

Planning for Chapter 2

SCOPE AND SEQUENCE, PAGES 48–79

Topics

- ❖ Describing people
- ❖ School subjects

Culture

- ❖ Discussing Haitian, Canadian, and Cajun influences in the United States
- ❖ Schools in France
- ❖ An e-mail from Nicolas, a Parisian student on vacation in Biarritz

Functions

- ❖ How to describe people
- ❖ How to describe and express opinions about school subjects
- ❖ How to count from 70 to 100

Structure

- ❖ Plural forms of articles, nouns, and adjectives
- ❖ Plural forms of the verb *être*
- ❖ **Tu** and **vous**

National Standards

- ❖ Communication Standard 1.1: pp. 48, 52, 53, 56, 57, 59, 60, 62, 63, 65, 67, 74, 510
- ❖ Communication Standard 1.2: pp. 48, 52, 53, 56, 57, 59, 60, 62, 63, 66, 69, 70, 71, 73, 510
- ❖ Communication Standard 1.3: pp. 52, 56, 57, 59, 60, 75
- ❖ Cultures Standard 2.1: pp. 68–69, 70, 71
- ❖ Cultures Standard 2.2: p. 57
- ❖ Connections Standard 3.1: pp. 72–73
- ❖ Comparisons Standard 4.2: pp. 68–69, 70
- ❖ Communities Standard 5.1: pp. 68, 75

To read the ACTFL Standards in their entirety, see page T54.

PACING AND PRIORITIES

The chapter content is coded below to assist you in planning.

● required ○ recommended ○ optional

For a more specific pacing tool, use your TeacherWorks™ calendar.

Vocabulaire (required) Days 1–4

- Mots 1
 - Les élèves et les profs
 - Comment sont les cours?
- Mots 2
 - Les matières
 - En cours de français

Structure (required) Days 5–7

- Le pluriel: articles, noms et adjectifs
- Le verbe *être* au pluriel
- **Tu** et **vous**

Conversation (required) Day 8

- Quel prof?

Pronunciation (recommended)

- Les consonnes finales

Lectures culturelles

- Le français aux États-Unis (recommended)
- La scolarité en France (optional)
- Un message (optional)

Connexions (optional)

- La biologie, la physique et la chimie
- **C'est à vous** (recommended)
- **Assessment** (recommended)
- **On parle super bien!** (optional)

TEACHER RESOURCE GUIDE

SECTION	PRINT RESOURCES	TECHNOLOGY RESOURCES
Vocabulaire <i>Mots 1</i>	<p>Les élèves et les profs (p. 50)</p> <p>Comment sont les cours? (pp. 51–53)</p>	 <p>Audio Activities TE (pp. 26–27) Workbook (p. 11) Quiz 1 (p. 7)</p> <ul style="list-style-type: none"> Vocabulary Transparencies 2.2–2.3 Audio CD 2 ExamView® Assessment Suite PowerTeach Vocabulary PuzzleMaker
Vocabulaire <i>Mots 2</i>	<p>Les matières (p. 54)</p> <p>En cours de français (pp. 55–57)</p>	<p>Audio Activities TE (pp. 27–29) Workbook (pp. 12–13) Quiz 2 (p. 8)</p> <ul style="list-style-type: none"> Vocabulary Transparencies 2.4–2.5 Audio CD 2 ExamView® Assessment Suite Vocabulary PuzzleMaker
Structure	<p>Le pluriel: articles, noms et adjectifs (pp. 58–60)</p> <p>Le verbe être au pluriel (pp. 60–63)</p> <p>Tu et vous (pp. 64–65)</p>	<p>Audio Activities TE (pp. 30–32) Workbook (pp. 14–16) Quizzes 3–5, (pp. 9–11)</p> <ul style="list-style-type: none"> Audio CD 2 ExamView® Assessment Suite PowerTeach
Conversation	<p>Quel prof? (p. 66)</p>	<p>Audio Activities TE (pp. 32–33)</p> <ul style="list-style-type: none"> Audio CD 2 Interactive Conversations PowerTeach
Pronunciation	<p>Les consonnes finales (p. 67)</p>	 <p>Pronunciation Transparency P 2</p> <ul style="list-style-type: none"> Audio CD 2
Lectures culturelles	<p>Le français aux États-Unis (pp. 68–69)</p> <p>La scolarité en France (p. 70)</p> <p>Un message (p. 71)</p>	<p>Audio Activities TE (pp. 34–35) Tests (pp. 14, 17, 18)</p> <ul style="list-style-type: none"> Audio CD 2 PowerTeach
Connexions	<p>La biologie, la physique et la chimie (pp. 72–73)</p>	<p>Tests (pp. 18–19)</p>
C'est à vous (pp. 74–75)		<ul style="list-style-type: none"> Bon voyage! Video, Episode 2 Video Activities, Chapter 2 French Online Activities glencoe.com
Assessment (pp. 76–77)	<p>Quizzes 1–5 (pp. 7–11)</p> <p>Performance Assessment, Task 2</p> <p>Tests (pp. 13–24)</p> <p>Situation Cards, Chapter 2</p>	 <p>Communication Transparency C 2</p> <ul style="list-style-type: none"> ExamView® Assessment Suite MindJogger Videoquiz

Using Your Resources for Chapter 2

Transparencies

Bellringer Reviews
Bon voyage! Level 1
Chapitre 2

2.1 Complétez.
(p. 50)
1. Le gâteau est _____ dans un boîte française.
2. Les _____ sont sur la table de cuisine.
3. Le gâteau de Paris il est _____ il est pas _____.

2.2 Écrivez une ou deux phrases en français à propos de l'heure et du temps.
(p. 54)
1. _____ a été _____ le matin.
2. _____ a été _____ la matinée.
3. _____ a été _____ la journée.
4. _____ a été _____ la nuit.

2.3 Écrivez les noms des sujets que vous étudiez en français.
(p. 55)
1. _____ a _____ à _____.
2. _____ a _____ à _____.

2.4 Écrivez deux questions simples à propos de l'heure et du temps.
(p. 56)
1. _____ a été _____ la matinée.
2. _____ a été _____ la journée.
3. _____ a été _____ la nuit.

2.5 Écrivez deux questions simples à propos de l'heure et du temps.
(p. 56)
1. _____ a été _____ la matinée.
2. _____ a été _____ la journée.
3. _____ a été _____ la nuit.

2.6 Quelles choses voudriez-vous ajouter à vos études? _____
(p. 56)
1. _____
2. _____
3. _____
4. _____

Bellringer 2.1–2.8

Vocabulaire
Vocabulaire
Bon voyage! Level 1
Chapitre 2 (page 41)

Communication
Communication
Bon voyage! Level 1
Chapitre 2

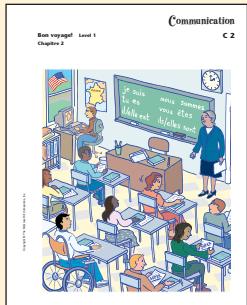


Vocabulary 2.1–2.5

Pronunciation
P 2
Bon voyage! Level 1
Chapitre 2 (page 47)

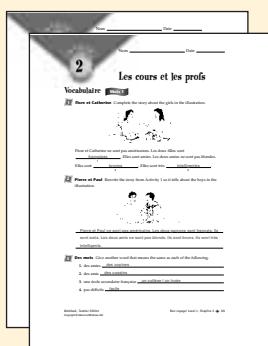


Pronunciation P 2



Communication C 2

Workbook



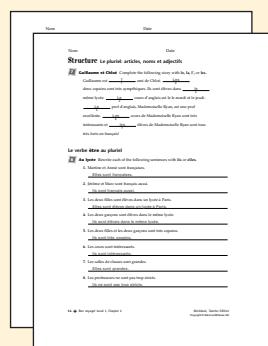
Vocabulaire
Vocabulaire
2
Les cours et les profs

2.1 Mots et catégories
Mots et catégories. Complétez le texte avec les mots suivants.
1. _____ est _____.
2. _____ sont _____.
3. _____ a _____.
4. _____ sont _____.
5. _____ a _____.

2.2 Mots et profs
Mots et profs. Imaginez que vous êtes _____ et _____ dans la classe de _____.

2.3 Mots et mots
Mots et mots. Citez un autre mot qui signifie au moins _____ de _____.

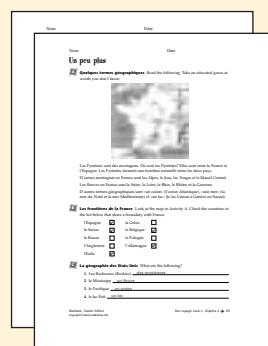
Vocabulary,
pages 11–13



Structure
Structure
Le pluriel, noms et adjectifs
2.1 Catégories et objets
Catégories et objets. Completez le tableau avec les mots suivants.
1. _____ sont _____.
2. _____ sont _____.
3. _____ sont _____.
4. _____ sont _____.
5. _____ sont _____.
6. _____ sont _____.

2.2 Structure et pluriel
Structure et pluriel. Trouvez le mot qui correspond à la forme du pluriel.
1. _____ sont _____.
2. _____ sont _____.
3. _____ sont _____.
4. _____ sont _____.
5. _____ sont _____.
6. _____ sont _____.

Structure,
pages 14–16

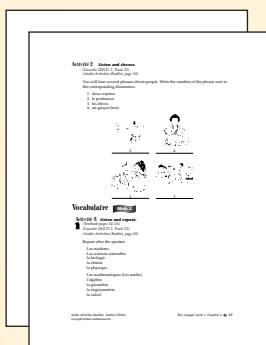


Enrichment
Enrichment
Un peu plus
2.1 Géographie culturelle
Géographie culturelle. Trouvez le nom de la ville de _____ et _____.

2.2 La géographie des Etats-Unis
La géographie des Etats-Unis. Trouvez le nom de _____.

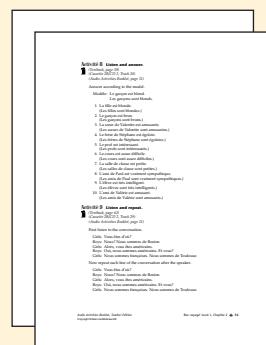
Enrichment,
pages 17–18

Audio Activities



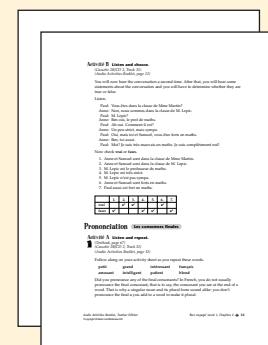
Vocabulaire
Vocabulaire
2.1 Vocabulaire
2.2 Vocabulaire
2.3 Vocabulaire
2.4 Vocabulaire

Vocabulary,
pages 26–29



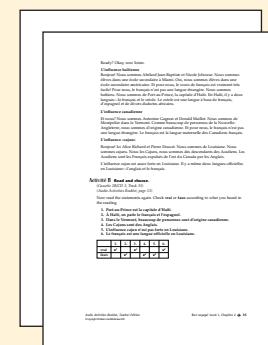
Structure
Structure
2.1 Structure
2.2 Structure
2.3 Structure
2.4 Structure

Structure,
pages 30–32



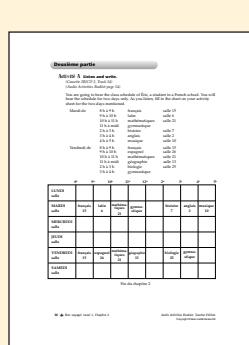
Conversation
Conversation
2.1 Conversation
2.2 Conversation
2.3 Conversation
2.4 Conversation

Conversation,
Pronunciation,
pages 32–34



Cultural Reading
Cultural Reading
2.1 Cultural Reading
2.2 Cultural Reading
2.3 Cultural Reading
2.4 Cultural Reading

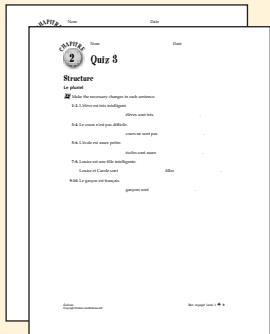
Cultural Reading,
page 34–35



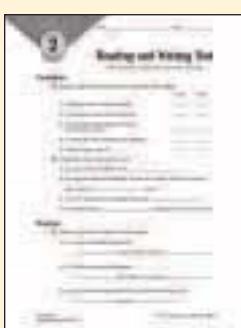
Additional Practice
Additional Practice
2.1 Additional Practice
2.2 Additional Practice
2.3 Additional Practice
2.4 Additional Practice

Additional Practice,
page 36

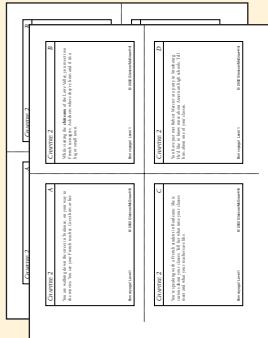
Assessment



Vocabulary and
Structure Quizzes,
pages 7–11



Chapter Tests,
pages 13–14



Situation Cards,
Chapter 2



MindJogger Videoquiz,
*ExamView® Assessment
Suite*, Chapter 2

PASSPORT TO SUCCESS NOTEBOOK

- Notetaking and Study Strategies** help students organize and internalize new information, allowing them to become more effective communicators in the target language.
- Reading Strategies** take the mystery out of reading and give students the tools they need to become more effective readers.
- Standardized Test Practice** in every chapter helps students improve their test-taking skills through the study of foreign language.

TECHNOLOGY

TeacherWorks™

This all-in-one planner includes:

- Interactive Teacher Edition
- Lesson Planner with calendar
- Access to all program blackline masters
- Correlations to National Standards



The *ExamView® Assessment Suite* includes *Test Generator*, *Test Player*, and *Test Manager*.

- Use premade tests or build your own easily and quickly
- Customize tests using a full-feature editor
- Select questions from existing test banks
- Set up your own question test banks
- Disaggregate data



All-in-one interactive Student Edition and student resources—a backpack solution

CHAPITRE 2

Preview

In this chapter, students will learn to describe people and things, using the plural forms of articles, adjectives, and the verb *être*. (The singular forms were taught in Chapter 1.) Active vocabulary from Chapter 1 is recycled in this chapter as new descriptive adjectives and school-related terms are presented.



National Standards

Communication

In Chapter 2, students will communicate in spoken and written French to:

- obtain and provide information about their friends and courses
- talk about themselves

Students will engage in conversations, provide and obtain information, and exchange opinions as they fulfill the chapter objectives listed on this page.

Attention!

Cognates Since the vocabulary in this chapter has to do with school and school subjects, there are many cognates. The large number of cognates will help students learn the new words quickly. However, cognates often present a pronunciation problem. Since they are so similar to the English words, students will often anglicize the pronunciation. Take care to model the pronunciation of cognates very carefully. However, the cognates do give students the feeling that they are progressing rapidly in their language acquisition.

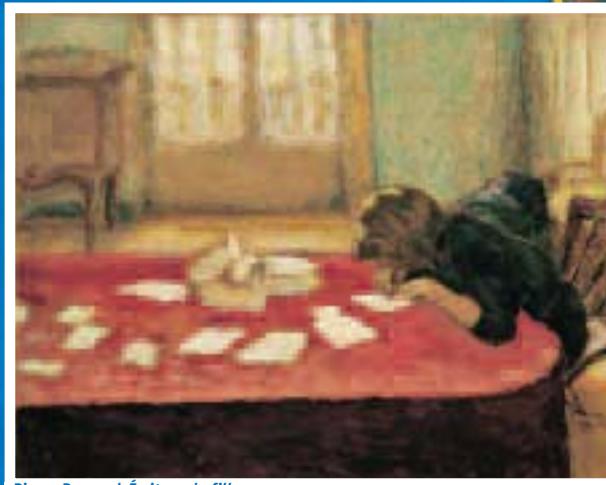
CHAPITRE 2

Les cours et les profs

Objectifs

In this chapter you will learn to:

- ✓ *describe people and things*
- ✓ *talk about more than one person or thing*
- ✓ *tell what subjects you take in school and express some opinions about them*
- ✓ *speak to people formally and informally*
- ✓ *talk about French-speaking people in the United States*



Pierre Bonnard *Écriture de fille*

48



PASSAGES DE LA
HISTOIRE DE LA
FRANCE



FrenchOnline

To interact with your online edition of
Bon voyage! go to: glencoe.com.



Spotlight on Culture

Photograph This photo shows some students and a teacher at the lycée Janson de Sailly. Janson de Sailly is an excellent lycée in the 16^e arrondissement of Paris.

Painting This painting by Pierre Bonnard is entitled *Écriture de fille*. Bonnard (1867–1947) studied law but realized at a young age that he would devote his life to art. He did paintings in oil and watercolor. He also produced posters and lithographs and designed stage sets. Many of his paintings deal with family life, and he produced many portraits of women and children as well as other themes.

LEVELING

The activities, conversations, and readings within each chapter are marked according to level of difficulty. **E** indicates easy. **A** indicates average. **C** indicates challenging. Some activities cover a range of difficulty. In some activities, for example, advanced students will be able to produce more extensive responses while students who learn at a different rate may give less detailed responses. The leveling indicators will help you individualize instruction to best meet your students' needs.



quarante-neuf ♦ 49

TeacherWorks

All-In-One Planner and Resource Center

The TeacherWorks CD-ROM is an all-in-one planner and resource center. You may wish to use several of the following features as you plan and present the Chapter 2 material: Interactive Teacher Edition, Interactive Lesson Planner with Calendar, Point and Click Access to Teaching Resources, Hotlinks to the Internet, and Correlations to the National Standards.

Vocabulaire

Mots 1

Preparation

Resource Manager

Vocabulary Transparencies 2.2–2.3
Audio Activities TE, pages 26–27
Audio CD 2
Workbook, page 11
Quiz 1, page 7
ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 2.1 or write the following on the board.

Complete.

1. Le garçon est ____ dans un lycée français.
2. Un lycée est une ____ secondaire en France.
3. Le garçon est de Paris. Il est _____. Il n'est pas _____.

Presentation

Step 1 Have students close their books. Present the vocabulary, using Vocabulary Transparencies 2.2–2.3. Have students repeat the words and sentences in **Mots 1** after you or play the recording on Audio CD 2.

Step 2 Prepare large cards on which you have written plural adjectives and nouns from **Mots 1**. Have pairs of students hold up a card together. Now ask *yes/no* and *either/or* questions referring to the pairs of students: **Pierre et Alexandre sont élèves? Karine et Stéphanie sont françaises ou américaines?**

Step 3 Have students repeat words first and build to sentences. For example: **le cours, facile, difficile. Le cours est facile. Le cours n'est pas difficile.** Then ask questions using the new words.

LEVELING

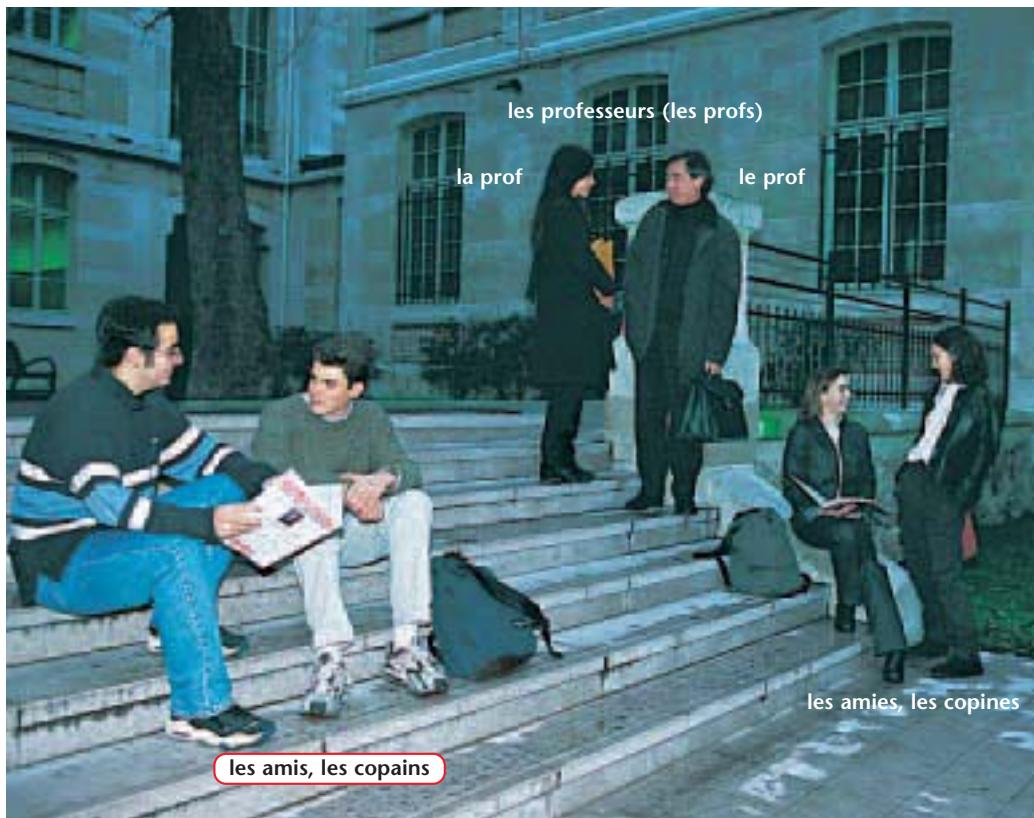
E: Vocabulary

Vocabulaire

Mots 1

Use your CD for more practice.

Les élèves et les profs



Karine et Stéphanie sont françaises.
Pierre et Alexandre sont français aussi.

Les quatre copains sont de Rouen.
Ils sont élèves dans le même lycée.
Ils sont tous très sympathiques.

Reaching All Students

Total Physical Response (*to one or more students*)

Levez-vous.

Promenez-vous dans la salle de classe.

Arrêtez-vous.

Montrez-moi un garçon.

Montrez-moi deux garçons.

Montrez-moi deux garçons bruns.

Montrez-moi une fille.

Et maintenant, montrez-moi deux filles.

Promenez-vous dans la salle de classe et montrez-moi tous les garçons blonds.

Promenez-vous dans la salle de classe et montrez-moi toutes les filles blondes.

Merci, _____, retournez à votre place et asseyez-vous.

Comment sont les cours?



Le cours de français est facile.
La prof n'est pas trop stricte. Juste un peu.



LES COURS ET LES PROFS

cinquante et un 51

Reaching All Students

Visual/Spatial Learners Have students look at the expressions on the students' faces to help convey the meaning of **difficile** and **facile**. You can also use a gesture such as wiping your brow to help convey the meaning of **difficile**.

Chapter Projects



La scolarité en France

Have students do a research project on the educational system in France. Have them find information on the following types of schools: *l'école maternelle, l'école primaire, le collège, le lycée, l'université, les grandes écoles.*

Step 4 After presenting the vocabulary orally, have students open their books and read the new vocabulary words as they repeat either after you or Audio CD 2.

Note: Point out that **le professeur** has traditionally always been masculine. However, the feminine form, **la professeure**, is now also accepted, especially in Canada. The shortened form can be masculine (**le prof**) or feminine (**la prof**).

Cognate Recognition

Ask volunteers to identify words in **Mots 1** that are cognates (**le prof, le cours, la classe, difficile, facile, sciences, stricte**).

Vocabulary Expansion

You may wish to give students some additional classroom words:

un pupitre	une brosse
une fenêtre	une craie
une porte	un projecteur
un tableau	un ordinateur

However, it is recommended that you limit the amount of additional vocabulary.

About the French Language

In French, **la classe** refers to the number of students. **Le cours** refers to the subject matter.

La classe est petite.
Le cours est intéressant. *



You may wish to use the editable PowerPoint® presentation available on this PowerTeach CD-ROM for additional vocabulary instruction and practice.

Vocabulaire

Practice

Quel est le mot?

Attention!

When students are doing the **Quel est le mot?** activities, accept any answer that makes sense. The purpose of these activities is to have students use the new vocabulary. They are not factual recall activities. Thus, it is not necessary for students to remember specific factual information from the vocabulary presentation when answering. If you wish, have students use the photos on this page as a stimulus, when possible.

Historiette Each time **Historiette** appears, it means that the answers to the activity form a short story. Encourage students to look at the title of the **Historiette**, since it can help them do the activity.

1 and **2** Do Activities 1 and 2 orally with books closed. Then have students read them for additional reinforcement.

Expansion: Call on one student to answer all the questions. Then have another student retell the **Historiette** in his or her own words.

3 Go over Activity 3 once orally, asking questions of individual students. Have them open their books and read it for additional reinforcement. Now reverse the process. Have students close their books and give them the response. Have them ask you the questions.

LEVELING

E: Activities 1, 2

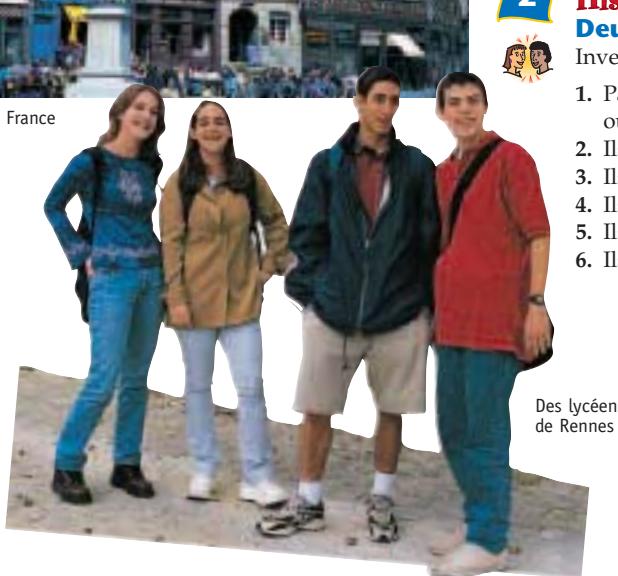
A: Activities 3, 4

Vocabulaire

Quel est le mot?



Rennes, France



Des lycéens de Rennes

1 Historiette

Deux copines françaises

Inventez une histoire. (Make up a story.)

1. Léa et Touria sont françaises ou américaines?
2. Elles sont copines?
3. Elles sont de Rennes?
4. Elles sont élèves dans le même lycée?
5. Le lycée est à Rennes?
6. Elles sont dans la salle de classe?

2 Historiette

Deux copains français

Inventez une histoire. (Make up a story.)

1. Paul et Jamal sont français ou américains?
2. Ils sont copains?
3. Ils sont amusants?
4. Ils sont sympathiques?
5. Ils sont de Rennes?
6. Ils sont élèves dans le même lycée?

French Online

To learn more about French schools, do the Chapter 2 WebQuest activity on the Glencoe French Web site at glencoe.com.

3

Le cours de français Donnez des réponses personnelles.
(Give your own answers.)

1. Qui est le/la prof de français?
2. Il/Elle est sympa?
3. Il/Elle est strict(e)?
4. Il/Elle est de quelle nationalité?
5. Le cours de français est facile ou difficile?
6. Pour toi, les cours de sciences sont faciles ou difficiles?

ANSWERS TO Quel est le mot?

1 Answers will vary but may include:

1. Léa et Touria sont françaises.
2. Oui, elles sont copines.
3. Oui, elles sont de Rennes.
4. Oui, elles sont élèves dans le même lycée.
5. Oui, le lycée est à Rennes.
6. Oui, elles sont dans la salle de classe.

2 Answers will vary but may include:

1. Paul et Jamal sont français.
2. Oui, ils sont copains.
3. Oui, ils sont amusants.
4. Oui, ils sont sympathiques.
5. Oui, ils sont de Rennes.
6. Oui, ils sont élèves dans le même lycée.

3 Answers will vary but may include:

1. Mme Moreau est la prof de français.
2. Oui, elle est sympa.
3. Non, elle n'est pas stricte.
4. Elle est française.
5. Le cours de français est vraiment facile.
6. Les cours de sciences sont difficiles.

4

Le prof idéal ou la prof idéale Work with a classmate. Share ideas as to what you look for in an ideal teacher. Let your classmate know whether you agree with him or her. You may want to use some of the following words.



intéressant

sympathique

patient

strict

intelligent

amusant

enthousiaste

dynamique



Un cours de français aux États-Unis

ANSWERS TO Quel est le mot?

4 Answers will vary but may include:

- La prof idéale est amusante et dynamique.
- Non, la prof idéale n'est pas amusante et dynamique. Elle est intelligente et patiente.
- La prof idéale n'est pas trop stricte!
- Non, la prof idéale n'est pas trop stricte! Juste un peu.



For more practice using words from **Mots 1**, do Activity 4 on page H5 at the end of this book.

Reaching All Students

Additional Practice After completing the activities, have students work in pairs. One makes incorrect statements about the French class and the teacher. The other corrects him or her. For example:

La classe de français est grande.
La classe de français n'est pas grande.

4

Have students do Activity 4 as a miniconversation. Encourage them to be expressive.

Learning from Photos

(page 52) Rennes is the capital of Brittany. Rennes is a very friendly city with many quaint medieval streets. It also has two universities.

Writing Development

Have students write the answers to Activity 3 in a paragraph. They will see that these answers tell a story.

You may also wish to have students close their books and write a short paragraph about their French class.



This *InfoGap* activity allows students to practice in pairs. The activity should be very manageable for them, since all vocabulary and structures are familiar to them.

Learning from Photos

(page 53) Have students look at the photo and say as much as they can about it. They should describe the class, the teacher, and each student in the photo.

French Online

Differentiation

Tutorial The customizable **Vocabulary PuzzleMaker** can be used to create crossword, word search, and jumble puzzles to reinforce vocabulary terms for non-mastery students.

Enrichment The customizable **Vocabulary PuzzleMaker** can also be used to create more challenging puzzles for mastery students.

Vocabulaire

Mots 2

Preparation

Resource Manager

Vocabulary Transparencies 2.4–2.5
Audio Activities TE, pages 27–29
Audio CD 2
Workbook, pages 12–13
Quiz 2, page 8
ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 2.2 or write the following on the board.
Write some information about your French class using the following words.
le cours de français
intéressant
facile/difficile
le/la prof
très strict(e), un peu strict(e)

Presentation

Step 1 Have students imitate the pronunciation of the words on page 54 as carefully as they can. Since they are almost all cognates, students will have a tendency to mispronounce them.

Step 2 Call two students to the front of the room. Have them open their books to page 55 and read aloud the words in the speech bubbles. This procedure helps students grasp the meaning of **nous**.

FUN-FACTS

In France, public school students have to buy their own textbooks in a bookstore. Books are not provided by the school.

LEVELING

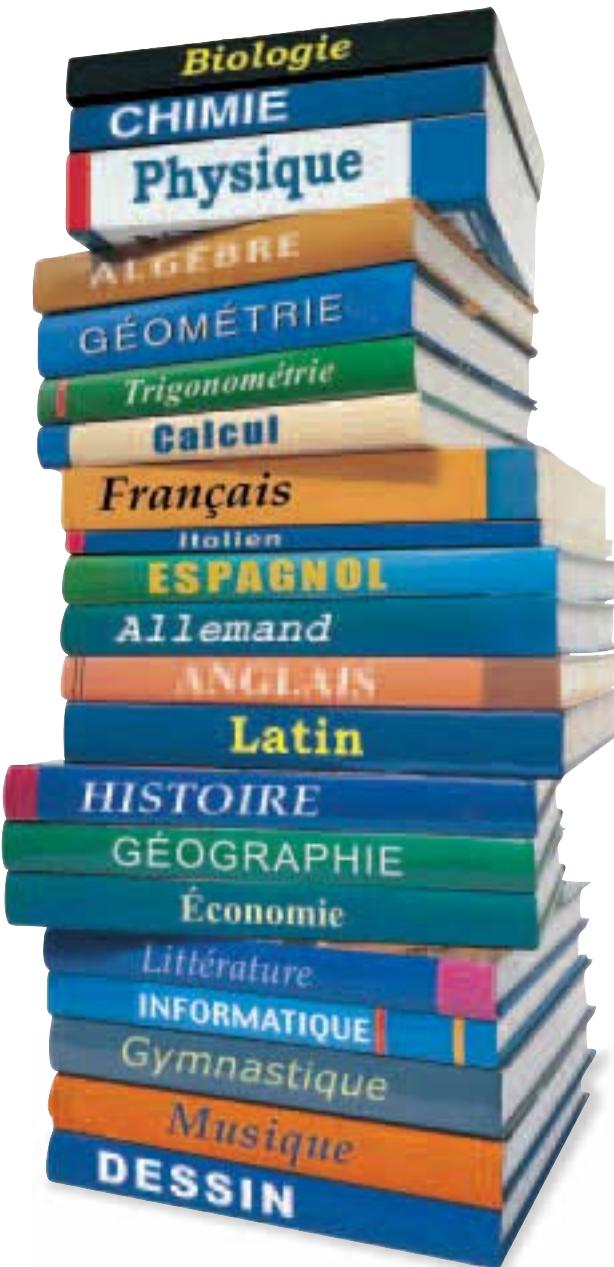
E: Vocabulary

Vocabulaire

Mots 2

Les matières

Use your CD for more practice.



54 ♡ cinquante-quatre

CHAPITRE 2

Reaching All Students

Total Physical Response Before doing this activity, act out **levez la main** to be sure students understand the expression.

TPR 1

Les élèves d'espagnol, levez la main.
Les élèves de maths, levez la main.
Les élèves de biologie, levez la main.
Les élèves de latin, levez la main.

Les élèves d'histoire, levez la main.
Merci, tout le monde.

TPR 2

Levez-vous tous.

Si vous êtes élèves d'allemand, asseyez-vous.
Si vous êtes élèves de physique, asseyez-vous.
Si vous êtes élèves de dessin, asseyez-vous.
Si vous êtes élèves de français, asseyez-vous.

En cours de français



M. Boursier est le prof de français.
Maintenant, nous sommes en
cours de français.



Les nombres de 70 à 100

70	soixante-dix	80	quatre-vingts	90	quatre-vingt-dix
71	soixante et onze	81	quatre-vingt-un	91	quatre-vingt-onze
72	soixante-douze	82	quatre-vingt-deux	92	quatre-vingt-douze
73	soixante-treize	83	quatre-vingt-trois	93	quatre-vingt-treize
74	soixante-quatorze	84	quatre-vingt-quatre	94	quatre-vingt-quatorze
75	soixantequinze	85	quatre-vingt-cinq	95	quatre-vingt-quinze
76	soixante-seize	86	quatre-vingt-six	96	quatre-vingt-seize
77	soixante-dix-sept	87	quatre-vingt-sept	97	quatre-vingt-dix-sept
78	soixante-dix-huit	88	quatre-vingt-huit	98	quatre-vingt-dix-huit
79	soixante-dix-neuf	89	quatre-vingt-neuf	99	quatre-vingt-dix-neuf
				100	cent

LES COURS ET LES PROFS

cinquante-cinq 55

Reaching All Students

Additional Practice Have students make a list of their courses and indicate whether they consider each one **facile** or **difficile**. They can then tell about the class, using **intéressant** affirmatively or negatively.

Assessment

As an informal assessment, check for comprehension by asking yes/no questions and either/or questions. Call on the entire class as well as individual students to respond. For example:

L'espagnol est une langue? Le calcul est une science sociale?

Step 3 Les nombres de 70 à 100
Have students repeat the numbers. Then write numbers on the board in random order and have students say them aloud.

Attention!

- The gender of words such as **l'espagnol**, **l'italien**, etc., is indicated in the reference vocabulary list on page 79.
- Note that the **n'** is omitted in **C'est pas vrai!**, since this is what everyone would say in informal conversation.

Math Connection



As students repeat these numbers you may want to illustrate them by writing such things as:

$$60 + 10 = 70$$

$$4 \times 20 = 80$$

$$4 \times 20 + 11 = 91$$

Students will learn mathematical terms in **Connexions**, Chapter 5, pages 176–177.



Dinah Zike's
Study Guides

Your students may wish to use Foldable 1 in the Foldables booklet or in the PowerPoint® presentation on the PowerTeach CD-ROM to organize, display, and arrange data as they learn more numbers in French. You may wish to encourage them to add information from each chapter as they continue to learn and use numbers in French.

A *category book* foldable is an ideal organizer, especially as students learn how to write more dates and numbers in French.

Vocabulaire

Practice

Quel est le mot?

5 This activity can be done with books open. Note that it serves as an introduction to the plural, since it contrasts **est/sont** and singular and plural forms of nouns and adjectives.

7 Expansion: After doing Activity 7, have students look at the photo on page 56. Use the activity as a model to ask the following questions:

Les élèves sont de quelle nationalité?

Ils sont élèves dans un lycée français?

Ils sont en cours de chimie?

Le cours de chimie est facile ou difficile?

Les élèves sont forts en chimie?

8 Students should be able to recognize the cognates used in Activity 8, but they are for passive recognition only. Students should not be expected to learn or produce this receptive vocabulary. You may wish to have them say the words once.

Learning from Photos

(pages 56–57) The photos of the chemistry and art classes were taken at the lycée Janson de Sailly. Have students look at these photos. Encourage them to write or tell as much as possible about each photo.

Vocabulaire

Quel est le mot?

5 **Sciences ou langues?** Vrai ou faux? (True or false?)



1. La chimie est une science.
2. L'histoire et la géographie sont des mathématiques.
3. Le calcul est une langue.
4. Le latin et l'espagnol sont des langues.
5. Pour vous, le français est un cours obligatoire.

6 Des cours faciles et difficiles Donnez des réponses personnelles. (Give your own answers.)

1. Le cours de français est facile ou difficile?
2. Pour toi, quels sont les cours faciles?
3. Quels sont les cours difficiles?
4. Tu es fort(e) en français?
5. Tu es fort(e) en sciences?
6. Tu es très fort(e) en quelle matière?
7. Tu es assez mauvais(e) en quelle matière?

7 Historiette Des élèves américains

Inventez une histoire. (Make up a story.)

1. Les élèves sont de quelle nationalité?
2. Ils sont élèves dans une école secondaire américaine?
3. Ils sont en cours de français?
4. Le cours de français est facile ou difficile?
5. Les élèves sont forts en français?

8 C'est quel cours? Identifiez le cours. (Identify the course.)



1. la littérature, la grammaire anglaise
2. la conversation, la culture française
3. un poème, une pièce de théâtre, une fable
4. un microbe, un animal, une plante, un microscope
5. un cercle, un rectangle, un triangle, un parallélogramme
6. un piano, un violon, un concert, un opéra
7. les montagnes, les villes, les villages, les capitales, les océans
8. la peinture, la sculpture, les statues, les artistes
9. une disquette, un moniteur, un microprocesseur, un bit

ANSWERS TO Quel est le mot?

5

6 Answers will vary but may include:

1. Le cours de français est difficile.
2. Les cours faciles sont le dessin et la musique.
3. Les cours difficiles sont le latin et la physique.
4. Oui, je suis fort(e) en français.
5. Non, je ne suis pas très fort(e) en sciences.

6. Je suis très fort(e) en informatique.
7. Je suis assez mauvais(e) en économie.



7 Answers will vary but may include:

1. Les élèves sont américains.
2. Oui, ils sont élèves dans une école secondaire américaine.
3. Oui, ils sont en cours de français.

4. Le cours de français est assez facile.

5. Oui, les élèves sont assez forts en français.



1. C'est le cours d'anglais.
2. C'est le cours de français.
3. C'est le cours de littérature.
4. C'est le cours de biologie.

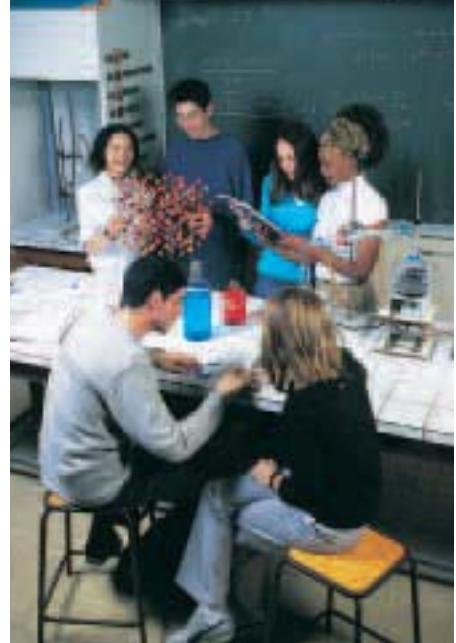
5. C'est le cours de géométrie.
6. C'est le cours de musique.

7. C'est le cours de géographie.
8. C'est le cours de dessin.
9. C'est le cours d'informatique.



9 Answers will vary but may include:

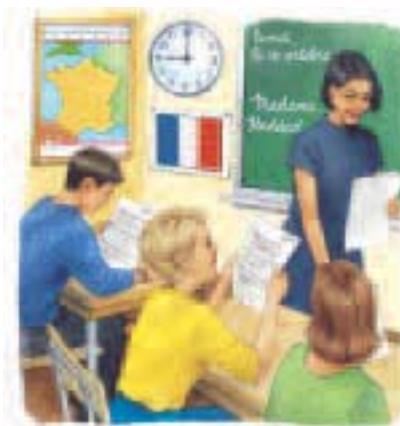
- Qui est la prof?
- La prof est Madame Haddad.



Un cours de chimie à Paris

9

Comment est la classe? With a classmate, look at the illustration. Take turns asking each other questions about it. Use the following question words: **qui, où, quel cours, à quelle heure, comment.**



LUGAGNE-DELIRON Olivier	257 r Lecourbe 15 ^e	01 45 58 96 30
LUGAGNE DELIRON Paul	4 r Chevert 7 ^e	01 44 05 55 31
LUGAGNE-DELPOINT Véronique	15 r Marie et Louise 10 ^e	01 43 41 37 85
LUGAN Benoît	34 pl Marché St-Honoré 1 ^e	01 42 97 55 05
» Bernard et Gabrielle	5 bd Grenelle 15 ^e	01 45 75 47 83
» Bruno et Stéphanie	Bat A2 64 r Compans 19 ^e	01 40 18 13 57
» Hermann	11 r Vasco de Gama 15 ^e	01 45 55 44 35
» Jacques	75 av Ledru Rollin 12 ^e	01 43 47 84 57

11

Jeu**Quelle matière?**

Work with a classmate. Think of a school subject and use whatever means necessary (voice, hands, drawings) to help your partner guess which subject it is.

LES COURS ET LES PROFS

ANSWERS TO Quel est le mot?

- C'est quel cours?
- C'est le cours de français.
- Le cours de français est à quelle heure?
- Le cours de français est à neuf heures.
- Comment est la prof?
- Elle est petite, brune et sympathique.

10

and 11 Answers will vary.

10

Le numéro de téléphone Look at this page from the Paris phone book with a classmate. Give a telephone number. Your classmate will tell whose number it is. Then reverse roles.



Un cours de dessin à Paris



For more practice using words from **Mots 2**, do Activity 5 on page H6 at the end of this book.

cinquante-sept 57

11 Students may want to use the words from Activity 8 to do Activity 11. They may also consider describing the teacher of the class that they have in mind.

Teaching Tip

You may wish to divide the class into two teams to play Activity 11 as a class competition after the students have practiced in pairs.

FUN FACTS

Note that French phone numbers have ten digits. The first two digits are the regional code. The prefix for Paris is 01. The numbers are given as follows: **le zéro un, quarante-deux/trente-trois/zéro un/dix-huit**

Assessment

As an informal assessment, ask individual students the following questions: **Qui est le prof de français? Qui sont deux élèves dans le cours de français? Comment est le cours de français, facile ou difficile?, etc.**



This *InfoGap* activity will allow students to practice in pairs. The activity should be very manageable, since all vocabulary and structures are familiar to them.

LEVELING**E:** Activities 5, 7**A:** Activities 6, 8, 9, 10, 11**Reaching All Students**

Visual Learners Use pictures or props (an equation for algebra, a globe for geography, art pencils for drawing, etc.). Ask students *either/or* questions. For example: **C'est un cours de dessin ou un cours de littérature? C'est un cours de géographie ou un cours d'algèbre?**

Structure

Preparation

Resource Manager

Audio Activities TE, pages 30–32
 Audio CD 2
 Workbook, pages 14–16
 Quizzes 3–5, pages 9–11
 ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 2.3 or write the following on the board.
 Write in French the names of the subjects you are taking this semester.

Presentation



Le pluriel: articles, noms et adjectifs

Step 1 If you wish to present the grammar point deductively, have students close their books. On the board, write the singular forms of the nouns from Item 1 on page 58. Now ask students to supply the plural forms. (They know the plural forms of the articles from the vocabulary presentation in **Mots 1**.) Then have students open their books and read Items 1 and 2.

Step 2 Have students zero in on the fact that there is only one plural form for the indefinite articles (**des**) and one for the definite articles (**les**).

Step 3 Have students read the model sentences aloud in Item 3.



You may wish to use the editable PowerPoint® presentation available on this PowerTeach CD-ROM for additional grammar instruction and practice.

Structure

Use your CD for more practice.

Le pluriel: articles, noms et adjectifs

Talking about more than one person or thing

- The articles you know (**un/une, le/la/l'**) are singular markers. The plural forms of these articles are plural markers. Study the following.

LES ARTICLES INDÉFINIS

Masculin Singulier	Pluriel	Féminin Singulier	Pluriel
un garçon	des garçons	une fille	des filles
un ami	des amis	une amie	des amies
un collège	des collèges	une école	des écoles

LES ARTICLES DÉFINIS

Masculin Singulier	Pluriel	Féminin Singulier	Pluriel
le garçon	les garçons	la fille	les filles
l'ami	les amis	l'amie	les amies
le collège	les collèges	l'école	les écoles

- In French, you form the plural of most nouns by adding an **s**. This **s**, however, is not pronounced. It is the article **les** or **des** that lets you know the noun is plural: **un prof** → **des profs**; **la prof** → **les profs**.
- When a noun is plural, any adjective that describes or modifies it must also be in the plural. You form the plural of most adjectives in French by adding an **s**. The **s** is not pronounced.

Singulier	Pluriel
La classe est petite.	Les classes sont petites.
La prof est patiente.	Les profs sont patientes.
Le lycée est grand.	Les lycées sont grands.
Le prof est intéressant.	Les profs sont intéressants.

Note: You do not add an **s** if the word already ends in **s**.

un cours **des cours**

About the French Language

You may wish to point out to students that the plural articles do not indicate gender. However, if there is an adjective with the noun, the adjective may provide a clue as to the gender of the noun. ♡

Class Motivator

Levez la main! Give students a word orally. Have them raise one hand if it is singular, two hands if it is plural. For example: **le cours, les garçons**.

Practice

Comment dit-on?

12

Ils sont comment? Mettez au pluriel.
(Put in the plural.)



—Le garçon est blond.

—Les garçons sont blonds.



1. La fille est blonde.
2. Le garçon est brun.
3. La sœur de Valentin est amusante.
4. Le frère de Stéphane est égoïste.
5. Le prof est intéressant.
6. Le cours est assez difficile.
7. La salle de classe est petite.
8. L'ami de Paul est vraiment sympathique.
9. L'élève est très intelligent.
10. L'ami de Valérie est amusant.



Deux lycéennes de Yerres, France

13

Pour toi... Citez... (Name . . .)

Pour moi, deux matières très intéressantes sont ____ et ____.

1. deux matières très intéressantes
2. deux cours très intéressants
3. deux écoles excellentes
4. deux élèves sociables
5. deux professeurs stricts
6. deux filles très intelligentes
7. deux garçons très sympas
8. deux élèves fort(e)s en géographie
9. deux élèves assez mauvais(es) en musique



LES COURS ET LES PROFS

cinquante-neuf ♡ 59

ANSWERS TO Comment dit-on?

12

1. Les filles sont blondes.
2. Les garçons sont bruns.
3. Les sœurs de Valentin sont amusantes.
4. Les frères de Stéphane sont égoïstes.
5. Les profs sont intéressants.
6. Les cours sont assez difficiles.
7. Les salles de classe sont petites.
8. Les amis de Paul sont vraiment sympathiques.
9. Les élèves sont très intelligents.
10. Les amis de Valérie sont amusants.

13

Answers will vary but may include:

1. Pour moi, deux matières très intéressantes sont ____ et ____.
2. Pour moi, deux cours très intéressants sont ____ et ____.
3. Pour moi, deux écoles excellentes sont ____ et ____.
4. Pour moi, deux élèves sociables sont ____ et ____.
5. Pour moi, deux professeurs stricts sont ____ et ____.
6. Pour moi, deux filles très intelligentes sont ____ et ____.
7. Pour moi, deux garçons très sympas sont ____ et ____.
8. Pour moi, deux élèves fort(e)s en géographie sont ____ et ____.
9. Pour moi, deux élèves assez mauvais(es) en musique sont ____ et ____.

Comment dit-on?

12

and 13 These activities can be done with books closed, open, or both. You may wish to write the answers to Activity 12 on the board so students can see the silent s.

Learning from Photos

(page 59) Yerres is a middle-class suburb of Paris. Have the students describe the girls in the photo.

FUN FACTS

Both girls in this photo are riding **un scooter**. French teenagers cannot drive a car until they are eighteen (sixteen if they have a special permit and are accompanied by an adult). However, they can drive smaller vehicles such as mopeds and motorbikes (**vélorouteurs** and **cyclomoteurs**).

LEVELING

E: Activity 12

A: Activity 13

Structure

Recycling

Activity 15 recycles the adjectives from Chapter 1.

Preparation



Bellringer Review

Use BRR Transparency 2.4 or write the following on the board.

On a piece of paper, write four sentences using the verb *être* and the following subjects: *je, tu, le prof, l'élève*

Structure

14

En commun Inventez des points communs.
(*Make up what these people have in common.*)

Caroline et Marie →

Elles sont amusantes, fortes en algèbre...

1. Laurent et Christian
2. Isabelle et Sandrine
3. Romain et Christophe
4. Marine et Nathalie
5. Loïc et Mathias



15

Comme moi Work with a classmate. Tell your partner what you and your friends have in common. Your partner will agree or disagree.



Sue et Jennifer sont sociables... comme moi.

Moi, je ne suis pas d'accord. Elles ne sont pas sociables du tout!



Presentation



Le verbe être au pluriel

Step 1 Have students keep their books closed as you write *je, tu, il/elle* on the board with the appropriate forms of *être*. Remind students that they learned the singular forms of the verb *être* in Chapter 1, page 30.

Step 2 Now write in *ils/elles* and ask students if they remember the corresponding verb form (from the **Mots 1** section). Do the same with **nous sommes** and **vous êtes**. (The difference between **tu** and **vous** for informal and formal terms of address will be explained in the next structure section, page 64. For now, use **vous** in its plural meaning only.)



Le verbe être au pluriel

Talking about more than one

1. You have already learned the singular forms of the verb *être*. Now study the plural forms.

ÊTRE

Singulier	Pluriel
je suis	nous sommes
tu es	vous êtes
il/elle est	ils/elles sont

ANSWERS TO Comment dit-on?

14

Answers will vary but may include:

1. Laurent et Christian—Ils sont très amusants et assez sociables.
2. Isabelle et Sandrine—Elles sont fortes en sciences et vraiment intelligentes.
3. Romain et Christophe—Ils sont mauvais en dessin.
4. Marine et Nathalie—Elles sont énergiques, sociables et très fortes en français.
5. Loïc et Mathias—Ils sont vraiment intéressants, assez forts en anglais et très forts en trigonométrie.

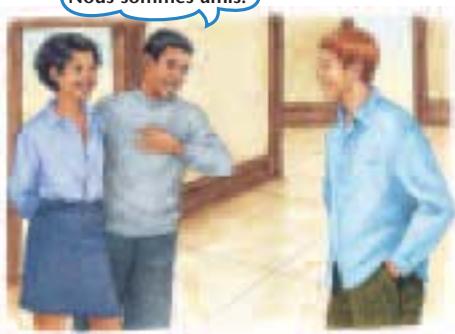
15

Answers will vary but may include:

- John et Cheryl sont mauvais en mathématiques... comme moi.
—Moi, je ne suis pas d'accord. Ils ne sont pas mauvais en mathématiques du tout!
—Nathalie et Émily sont sympathiques et fortes en chimie... comme moi.
—Moi, je suis d'accord. Elles sont très sympathiques et fortes en chimie!

Structure

2.



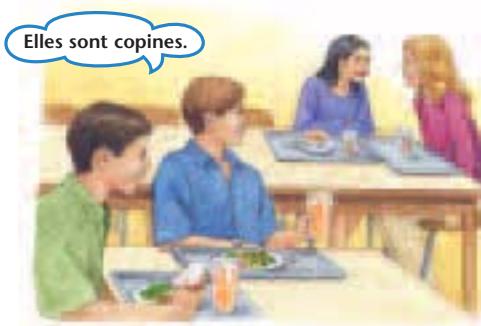
You use **nous** when referring to yourself and another person or other people.



You use **vous** when talking to two or more people.



You use **ils** when referring to two or more males or to a group of males and females.



You use **elles** when referring to two or more females.

LES COURS ET LES PROFS

soixante et un ♡ 61



Learning from Realia

(page 60) Have students guess the meaning of the saying on this greeting card.

French Online

The Glencoe World Languages Web site (glencoe.com) provides Internet enrichment activities and links for students to investigate the French-speaking world. For each chapter, there are eGames, a Self-Check Quiz, and a WebQuest activity. The Web Explore section takes students to French Web sites related to the chapter theme. Students can also click on World News Online to read current articles in French-language newspapers.

LEVELING

A: Activities 14, 15

C: Activities 14, 15

Reaching All Students

Kinesthetic Learners Some students learn by moving and doing. Have individuals and various groups made up of two, three, or four students stand in different locations in the room. Some groups should be all one sex, some mixed. Choose

one base sentence such as **Il est amusant**. Have different students apply this sentence to various groups or individuals to whom they point, changing subject pronoun, verb, and adjective as necessary.

For example:

Elles sont amusantes. **Vous êtes amusantes.** **Je suis amusant(e).** **Nous sommes amusants.**

Auditory/Musical Learners Have students make up a rap melody to sing.

Moi, je suis américain(e) et toi, tu es américain(e).

C'est ça!

Nous sommes américain(e)s, tous (toutes) les deux.

Et vous? Et vous?

Vous êtes de quelle nationalité?

Structure

Practice

Comment dit-on?

Attention!

Note how these activities develop from simple to more complex.

16 Students hear but do not have to produce the **nous/vous** forms.

17 Students use only the **ils/elles** forms based on what they heard in the conversation.

18 Students hear **vous** and learn that when they hear **vous** they will respond with **nous**.



This InfoGap activity will allow students to practice in pairs. The activity should be very manageable for them, since all vocabulary and structures are familiar to them.

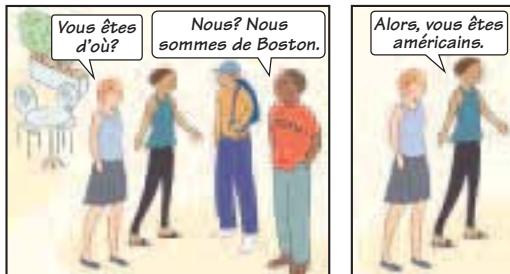
Attention!

Note that the activities are color-coded. All the activities in the text are communicative. However, the ones with blue titles are guided communication. The red titles indicate that the answers to the activity are more open-ended and can vary more. You may wish to correct students' mistakes more so in the guided activities than in the activities with a red title, which lend themselves to a freer response.

Structure

Comment dit-on?

16 **Vous êtes d'où?** Répétez la conversation. (*Repeat the conversation.*)



17 **Historiette Ils sont américains.** Complétez d'après la conversation. (*Complete according to the conversation.*)



Les deux garçons 1 américains. Ils ne 2 pas de New York. Ils 3 de Boston. Boston 4 une grande ville américaine.

Les deux filles ne 5 pas américaines. Elles 6 françaises. Elles 7 de Toulouse. Toulouse 8 une grande ville française.

18

À vous Répondez en utilisant **nous**. (*Choose a partner and answer for both of you using nous.*)



1. Vous êtes américain(e)s?
2. Vous êtes d'où?
3. Vous êtes élèves dans une école secondaire?
4. Vous êtes dans la classe de quel professeur?
5. Vous êtes fort(e)s en français?



For more practice using the verb **être**, do Activity 6 on page H7 at the end of this book.

ANSWERS TO Comment dit-on?

16 Students will repeat the conversation.

18 Answers will vary but may include:

1. sont 5. sont
2. sont 6. sont
3. sont 7. sont
4. est 8. est

1. Oui, nous sommes américain(e)s.
2. Nous sommes de _____.
3. Oui, nous sommes élèves dans une école secondaire.
4. Nous sommes dans la classe de _____.
5. Oui, nous sommes fort(e)s en français.

19

1. Vous êtes martiniquaises ou américaines?
Nous sommes américaines.
2. Vous êtes petits ou grands?
Nous sommes petits/grands.
3. Vous êtes sociables ou timides?
Nous sommes sociables/timides.
4. Vous êtes brunes ou blondes?
Nous sommes brunes/blondes.

**19**

Des questions Posez des questions et répondez d'après le modèle. (*Ask and answer questions according to the model.*)

américaine / française →

—Vous êtes américaines ou françaises?

—Nous sommes françaises.

1. martiniquaise / américaine

2. petit / grand

3. sociable / timide

4. brune / blonde

20

Historiette L'ami de Christophe

Complétez en utilisant être. (*Complete with être.*)



Je 1 un ami de Christophe. Christophe 2 très sympa et très amusant. Nous 3 français, Christophe et moi. Nous 4 de Cancale, un petit village breton (en Bretagne). Cancale 5 vraiment très pittoresque.

Nous 6 élèves dans un collège. Où 7 le collège? À Dinard. Tous les deux, nous 8 forts en anglais. La prof d'anglais, Mlle Fielding, 9 anglaise. Elle 10 de Liverpool. Elle 11 assez stricte et le cours d'anglais n'12 pas facile. Mais les élèves de Mlle Fielding 13 très intelligents!

21

Vous êtes américains? Complétez la conversation. (*Complete the conversation.*)



—Vous 1 américains, n'est-ce pas?

—Oui, nous 2 américains. Nous 3 de 4.

—Vous 5 élèves dans une école secondaire?

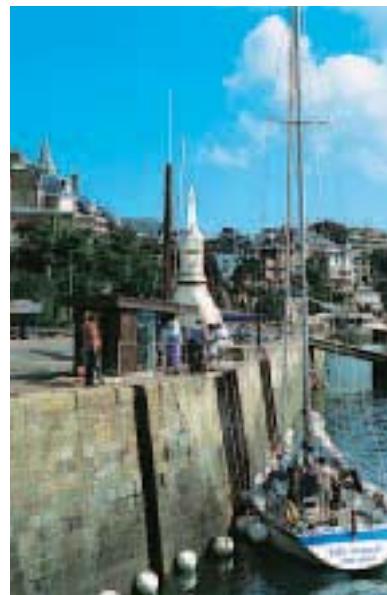
—Oui, et nous 6 très forts en français.

—Vraiment? Qui 7 le/la prof de français?

—C'est 8.

—Il/Elle 9 comment?

—Il/Elle 10 11.



Dinard, Bretagne

22

Tous les deux Work with a classmate. Discuss things you have in common.



—Nous sommes sympathiques, intelligent(e)s, fort(e)s en...

ANSWERS TO Comment dit-on?

20

- 1. suis
- 2. est
- 3. sommes
- 4. sommes
- 5. est
- 6. sommes
- 7. est
- 8. sommes
- 9. est
- 10. est
- 11. est
- 12. est
- 13. sont

21

- 1. êtes
- 2. sommes
- 3. sommes
- 4. *name of a city*
- 5. êtes
- 6. sommes

22

Answers will vary but may include:

- Nous sommes sociables, amusant(e)s et fort(e)s en dessin.
- Et nous ne sommes pas timides!
- Nous sommes très mauvais(es) en informatique et en algèbre.
- Oui, et nous sommes très mauvais(es) en latin!

Structure

Preparation



Bellringer Review

Use BRR Transparency 2.5 or write the following on the board.

Rewrite these sentences in the negative.

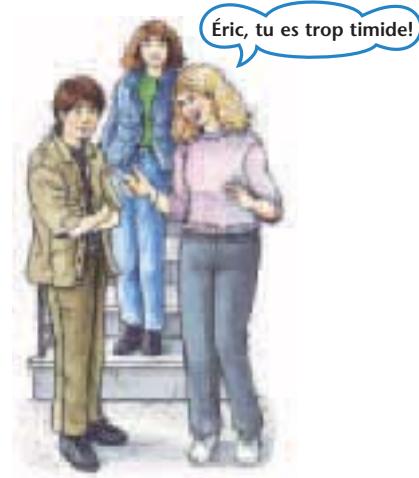
1. Les garçons sont de Poitiers.
2. Nous sommes dans la salle de classe.
3. Tu es français.
4. Je suis français.
5. Vous êtes très timides.

Structure

Tu et vous

Talking to people formally or informally

1. As you already know, there are two ways to say *you* in French: **tu** and **vous**. You use **tu** when talking to a friend, a person your own age, or a family member.



2. You use **vous** when talking to two or more people.



3. You also use **vous** when talking to an older person, a person whom you do not know very well, or anyone to whom you wish to show respect.

Monsieur, s'il vous plaît! Vous êtes le professeur de musique?



Presentation

Tu et vous

Step 1 Have students open their books to page 64. Explain how the two forms of “you” are used, leading students through the examples on page 64. Explain that **tu** is also used when talking to a pet.

Step 2 You may wish to present **tu** and **vous** using puppets or stuffed animals. Show a puppet of a child when using **tu** and a puppet of an adult when using **vous**. Show both puppets when teaching the plural usage of **vous**. Hold up the puppets as students ask **tu** and **vous** questions.

LEVELING

E: Activities 23, 24

A: Activities 23, 24

C: Activity 24

FUN FACTS

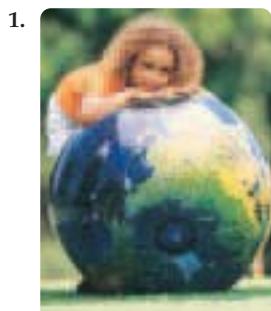
Explain to students that most languages make the **tu/vous** distinction when addressing people. English once had a **tu** form—*thou*:
thou shalt not
thy will be done
for thine is the kingdom

Structure

Comment dit-on?

23

Vous êtes français? Regardez les photos et posez la question.
(Ask the people in the photographs if they are French.)



24

D'autres questions Ask the same people other questions.

You may want to use some of the following words or expressions:
d'où, de quelle nationalité, d'accord, patient, fort en.



Vous êtes sur le bon chemin. Allez-y!

soixante-cinq 65

ANSWERS TO Comment dit-on?

23

1. Tu es française?
2. Tu es français?
3. Vous êtes françaises?
4. Vous êtes française?
5. Vous êtes français?
6. Vous êtes français?

24

- Answers will vary but may include the following questions and the appropriate answers:
- Tu es (Vous êtes) d'où?
 - Tu es (Vous êtes) de quelle nationalité?
 - Tu es (Vous êtes) d'accord avec le professeur?
 - Le prof est très patient. Tu es (Vous êtes) d'accord?

Practice

Comment dit-on?

23

This activity can be done in pairs. One student calls out the number of a picture and the other student asks the question. The first student may answer for the person or people in the picture. Then the partners reverse roles.

Expansion: Ask the following people in your class if they are French:

1. le prof
2. une élève blonde
3. un élève brun
4. une fille
5. deux garçons

Learning from Photos

(page 65) Ask students to describe the people in the photos on page 65 using the French they already know. For example, for Photo 1: Elle est petite. Elle est brune.

Recycling

Activity 24 recycles and recombines the vocabulary and structures from Chapter 1.



Allez-y!

At this point in the chapter, students have learned all the vocabulary and structure necessary to complete the chapter. The conversation and cultural readings that follow recycle all the material learned up to this point.

Conversation

Preparation

Resource Manager

Audio Activities TE, pages 32–33
Audio CD 2
CD-ROM



Bellringer Review

Use BRR Transparency 2.6 or write the following on the board.

Which would you use to address the following people or pets, **tu** or **vous**?

- | | |
|-------------|------------------|
| 1. Papa | 4. Madame Dubois |
| 2. les amis | 5. Jean et Maria |
| 3. Snoopy | 6. Papa et Maman |

Presentation

Step 1 Tell students they are going to hear a conversation between Paul and Anne.

Step 2 Have students repeat the conversation after you once or twice, or have them listen to the recording on Audio CD 2 or on the PowerTeach CD-ROM. Have the whole class repeat and then ask individual students to repeat.

Step 3 After presenting the conversation, go over the **Vous avez compris?** activity. If students can answer the questions with relative ease, move on. Students should not be expected to memorize the conversation.

Note: To convey the meaning of **Je suis complètement nul**, say **nul**, **zéro**.

Learning from Photos

(page 66) The students in this photo are at the lycée Janson de Sailly. Ask students to look at the photo and describe each of the three characters, using the French they know.

Conversation

Quel prof?



Interactive Conversations

Paul: Vous êtes dans la classe de Mme Martin?

Anne: Non, nous sommes dans la classe de M. Lepic.

Paul: M. Lepic?

Anne: Ben oui, le prof de maths.

Paul: Ah oui. Comment il est?

Anne: Un peu strict, mais sympa.

Paul: Oui, mais toi et Samuel, vous êtes forts en maths.

Anne: Ben, toi aussi.

Paul: Moi? Je suis très mauvais en maths. Je suis complètement nul!



Vous avez compris?

Répondez. (Answer.)

1. Anne et Samuel sont dans la classe de Mme Martin?
2. Ils sont dans la classe de quel professeur?
3. Qui est M. Lepic?
4. Il est comment?
5. Samuel et Anne sont forts en maths?
6. Et Paul, il est fort en maths?

ANSWERS TO

Vous avez compris?

1. Non, ils ne sont pas dans la classe de Mme Martin.
2. Ils sont dans la classe de M. Lepic.
3. M. Lepic est le professeur de maths.
4. Il est un peu strict, mais sympa.
5. Oui, ils sont forts en maths.
6. Non, il n'est pas fort en maths.

Reaching All Students

Auditory/Musical Learners Tell students to listen carefully to the CD and pay particular attention to the tone of voice of the speakers. When listening to any conversation, the tone of voice can greatly help with comprehension.

Parlons un peu plus

A

D'accord ou pas? Make a chart like the one below. List all your classes and rate them. Then compare your chart with that of a classmate.



—Pour moi, le cours de français n'est pas difficile. Tu es d'accord?

—Oui, je suis d'accord. / Non, je ne suis pas d'accord. Pour moi, le cours de français est très difficile.

Cours	Pas difficile	Assez difficile	Très difficile
le français	✓		
l'algèbre			✓

B



Quel cours? Work with a classmate. He or she gives you one word about a class. Guess what class it is. If you're wrong, your partner will give you another hint until you can guess the class. Take turns.



Pronunciation

Les consonnes finales



1. In French, you do not usually pronounce the final consonant you see at the end of a word. Repeat the following.

petit grand intéressant français
amusant intelligent patient blond

2. You also do not pronounce the final s you add to a word to make it plural. This is why a singular noun and its plural sound alike. Repeat the following pairs of words and then the sentences.

un copain → des copains une copine → des copines
le garçon → les garçons la fille → les filles

Tous les copains de Vincent sont sympathiques.

Les cours de maths sont très difficiles.



intelligent

ANSWERS TO Parlons un peu plus

A

Answers will vary but may include:

- Salut!
- Pour moi, le cours de biologie est assez difficile.
Tu es d'accord?
- Oui, je suis d'accord.
- Pour moi, le cours d'informatique n'est pas difficile. Tu es d'accord?
- Non, je ne suis pas d'accord. Pour moi, le cours d'informatique est très difficile.

Glencoe Technology



CD-ROM

On the Interactive Conversations CD-ROM, students can watch a dramatization of this conversation. They can then play the role of either one of the characters and record themselves in the conversation.

Practice

Parlons un peu plus

A

Have students work in pairs. You may wish to have students work in teams and interview other teams to report their findings back to the class. Make a chart on the board like the one in the book and record the findings for the class as a whole.

B



You may wish to refer students to Activity 8, page 56, for additional ideas.

Pronunciation

Step 1 Using Pronunciation Transparency P 2, model the word **intelligent**. Have students say it in unison and individually. Write the word on the board and ask about its pronunciation. (*The last letter is silent.*)

Step 2 Now lead students through Items 1–2 on page 67, modeling the examples. Call on individuals to read the sentences.

Step 3 For additional pronunciation practice, use Audio CD 2: **Pronunciation** and the Audio Activities TE, pages 33–34.

Pre-AP SkillBuilder

Listening to this conversation will give students the tools they need to succeed on the listening portion of the AP exam.

LEVELING

E: Conversation



You may wish to use the editable PowerPoint® presentation available on this PowerTeach CD-ROM to have students listen to and repeat the conversation. Additional activities are also provided.

Resource Manager

Audio Activities TE, pages 34–35
Audio CD 2



Bellringer Review

Use BRR Transparency 2.7 or write the following on the board.

Make sentences from the following words.

1. filles / Paris / sont / ne / les / de / deux / pas
2. cours / difficile / est / pas / le / français / de / n'
3. suis / je / accord / oui / d'



Lectures culturelles

Use your CD for more practice.



National Standards

Cultures

This reading and the related activities on pages 68–69 about the Francophone population in the United States give students an understanding of the importance of learning French.

Communities

This selection familiarizes students with Francophone influence in communities in the United States.

Presentation

Pre-reading

Step 1 Have students locate Haiti and Quebec on the world map, pages xxii–xxiii (French 1A, 1B; pages xvi–xvii). On a U.S. map, have students locate Vermont, Florida, and Louisiana.

Step 2 Read and discuss the Reading Strategy on page 68. Have students tell you what the titles in the reading selection mean.

LEVELING

E: Reading

Reading Strategy

Using titles

Always look at titles and subtitles before you begin to read. They will help you figure out what a reading selection is about. Having an idea of what a reading is about will help you guess the meaning of unfamiliar words and therefore understand better as you read.



Deux copains haïtiens

Une plage près de Port-au-Prince, Haïti



Deux amis de Montpellier

Le français aux États-Unis



L'influence haïtienne

Bonjour! Nous sommes Abélard Jean-Baptiste et Nicole Jolicoeur. Nous sommes élèves dans une école secondaire à Miami. Et pour nous, le cours de français est vraiment très facile! Pour nous, le français n'est pas une langue étrangère¹. Nous sommes haïtiens. Nous sommes de Port-au-Prince, la capitale d'Haïti. En Haïti, il y a² deux langues—le français et le créole. Le créole est une langue à base de français, d'espagnol et de divers dialectes africains.

L'influence canadienne

Et nous? Nous sommes Antonine Gagnon et Donald Maillet. Nous sommes de Montpellier dans le Vermont. Comme beaucoup de personnes de la Nouvelle-Angleterre³, nous sommes d'origine canadienne. Et pour nous, le français n'est pas une langue étrangère. Le français est la langue maternelle des Canadiens français.

¹ étrangère foreign

² il y a there are

³ Nouvelle-Angleterre New England

Reaching All Students

Non-Mastery Students and

Mastery Students When asking comprehension questions, you can gear questions to students of varying abilities.

Easy:

Abélard est élève?
Et Nicole est élève?

Intermediate:

Abélard Jean-Baptiste et Nicole Jolicoeur sont élèves?

Ils sont élèves dans une école à Miami?

Difficult:

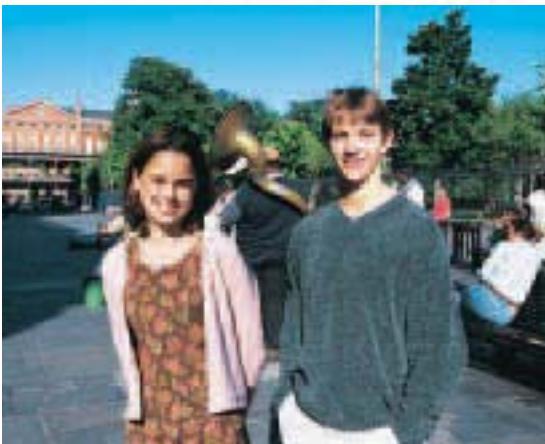
Abélard et Nicole sont élèves où?
Comment est le cours de français pour
Abélard et Nicole?

L'influence «cajun»

Bonjour! Ici Alice Richard et Pierre Doucet. Nous sommes de Louisiane. Nous sommes cajuns. Nous les Cajuns, nous sommes des descendants des Acadiens. Les Acadiens sont les Français expulsés⁴ de l'est du Canada par les Anglais.

L'influence cajun est assez forte en Louisiane. Il y a même⁵ deux langues officielles en Louisiane—l'anglais et le français.

⁴ expulsés *expelled* ⁵ même *even*



Deux élèves de Louisiane

Vous avez compris?

A Les Haïtiens

Répondez. (Answer.)

1. Abélard Jean-Baptiste et Nicole Jolicoeur sont d'où?
2. Pour Abélard et Nicole, le français est facile?
3. Ils sont de quelle nationalité?
4. Le créole est à base de quelles langues?



B Les descendants des Canadiens français

Répondez. (Answer.)

1. D'où sont Antonine et Donald?
2. Montpellier est dans quel état?
3. Il y a beaucoup de personnes d'origine canadienne en Nouvelle-Angleterre?
4. Quelle est la langue maternelle des Canadiens français?

C Les Cajuns

Répondez. (Answer.)

1. Qui sont les Cajuns?
2. Quelles sont les deux langues officielles en Louisiane?

ANSWERS TO

Vous avez compris?

A

1. Abélard Jean-Baptiste et Nicole Jolicoeur sont de Port-au-Prince.
2. Oui, pour Abélard et Nicole, le français est facile.
3. Ils sont haïtiens.
4. Le créole est à base de français, d'espagnol et de divers dialectes africains.

B

1. Antonine et Donald sont de Montpellier.
2. Montpellier est dans le Vermont.

3. Oui, il y a beaucoup de personnes d'origine canadienne en Nouvelle-Angleterre.
4. La langue maternelle des Canadiens français est le français.

C

1. Les Cajuns sont des descendants des Acadiens.
2. Les deux langues officielles en Louisiane sont l'anglais et le français.

Learning from Photos

(pages 68–69) Have students look at the photos on pages 68–69 and describe the teens in their own words.

Pre-AP SkillBuilder

Students who are exposed to reading in the early stages of foreign language study will gradually build the necessary reading and comprehension skills to reach the AP level. These cultural readings will help students develop the reading skills they need to become competent and confident readers.



National Standards

Cultures

This selection familiarizes students with secondary education in France.

Attention!

This reading is optional. You may skip it completely, have the entire class read it, have only several students read it and report to the class, or assign it for extra credit.

FUN-FACTS

School is obligatory in France from age 6–16. The educational system is divided into three parts:

- **Premier degré:** écoles maternelles (*preschool*); écoles primaires (*elementary*)
- **Second degré:** collèges—classes de la 6^e à la 3^e (*middle or junior high school*); lycées—classes de la 2^e à la terminale (*high school*); There are two types of lycées: les lycées professionnels (*prepare students for a trade*) and les lycées d'enseignement général et technologique (*prepare students for a profession*).
- **Enseignement supérieur:** universités, écoles spécialisées, and grandes écoles. Le baccalauréat (*le bac*) is the exam one must pass before entering the university.

La scolarité en France

Le collège en France est une école secondaire. Les élèves sont des collégiens. Le collège est obligatoire pour quatre ans.

Après¹ le collège, le lycée est aussi une école secondaire, mais pour trois ans. Les élèves sont des lycéens. Il y a² deux diplômes d'études secondaires—un diplôme professionnel après deux ans et le baccalauréat après trois ans. Le baccalauréat ou «le bac» est nécessaire pour entrer à l'université.

Voici l'emploi du temps de Louise Belleroche. Elle est en troisième, l'équivalent de *ninth grade*. Il y a combien de³ cours en troisième en France?

¹ Après After ² Il y a There are ³ combien de how many



Vous avez compris?

A La scolarité Vrai ou faux? (True or false?)

1. En France un collège est une petite université.
2. Le collège n'est pas obligatoire.
3. Le lycée est une école secondaire.
4. Le «bac» est un diplôme universitaire.
5. Le «bac» est nécessaire pour entrer à l'université.

B L'emploi du temps de Louise Répondez. (Answer.)

1. Il y a combien de cours?
2. Le cours de maths est quels jours? À quelle heure?
3. Et le cours d'anglais?
4. Et le cours de français?
5. Et le cours de biologie?
6. Et le cours d'histoire/géographie?
7. Et le cours de dessin?



Lycée Pasteur, Neuilly, France

ANSWERS TO

Vous avez compris?

A

1. F 2. F 3. V 4. F 5. V

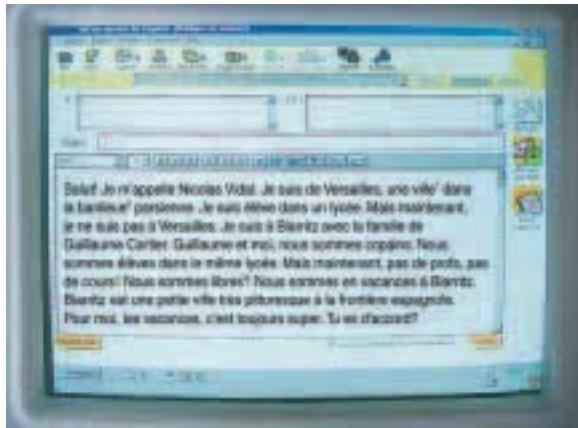
B

1. Il y a douze cours.
2. Le cours de maths est à 12 h 20 le lundi, à 11 h 20 le mercredi et à 8 h 15 le vendredi.
3. Le cours d'anglais est à 14 h 20 le lundi, à 15 h 25 le mardi et à 10 h 20 le vendredi.

4. Le cours de français est à 9 h 15 le lundi, à 9 h 15 le jeudi et à 12 h 20 le vendredi.
5. Le cours de biologie est à 10 h 20 le mercredi et à 9 h 15 le vendredi.
6. Le cours d'histoire/géographie est à 10 h 20 et 13 h 20 le jeudi, à 9 h 15 le vendredi et à 10 h 20 le samedi.
7. Le cours de dessin est à 8 h 15 le samedi.

Lecture supplémentaire 2

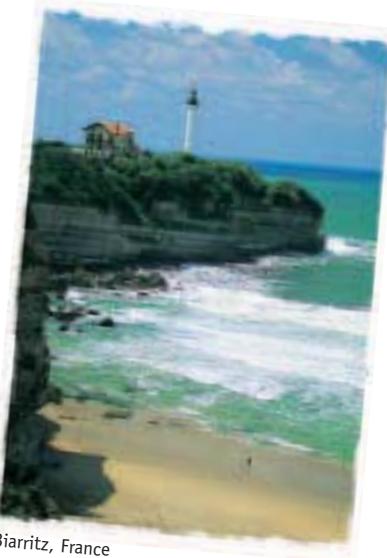
Un message



¹ ville town

² banlieue suburbs

³ libres free



Biarritz, France

Versailles, France



Vous avez compris?

A Deux copains Répondez. (Answer.)

1. D'où est Nicolas?
2. Où est Versailles?
3. Où est Nicolas maintenant?
4. Il est à Biarritz avec qui?
5. Les deux garçons sont copains?
6. Les deux copains sont en vacances? Où?

B Un peu de géographie

Vrai ou faux? (True or false?)

1. Versailles est sur la Côte d'Azur.
2. Versailles est dans la banlieue parisienne.
3. Biarritz est aussi dans la banlieue parisienne.
4. Biarritz est à la frontière espagnole.
5. Biarritz est en Espagne.
6. Biarritz est en France.

Attention!

This reading is optional. You may skip it completely, have the entire class read it, have only several students read it and report to the class, or assign it for extra credit.

Learning from Photos

(page 71 top) Of all the Atlantic beaches in France, Biarritz is the most frequented. Its location at the entrance to the **Pays Basque** makes it very attractive. The pine forests of the Landes to the north merge with the craggy coast of the Pays Basque to the south.

(page 71 bottom) Versailles, a suburb of Paris, is famous for the palace and gardens of Louis XIV, King of France from 1643–1715. The palace is now a national museum. After World War I, the Treaty of Versailles was signed in 1919 in the palace's Hall of Mirrors.

LEVELING

E: Reading 1

A: Reading 2

ANSWERS TO

Vous avez compris?

A

1. Nicolas est de Versailles.
2. Versailles est dans la banlieue parisienne.
3. Nicolas est à Biarritz.
4. Il est à Biarritz avec la famille de Guillaume Cartier.
5. Oui, les deux garçons sont copains.
6. Les deux copains sont en vacances à Biarritz.

B

1. F
2. V
3. F
4. V
5. F
6. V



National Standards

Connections

This reading establishes a connection with another discipline—science. It allows students to draw from material they have most probably learned in their biology, physics, and chemistry classes. At the same time they increase their vocabulary and learn to talk about a scientific topic in French.

Attention!

The readings in the Connexions section are optional. They focus on some of the major disciplines taught in schools and universities. The vocabulary is useful for discussing such topics as history, literature, art, economics, business, science, etc. You may choose any of the following ways to do the readings in the Connexions section.

Independent reading Have students read the selections and do the post-reading activities as homework, which you collect. This option is least intrusive on class time and requires a minimum of teacher involvement.

Homework with in-class follow-up Assign the readings and post-reading activities as homework. Review and discuss the material in class the next day.

Intensive in-class activity This option includes a pre-reading vocabulary presentation, in-class reading and discussion, assignment of the activities for homework, and a discussion of the assignment in class the next day.

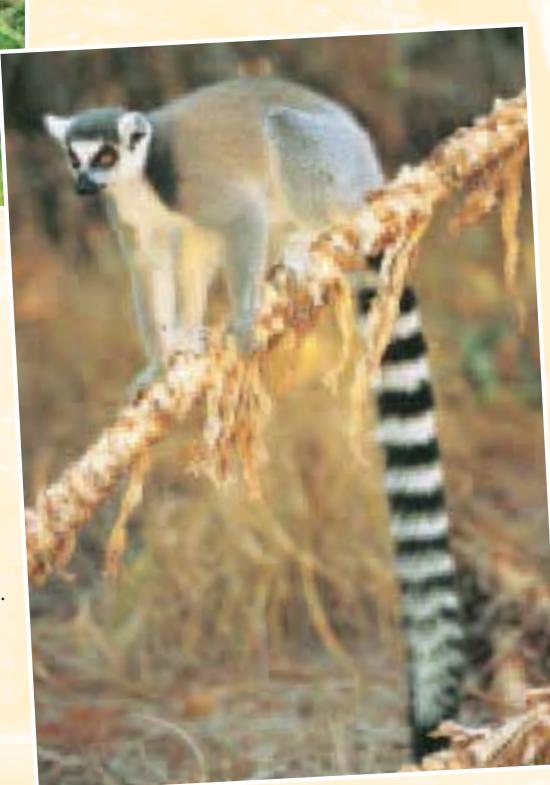
Les sciences naturelles

La biologie, la physique et la chimie

Sciences are an important part of the school curriculum. If you like science, it would be fun to be able to read some scientific material in French. You will see how easy it is. It's easy because you already have some background in science from your science courses. In addition, many scientific terms are cognates.



La botanique est l'étude des plantes.



La zoologie est l'étude des animaux.

La biologie

La biologie est l'étude des organismes vivants. En biologie, il y a trois catégories importantes: l'anatomie, la zoologie et la botanique. L'anatomie est l'étude du corps humain. La zoologie est l'étude des animaux et la botanique est l'étude des plantes.

Learning from Photos

(page 72)

- The rain forest is in Martinique. The northern part of the island has lush, tropical vegetation, fields of pineapples, banana trees, towering cliffs, and deep gorges. Clouds often engulf the rain forest.
- The animal is a lemur (**un maki** in French) from Madagascar. The lemurs have an

extremely long tail and they abound in Madagascar. Madagascar is an island nation in the Indian Ocean. The two languages spoken there are Malgache and French. Another small island, Nosy-Bé, is also a part of Madagascar. The French were in Madagascar as early as 1643, but it was not declared a French colony until 1896. Madagascar got its independence in 1960.

La physique et la chimie

La physique est l'étude de la matière et de l'énergie. La chimie est l'étude des caractéristiques des éléments.

Les savants

Dans un laboratoire, le savant (le biologiste, le chimiste ou le physicien) observe et analyse des phénomènes scientifiques. Le biologiste, par exemple, observe et analyse des microbes¹, des cellules, des bactéries et des virus à l'aide d'un microscope.

¹ microbes *germs*



Une biologiste



Des élèves dans un laboratoire à Paris

Vous avez compris?

A Des termes scientifiques

Préparez une liste. (Make a list of scientific terms you recognize in the reading.)

B C'est quelle science? Répondez. (Answer.)

1. l'étude des animaux
2. l'étude des plantes
3. l'étude de la matière et de l'énergie
4. l'étude du corps humain

C Stratégie de lecture Note that the words in each of the following groups are all related to one another. If you know the meaning of one word, you can guess the meanings of the others. Can you figure them all out?

1. la biologie, un(e) biologiste, biologique
2. analyser, une analyse, analytique
3. un microbe, microbien
4. une bactérie, bactérien
5. un virus, viral

ANSWERS TO

Vous avez compris?

A Answers will vary but may include:

les sciences, la biologie, organismes, l'anatomie, la zoologie, la botanique, la physique, l'énergie, éléments, un laboratoire, le physicien, phénomènes, microbes, cellules, bactéries, virus, un microscope

B

1. la zoologie 3. la physique
2. la botanique 4. l'anatomie

C

1. biology, biologist, biological
2. to analyze, an analysis, analytical
3. microbe, microbial
4. bacteria, bacterial
5. virus, viral

Note: You may wish to have only students who are interested in science read this selection. The reading should be quite easy, since there are many cognates and students already know all the information from their science courses.

Learning from Photos

(page 73 top) The scientist at work is at the prestigious Institut Pasteur. Students will learn more about Louis Pasteur and the Institute he founded in Chapter 14.

(page 73 bottom) The science students are in a science lab at the lycée Janson de Sailly.

LEVELING

A: Reading

C'est à vous

Use what you have learned



Bellringer Review

Use BRR Transparency 2.8 or write the following on the board.

Say everything you can about your favorite class in school. Include descriptions of the class, the teacher, and the students.

Mon cours favori est le cours de _____.

Recycling

These activities allow students to use the vocabulary and structure from this chapter in completely open-ended, real-life situations. They also give students the opportunity to reuse the vocabulary and structure from Chapter 1.

Presentation

Encourage students to say as much as possible when they do these activities. Tell them not to be afraid to make mistakes, since the goal is real-life communication.

LEVELING

These activities encompass all three levels. All students will be able to do them at a sophistication level commensurate with their ability in French. Some students will be able to speak for several minutes, and others may be able to give just a few sentences.

CAREER CONNECTION

Teaching is an excellent way to use one's knowledge of a foreign language and culture. Have your students interview you in English about the education, training, and study abroad that was necessary for you to obtain your position. Ask students to brainstorm employment possibilities in the education field for those who master the French language.

C'est à vous

Use what you have learned



L'école internationale de Paris



L'école idéale

✓ Talk about school

Work with a classmate. Describe what for each of you is an ideal school. Say as much as you can about the teachers, classes, and students. Determine whether or not you share the same opinions.

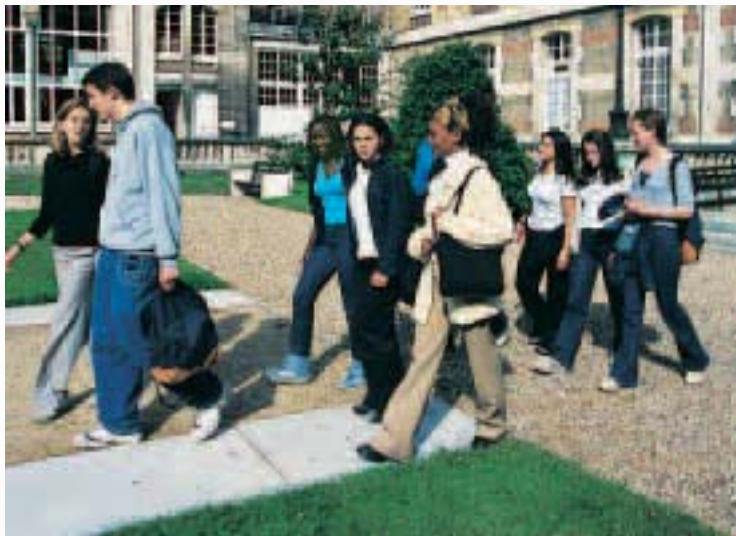


Nous

✓ Describe yourself and someone else

Work with a classmate. You are at an international student gathering in France. You and your partner introduce yourselves to the other students. Try to get to know one another better. You may use the following as a guide:

- say who you are
- give your nationality
- tell where you're from
- give the name of your school
- describe some of your strengths or weaknesses



Lycée Janson de Sailly, Paris

ANSWERS TO C'est à vous



Answers will vary but may include:

- Je m'appelle Jean.
- Et je m'appelle Catherine.
- Je suis américain.
- Et je suis américaine, aussi.
- Je suis de Chicago.
- Et je suis de New York.
- Je suis élève à l'école Washington.
- Je suis élève à l'école Central.

—Je suis très sociable.

—Et je suis vraiment timide!



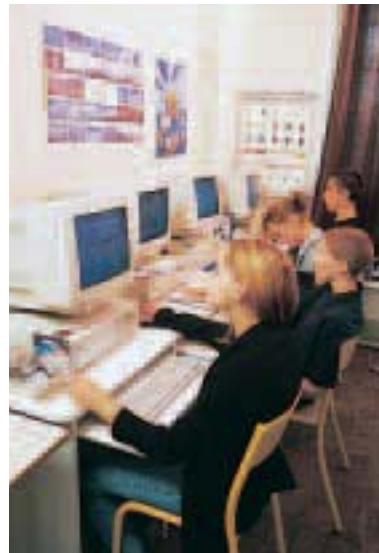
Answers will vary but may include:

L'école idéale est intéressante. Les profs sont un peu stricts, mais ils sont sympas aussi. Les cours sont intéressants. Les cours ne sont pas très difficiles. Ils sont assez faciles. Les élèves sont dynamiques et intelligents.

**Un message**

✓ Write about your classes and friends

You answer an e-mail message from a student in France who wants to know about your life in the United States. Give him or her as many details as possible about your classes and your friends.



Collège de Montois, Noyen-sur-Seine

Writing Strategy

Keeping a journal There are many kinds of journals you can keep, each having a different purpose. One type of journal is the kind in which you write about daily events and record your thoughts and impressions about these events. It's almost like "thinking aloud." By keeping such a journal, you may find that you discover something new that you were not aware of.

**Les cours et les professeurs**

You've been in school for about a month. You've had a chance to get to know what your courses are like and to become familiar with your teachers. Create a journal entry about school. Try to write about your classes, the days and times of each, what the class is like, who the teacher is, and what he or she is like. When you have finished, reread your journal entry. Did you discover anything about your courses or your teachers that you hadn't thought of before?

LES COURS ET LES PROFS

soixante-quinze 75

**ANSWERS TO C'est à vous**

Answers will vary but may include:

L'école est vraiment super! Les amis sont très intéressants et dynamiques. Pour moi, les cours difficiles sont la biologie, la chimie et l'algèbre. Pour moi, les cours assez faciles sont l'anglais et le français. La prof de chimie est très, très stricte! Mais la prof de français n'est pas trop stricte. Elle est assez sympa. Je suis mauvais(e) en chimie mais fort(e) en français.

Writing Development

Have students keep a notebook containing their best written work from each chapter. These selected writings can be based on assignments from the Student Textbook and the Workbook. The two activities on page 75 are examples of writing assignments that may be included in each student's portfolio. In the Workbook, students will develop an organized autobiography (*Mon autobiographie*). These workbook pages may also become a part of their portfolio.

FUN FACTS

In many areas of the United States, there are communities of French-speaking people. In Florida, there are large communities of Haitians and people from the French Antilles. The same is true in the New York area, which also has many people from West Africa.

One finds French-Canadian influence in New England and Cajun influence in Louisiana. People of French ancestry occupy fifth place among the ethnic groups in Texas. French settlements were made at Fort Saint Louis and Galveston Island.

Have students find out if there are French communities nearby.

Tutorial

For non-mastery students, you can make these activities less open-ended. For example, in Activity 2 you may wish to suggest they use the following adjectives:

amusant	patient
intelligent	intéressant
sympa	strict
facile	difficile
fort	mauvais

Assessment

Resource Manager

Communication Transparency C 2
Quizzes, pages 7–11
Tests, pages 13–24
ExamView® Assessment Suite
Situation Cards
Performance Assessment, Task 2
MindJogger Videoquiz

Assessment

This is a pre-test for students to take before you administer the chapter test. Answer sheets for students to do these pages are provided as transparencies. Note that each section is cross-referenced so students can easily find the material they have to review in case they made errors. You may wish to collect these assessments and correct them yourself, or you may prefer to have the students correct themselves in class. You can go over the answers orally or project them on the overhead, using your Assessment Answers transparencies.

Glencoe Technology



MINDJOGGER VHS/DVD

You may wish to help your students prepare for the chapter test by playing the MindJogger game show. Teams will compete against each other to review chapter vocabulary and structure and sharpen listening comprehension skills.

Assessment

Vocabulaire



For more Chapter 2 test preparation, go to the Chapter 2 **Self-Check Quiz** on the Glencoe French Web site at glencoe.com.

To review
Mots 1, turn to
pages 50–51.

Choisissez. (Choose.)

1. Christophe et Julien sont amis. Ils sont ____.
a. frères b. sœurs c. copains
2. Les deux garçons sont ____ dans un lycée français.
a. élèves b. profs c. cours
3. Le cours de français n'est pas difficile. Le cours de français est ____.
a. strict b. facile c. comique
4. La prof n'est pas très stricte. Juste ____.
a. difficile b. d'accord c. un peu

To review
Mots 2,
turn to pages 54–55.

Vrai ou faux? (True or false?)

5. L'algèbre et la musique sont des sciences naturelles.
6. L'économie est une langue.
7. Pour les élèves américains, l'anglais est un cours obligatoire.
8. L'allemand est une science sociale.



To review plural
articles, nouns, and
adjectives, turn to
page 58.



Structure

Mettez au pluriel. (Put in the plural.)

9. Le copain de Lucie est amusant.
____ copain____ de Lucie sont amusant____.
10. La sœur de Monique est intelligente.
____ sœur____ de Monique sont intelligente____.
11. L'ami de Frédéric est français.
____ ami____ de Frédéric sont français____.
12. Le prof de biologie est strict.
____ prof____ de biologie sont strict____.
13. La fille brune est américaine.
____ fille____ brune____ sont américaine____.

ANSWERS TO Assessment

1

2

5

6

3. b
4. c

7. V
8. F

3

9. Les, -s, -s
10. Les, -s, -s
11. Les, -s, Ø
12. Les, -s, -s
13. Les, -s, -s, -s

Learning from Photos

Have students describe the three photos on pages 74–75. Have them describe the people in the photos as well as the setting of each photo.

4 **Complétez avec «être».**
(Complete with être.)

14. Nous ____ élèves dans une école secondaire américaine.
15. Ils ____ élèves dans un lycée français.
16. Vous ____ élèves où?
17. Les élèves de Madame Fauvet ____ intelligents.
18. Qui ____ le prof de géométrie?



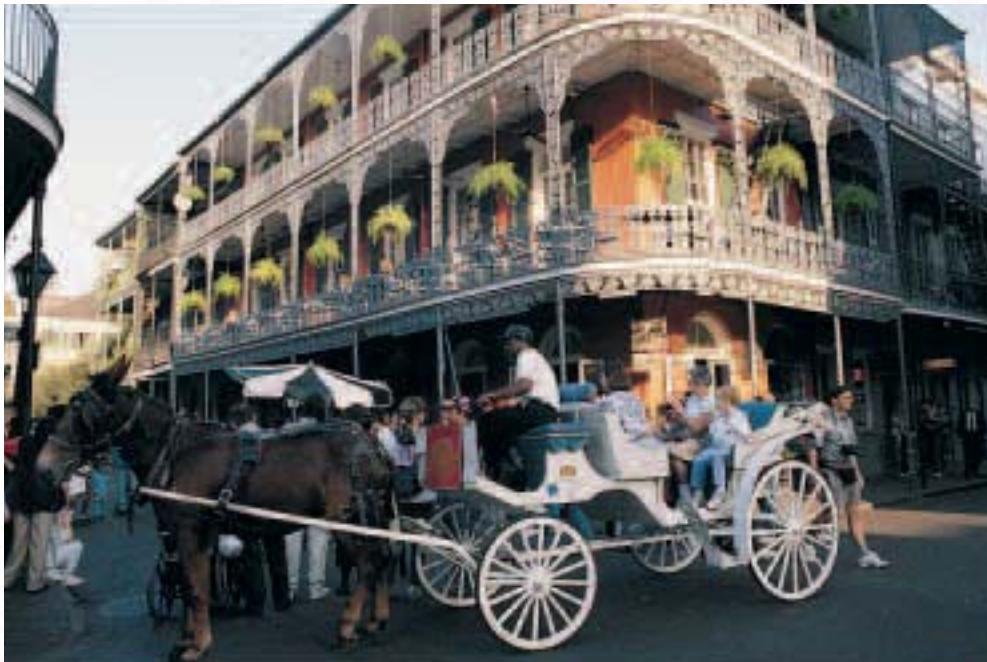
To review the verb
être, turn to
page 60.

Culture

5 **Choisissez.** (Choose.)

19. En Haïti, il y a deux langues—le français et ____.
a. l'anglais b. le créole c. l'espagnol
20. Il y a beaucoup d'influence «cajun» en ____.
a. Nouvelle-Angleterre b. Haïti c. Louisiane

To review this
cultural information,
turn to pages 68–69.



La Nouvelle-Orléans, Louisiane

Learning from Photos

(page 77) New Orleans is a lovely city in Louisiana. This photo was taken in the French Quarter of New Orleans, a neighborhood that draws many tourists. French influence is very strong in Louisiana. Many **Acadiens** (French settlers who were expelled from Canada by the English in 1755) went to Louisiana, which was still a French territory at that time. The term “Cajun” is a deformation of the French word **acadien**. They retain much of their original culture, including the French language.

Reaching All Students

Non-Mastery Students

Encourage students who need extra help to refer to the yellow notes and review any section before answering the questions.

ANSWERS TO Assessment

4

14. sommes
15. sont
16. êtes
17. sont
18. est

5

19. b
20. c

On parle super bien!

This unique page gives students the opportunity to speak freely and say whatever they can, using the vocabulary and structures they have learned in the chapter. The illustration serves to remind students of precisely what they know how to say in French. There are no activities that students do not have the ability to describe or talk about in French. The art not only depicts the vocabulary and content of this chapter, but also reinforces what they learned in the previous chapter. This illustration is also on Communication Transparency C 2.

You may wish to use this page in many ways. Some possibilities are to have students do the following:

1. Look at the illustration and identify items by giving the correct French words.
2. Make up sentences about what they see in the illustration.
3. Make up questions about the illustration. They can call on another class member to respond if you do this as a class activity, or you may prefer to allow students to work in small groups. This activity is extremely beneficial because it enables students to actively use interrogative words.
4. Answer questions you ask them about the illustration.
5. Work in pairs and make up a conversation based on the illustration.
6. Look at the illustration and give a complete oral review of what they see.
7. Look at the illustration and write a paragraph (or essay) about it.

Differentiation

You can also use this page as an assessment or testing tool, taking into account individual differences by having students go from simple to quite complicated tasks. The assessment can be either oral or written. You may wish to use the rubrics provided in the teacher

Tell all you can about this illustration.



material in the front of your textbook as you give students the following directions.

1. Identify the topic or situation of the illustration.
2. Give the French words for as many items as you can.
3. Think of as many sentences as you can to describe the illustration.
4. Go over your sentences and put them in the best sequence to give a coherent story based on the illustration.

Vocabulaire

Identifying a person or thing

un professeur	une copine	un cours
un(e) prof	un lycée	une classe
un copain	une salle de classe	une matière



Identifying school subjects

les sciences naturelles	les langues (<i>f. pl.</i>)	les sciences sociales	d'autres matières
la biologie	le français	l'histoire (<i>f.</i>)	la littérature
la chimie	l'espagnol (<i>m.</i>)	la géographie	l'informatique (<i>f.</i>)
la physique	l'italien (<i>m.</i>)	l'économie (<i>f.</i>)	la gymnastique
les mathématiques,	l'allemand (<i>m.</i>)		la musique
les maths (<i>f. pl.</i>)	l'anglais (<i>m.</i>)		le dessin
l'algèbre (<i>f.</i>)	le latin		
la géométrie			
la trigonométrie			
le calcul			

Describing teachers, students, and courses

facile	strict(e)	fort(e)
difficile	intéressant(e)	mauvais(e)

Agreeing and disagreeing

Tu es d'accord?
Oui, je suis d'accord.
Non, je ne suis pas d'accord.
C'est vrai.
Ce n'est pas vrai. C'est pas vrai.

Other useful words and expressions

en cours de (français, maths, etc.)
même
tous
trop
juste un peu

How well do you know your vocabulary?

- Choose your favorite school subject. Choose words to describe this subject.
- Use these words to describe the subject and your teacher.



VIDÉOTOUR

Épisode 2

In this video episode, you will see Vincent at the lycée Louis-le-Grand, interviewing students about their teachers and courses. See page 527 for more information.

LES COURS ET LES PROFS

soixante-dix-neuf 79



You may wish to use the editable PowerPoint® presentation available on this PowerTeach

CD-ROM to have students view and listen to a short segment of the video. Additional activities are also provided.



VIDÉO VHS/DVD

The Video Program allows students to see how the chapter vocabulary and structures are used by native speakers. For maximum reinforcement, show the video episode as a final activity for Chapter 2.

Vocabulaire

Vocabulary Review

The words and phrases in the **Vocabulaire** have been taught for productive use in this chapter. They are summarized here as a resource for both student and teacher. This list also serves as a convenient resource for the **C'est à vous** activities on pages 74–75, as well as for talking about the illustration on page 78. There are approximately twenty-three cognates in this vocabulary list. Have students find them.

Attention!

You will notice that the vocabulary list here is not translated. This has been done intentionally, since we feel that by the time students have finished the material in the chapter they should be familiar with the meanings of all the words. If there are several words they still do not know, we recommend that they refer back to the **Mots 1** and **2** sections in the chapter or go to the dictionaries at the back of this book to find the meanings. However, if you prefer that your students have the English translations, please refer to Transparency V 2.1, where you will find all these words with their translations.



You may wish to use the editable PowerPoint® presentation available on this PowerTeach

CD-ROM to have students view the chapter vocabulary in a French-English, English-French format.