it means they want you to keep something to yourself, just like Léo at the end of the BD. On other occasions this gesture means to keep quiet and not make a noise. They may also say Chut! as they do this gesture. Can you think of some contexts you would use it in? Have a go at practising it.

Remarquez!

Look again at the BD and at the different times when people greet each other. Notice who is involved and what they say and do.

Et chez vous?

How would you feel doing la bise in these different situations?

• with French people in France
• with people you meet in a francophone community
• with French people you meet in Australia
• with your friends
France’s cafe culture

Le café has two meanings in French – coffee and cafe. When coffee first came to France as a drink in the mid-17th century, the places serving the drink became known as les maisons de café (coffee houses). The term café quickly came to apply to any business that served drinks during the day.

Today le café remains a popular place for people, young and old, to socialise. Ordering a drink usually means that if there is plenty of space, you can stay as long as you like – to chat, listen to music, do homework or just read in a quiet corner. In small villages and towns, le café is often the centre of social life, a place for people to catch up and relax. In warm weather, tables are moved outside where everyone can enjoy the summer sun and watch the world go by.

Traditional French cafe culture is not common throughout the francophone world. In some regions, such as north-west Africa, it is mainly men who go to cafes. In Mauritius, more and more cafes are popping up in the major towns; however, in villages people usually meet up in small grocery stores called tabajies.

In Vietnam, Cambodge (Cambodia) and Laos, le café (the drink) has become an official word in the relevant local languages and has kept the French pronunciation.

Et chez vous ?

In your community, where do young people go to meet up with friends? Do older people go to the same places? Do cafes serve the same purpose in your community as in France?

Dogs in France

In France, people can take their dogs everywhere – on buses and trains, on shopping expeditions, even inside food shops, restaurants and cafes.

Small dogs can travel free on both buses and trains providing they don’t bother other passengers and preferably are carried in a bag or basket. Large dogs can travel on trains only if they are muzzled, on a leash and have a ticket. Service dogs travel free on buses and trains.

Mais attention !

With so many dogs in the streets, be careful where you step! Despite the use of street inspectors, community education programs and street-cleaning vehicles like the one used by M. Grognon in the BD, there is still a problem with litter. The responsibility for keeping the city clean has increasingly been placed on the locals. Cities have adopted une tolérance zéro approach, providing plastic bag dispensers and administering heavy fines for people who are caught littering or not cleaning up after their pets.
Different languages have different sounds, but whatever the language, our mouths all have the same parts that enable us to speak. When you’re learning another language, you often have to use your mouth in new ways to produce the different sounds.

The French letter ‘r’ is a soft sound that is created with a light gargle at the back of the throat. When pronouncing the r, the emphasis is on the vowel sound that comes right before or after it. Practise with these words.

How are the letters eu pronounced in French? Listen to these words and then try saying them:

Listen to the audio. Then, try for a really good French accent as you say these new words and expressions from the BD.

Talking about others
Qui est-ce ?
c’est
Il/Elle est comment ?
i/elle est
Il/Elle s’appelle
i/elle habite
Il/Elle déteste
Il/Elle adore

Saying how you feel
bien
très bien
pas mal
mal
très mal

Nouns
le chien
le garçon
le monsieur
le balayeur
le/la fleuriste
la boulangère
la dame
la fille
la serveuse

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

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

Remarquez !
Did you notice that borrowed words from English are pronounced with a French accent? Practise saying cool and super with your best French accent.

3 Qu’est-ce que ça veut dire ?
Now complete the Qu’est-ce que ça veut dire ? task in your Activity Book and test your powers of deduction by working out the meanings of these words. Have a class discussion about what clues there are to help you.

4 Jouez un rôle
Return to the BD and listen several more times, imitating the voices until you are confident. Then rehearse with some friends (remember to include the gesture!) before you perform for the class.
1  **Tu and vous**

Have you noticed there’s more than one word for ‘you’ in French?

When you are talking to more than one person, you always use **vous**.

When you are talking to only one person, you can use either **vous** or **tu**.

When talking to only one person, it is very important to choose the right word, because your choice of **vous** or **tu** shows something about your relationship with that person. Here are some guidelines to help you make the decision.

**Vous** is a more formal and respectful form of address. You would use it when speaking to:

- someone you don’t know well
- someone quite a bit older than you
- someone you would not call by their first name
- someone in a formal situation.

**Tu** is a more familiar, casual form of address. You can use it when speaking to:

- a friend
- a member of your family (including a pet)
- someone around your age or younger.

If you are unsure which to use, **vous** is the better option. **Tu** used with the wrong person could be seen as disrespectful.

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

- Léo use **vous** when talking to Mme Brioche? (Frame 5)
- Mme Brioche use **tu** when talking to Léo? (Frame 5)
- Mme Brioche use **tu** when talking to Hugo? (Frame 6)
- Michelle Santi use **vous** when talking to Léo and Nina? (Frame 10)
- Kim use **vous** when talking to M. Grognon? (Frame 11)

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**Réfléchissez**

As a class, think of some different situations where you would need to use **tu** or **vous**. Discuss which you would use, and why. It may not always be obvious!

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**Et au Québec?**

Some **francophone** communities have a more relaxed attitude to the use of **tu** and **vous**. In the Canadian province of **le Québec**, **tu** is used more readily than in France.
2 How to say ‘the’

The word ‘the’ is used with nouns (naming words). In French, all nouns are either masculine or feminine – whether they refer to people, animals or non-living things. That’s why there is more than one word for ‘the’ in French.

- **Le garçon ? Il adore le piano et l’accordéon.**
  - *le* is used with masculine singular nouns. Before a vowel, *le* becomes *l’*.

- **La fille déteste la musique, mais elle adore l’éducation physique.**
  - *la* is used with feminine singular nouns. Before a vowel, *la* becomes *l’*.

- **Les garçons et les filles adorent les BD.**
  - *les* is used with plural nouns, whether masculine or feminine.

Compare these French sentences with their English equivalents. What do you notice?

- **Elle adore le café.**  
  - She loves coffee.

- **Il déteste les chiens.**  
  - He hates dogs.

→ In French, unlike English, when talking about what you like, dislike or prefer, you always use the word for ‘the’ before the noun.

3 Describing people and things

Words we use to describe people, things, feelings and experiences – like ‘funny’, ‘gorgeous’, ‘horrible’, ‘tiny’ – are called adjectives. Can you identify the adjectives in these sentences?

|---------------------|------------------|-----------------|-----------------|-------------------|

What do you notice about the last two? Can you suggest a reason for the change in spelling of *amusant/e*?

→ You will notice that in French, an adjective will often have an extra *e* when it describes a female or a feminine noun. This can make a difference to how you pronounce the end of the word, as the ‘silent last letter’ is no longer the last letter.

Try saying these after your teacher:

- **Je suis intelligent.**  
  - *Je suis intelligente.*

- **Je suis méchant.**  
  - *Je suis méchante.*

- **Je suis amusant.**  
  - *Je suis amusante.*

- **Je suis gourmand.**  
  - *Je suis gourmande.*
Look at what Quentin and Nina are saying. Can you suggest why there is no change to the adjective when Quentin talks about Nina?

⇒ Adjectives already ending in e don’t add an extra e for the feminine.

You will learn more about adjectives in Chapitre 2.

4 **Talking about yourself and others**

So far you’ve seen that:

- when talking *about yourself*, you use je
- when talking *to someone else*, you use tu (or vous)
- when talking *about someone else*, you use il for a male and elle for a female.
- Je, tu, il and elle are called *subject pronouns* and they are used before *verbs*.

_A verb_ is a word that expresses an action, feeling or state of being. When talking about yourself and another person in the singular these are really useful to know:

<table>
<thead>
<tr>
<th>je suis</th>
<th>tu es</th>
<th>il est</th>
<th>elle est</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>you are</td>
<td>he is</td>
<td>she is</td>
</tr>
</tbody>
</table>

(You’ll learn more about using vous and the other subject pronouns in Chapitre 2.)

À vous

With a partner, see how many sentences you can make. Take it in turns, each time using a different combination of sentence beginnings and endings. Be sure to pronounce the feminine endings when describing a female.