

Planning for Chapter 3

SCOPE AND SEQUENCE, PAGES 80–109

Topics

- ✦ School activities
- ✦ Afterschool activities
- ✦ School supplies

Culture

- ✦ Jacqueline, a student from Paris
- ✦ Discussing differences between school in the United States and France
- ✦ Antoine, a student from Montreal
- ✦ Manau—a rap group; music in the French-speaking world

Functions

- ✦ How to identify and describe school supplies
- ✦ How to count from 100 to 1000

Structure

- ✦ The present tense of regular **-er** verbs
- ✦ Negative of indefinite articles
- ✦ Verb + infinitive

National Standards

- ✦ Communication Standard 1.1: pp. 80, 84, 85, 89, 91, 92, 93, 94, 95, 97, 104, 105
- ✦ Communication Standard 1.2: pp. 80, 84, 85, 88, 89, 91, 92, 93, 94, 95, 96, 97, 99, 100, 101, 103, 104, 105
- ✦ Communication Standard 1.3: pp. 84, 85, 88, 91, 92, 93, 105
- ✦ Cultures Standard 2.1: pp. 96, 97, 98–99, 100, 101, 512
- ✦ Cultures Standard 2.2: p. 101
- ✦ Connections Standard 3.1: pp. 102–103
- ✦ Comparisons Standard 4.1: pp. 102–103
- ✦ Comparisons Standard 4.2: pp. 96–98, 100, 105
- ✦ Communities Standard 5.1: p. 105

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
Une journée à l'école
- Mots 2
Des fournitures scolaires
Après les cours

Structure (required)

Days 5–7

- Les verbes réguliers en **-er** au présent
- La négation des articles indéfinis
- Verbe + infinitif

Conversation (required)

Day 8

- Un élève français aux États-Unis

Prononciation (recommended)

- ◐ Les sons /é/ et /è/

Lectures culturelles

- ◐ Une journée avec Jacqueline (recommended)
- Qui travaille? (optional)
- Un groupe de rap—Manau (optional)

Connexions (optional)

- L'ordinateur

C'est à vous (recommended)

Assessment (recommended)

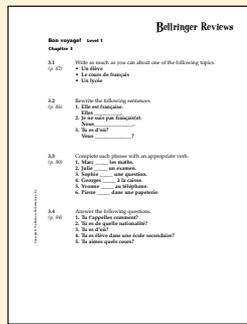
- On parle super bien! (optional)

TEACHER RESOURCE GUIDE

SECTION	PRINT RESOURCES 	TECHNOLOGY RESOURCES
Vocabulaire <i>Mots 1</i>		
Une journée à l'école (pp. 82–85)	Audio Activities TE (pp. 37–38) Workbook (p. 19) Quiz 1 (p. 12)	Vocabulary Transparencies 3.2–3.3 Audio CD 3 ExamView® Assessment Suite PowerTeach Vocabulary PuzzleMaker
Vocabulaire <i>Mots 2</i>		
Des fournitures scolaires (p. 86) Après les cours (pp. 87–89)	Audio Activities TE (pp. 39–41) Workbook (pp. 20–21) Quiz 2 (p. 13)	Vocabulary Transparencies 3.4–3.5 Audio CD 3 ExamView® Assessment Suite Vocabulary PuzzleMaker
Structure		
Les verbes réguliers en -er (pp. 90–93) La négation des articles indéfinis (p. 94) Verbe + infinitif (p. 95)	Audio Activities TE (pp. 41–44) Workbook (pp. 22–25) Quizzes 3–5 (pp. 14–16)	Audio CD 3 ExamView® Assessment Suite PowerTeach
Conversation		
Un élève français aux États-Unis (p. 96)	Audio Activities TE (pp. 44–45)	Audio CD 3 Interactive Conversations PowerTeach
Prononciation		
Les sons /é/ et /è/ (p. 97)	Audio Activities TE (pp. 45–46)	Pronunciation Transparency P 3 Audio CD 3
Lectures culturelles		
Une journée avec Jacqueline (pp. 98–99) Qui travaille? (p. 100) Un groupe de rap— Manau (p. 101)	Audio Activities TE (p. 47) Tests (pp. 27, 31, 32)	Audio CD 3 PowerTeach
Connexions		
L'ordinateur (pp. 102–103)	Tests (p. 33)	
C'est à vous		
(pp. 104–105)		Bon voyage! Video, Episode 3 Video Activities, Chapter 3 French Online Activities glencoe.com
Assessment		
(pp. 106–107)	Quizzes 1–5 (pp. 12–16) Performance Assessment, Task 3 Tests (pp. 25–38) Situation Cards, Chapter 3	Communication Transparency C 3 ExamView® Assessment Suite MindJogger Videoquiz

Using Your Resources for Chapter 3

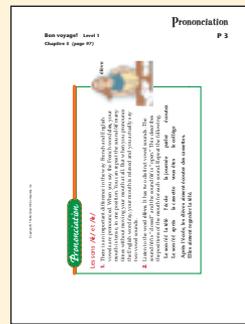
Transparencies



Bellringer 3.1–3.8



Vocabulary 3.1–3.5



Pronunciation P 3

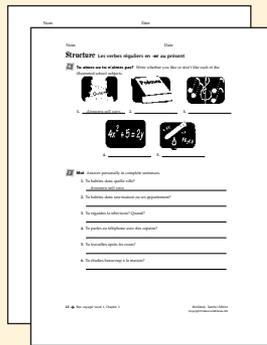


Communication C 3

Workbook



Vocabulary,
pages 19–21



Structure,
pages 22–25

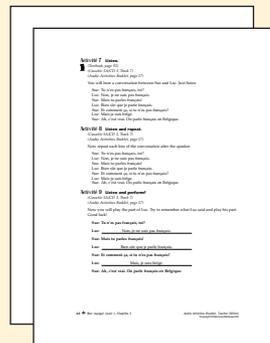


Enrichment,
pages 26–28

Audio Activities



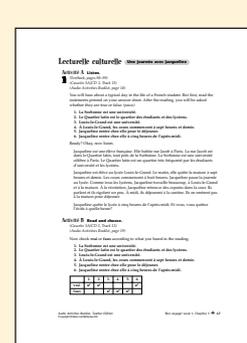
Vocabulary,
pages 37–41



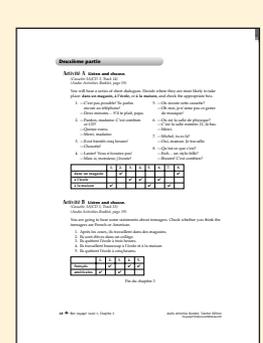
Structure,
pages 41–44



Conversation,
Pronunciation,
pages 44–46



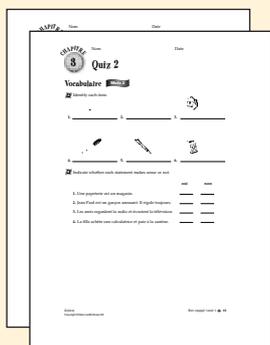
Cultural Reading,
page 47



Additional Practice,
page 48



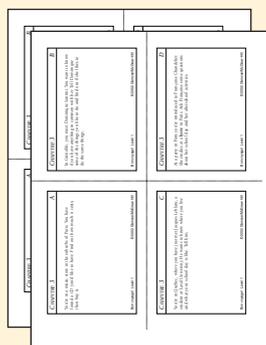
Assessment



Vocabulary and Structure Quizzes, pages 12–16



Chapter Tests, pages 25–38



Situation Cards, Chapter 3



MindJogger Videoquiz, ExamView® Assessment Suite, Chapter 3

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



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

Preview

In this chapter, students will learn to talk about their school and afterschool activities. They will also learn to identify, describe, and shop for school supplies. They will learn to use singular forms of **-er** verbs to communicate in various situations that arise when shopping. They will also learn to express likes and dislikes.



National Standards

Communication

In Chapter 3, students will communicate in spoken and written French to talk about school and afterschool activities. Students will engage in conversations, provide and obtain information, and exchange opinions as they fulfill the chapter objectives listed on this page.

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.

Pendant et après les cours

Objectifs

In this chapter you will learn to:

- ✓ talk about what you do in school
- ✓ talk about what you and your friends do after school
- ✓ identify and shop for school supplies
- ✓ talk about what you don't do
- ✓ tell what you and others like and don't like to do
- ✓ discuss schools in France



Pierre Auguste Renoir *La lecture*



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



Spotlight on Culture

Photograph This photo is of a group of students on a **quai** along the Seine River in Paris. In this area, there are many stalls of **bouquinistes** where one can buy old books, drawings, records, etc.

Painting This painting, *La lecture*, was done by Pierre Auguste Renoir (1841–1919). At the age of twenty-two, Renoir met Monet, Sisley, and Bazille and went to paint with them in the Fontainebleau Forest. Renoir exhibited his paintings in the first exposition of the Impressionists in 1874.

In 1881 he took a trip to Italy where he was completely taken by the works of Raphael. This caused him to distance himself a little from the Impressionists, adopting a somewhat more classical style.

In *La lecture*, we see two young girls at a table reading. Although Renoir's works dealt with many themes, he did several famous paintings with children, such as *Madame Charpentier et ses enfants* (1878) and *Jeunes filles au piano* (1892).

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 3 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.

Preparation

Resource Manager

Vocabulary Transparencies 3.2–3.3
 Audio Activities TE, pages 37–38
 Audio CD 3
 Workbook, page 19
 Quiz 1, page 12
 ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 3.1 or write the following on the board.

Write as much as you can about one of the following topics.

- Un élève
- Le cours de français
- Un lycée

Presentation

Attention!

Note that all the verbs in the vocabulary presentation are in the **il/elle** form so that you can immediately ask questions. Students can answer and practice the new words without having to make pronoun and ending changes. Students will learn how to manipulate the **-er** verbs in the structure section of this chapter.

Step 1 Present the vocabulary first with books closed using Vocabulary Transparencies 3.2–3.3. Have students repeat each word two or three times after you or Audio CD 3.



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

CD-ROM for additional vocabulary instruction and practice.

Use your **Audio CD** for more practice.

Une journée à l'école



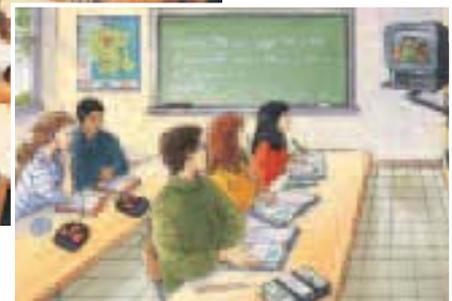
Patrick habite près de Paris.
 Il habite rue Saint-Paul.
 Patrick quitte la maison.



Le matin, Patrick arrive à l'école.
 À quelle heure?
 Il arrive à l'école à huit heures.
 Il passe la journée à l'école.



Le prof parle.
 Les élèves écoutent bien.
 Les élèves étudient.



Les élèves regardent une vidéo (un DVD).
 Deux élèves écoutent des CD.

Reaching All Students

Total Physical Response Before doing this activity, act out each verb: **regarder, parler, écouter, lever, poser.** (Student 1), **levez-vous, s'il vous plaît. Regardez un garçon dans la classe. Regardez une fille. Parlez au prof (à la prof). Parlez français. Écoutez le/la prof. Levez la main. Posez une question.**

Learning from Photos

(page 82) The young boy leaving home on his scooter is from the town of Yerres. Yerres is a middle-class suburban community located about 25 kilometers south-east of Paris on the road to Fontainebleau. The same boy is approaching his school, **le collège Guillaume Budé**. The school serves two suburban communities, Yerres and Crosnes.



Sophie lève la main.
Elle pose une question.

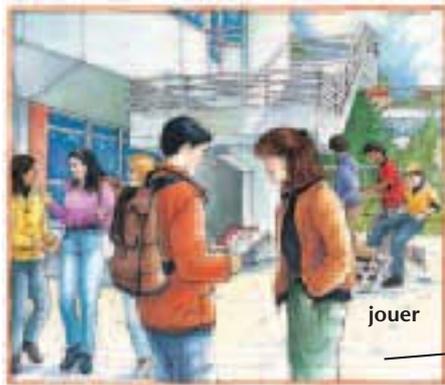
Note

The expression **passer un examen** is an example of a false cognate (**un faux ami**). It means "to take an exam," not "to pass an exam."

Vincent passe un examen.
Il n'aime pas les examens.



Les élèves déjeunent à la cantine.
Ils déjeunent à midi (12 h).



Pendant la récré(ation) les élèves jouent dans la cour.
Il y a beaucoup d'élèves dans la cour.
Ils rigolent.
Ils parlent entre les cours.

la cour

Note

The popular word **rigoler** means "to joke around."
Tu rigoles! means "You don't mean it!" or "You're joking!"

PENDANT ET APRÈS LES COURS

quatre-vingt-trois ♣ 83

Learning from Photos

(pages 82–83) The teacher in the classroom is teaching at the École de Noyen-sur-Seine, another suburb of Paris. The cafeteria is at the school of the Alliance Française in Paris.

Vocabulary Expansion

Because of the false cognate, **passer un examen**, some students may ask how to say *to pass an exam*: **être reçu(e) à un examen**. You may also wish to tell them how to say *to fail an exam*: **être recalé(e) à un examen**.

LEVELING

E: Vocabulary

Step 2 Act out the -er verbs on pages 82–83. For example: **quitter la salle de classe** (leave the room); **passer un examen** (write on test paper); **parler** (say something); **écouter** (point to your ears); **étudier** (pore over some books); **lever la main** (raise your hand), etc.

Step 3 Repeat the actions, this time having students act out each verb using the Total Physical Response approach.

Step 4 Model the phrases on pages 82–83 that put the words just taught into meaningful sentences. As you present these sentences, intersperse the presentation with comprehension questions, building from simple to more complex. The natural progression is *yes/no*, choice, question word. For example: **Vincent passe un examen? Il passe un examen facile ou difficile? Qui passe un examen? Il passe un examen où?**

Step 5 Ask students the following questions to introduce *qu'est-ce que*. **Qu'est-ce que les élèves écoutent? Qu'est-ce qu'ils regardent? Qu'est-ce que** will be reintroduced many times.

Step 6 Have students open their books and look at the new vocabulary words as they repeat either after you or Audio CD 3.

Differentiation

The type of questioning described in Step 4 lets you take into account individual differences when presenting new material. Ask the easy *yes/no* questions of the less able students and the more difficult questions with interrogative words of the more able students.

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.

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

2 This activity focuses attention on the interrogative words. Read the model sentence. Call on a student to read the first question. Have the same student answer the question. Let him or her answer first with a complete sentence, but then have the student answer again giving just the word or expression that responds to the interrogative word.

3 **Expansion:** You may wish to have more able students ask questions about this completed narrative: **Qui est une élève excellente?**

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.

Quel est le mot?

1 Historiette Un élève parisien



Inventez une histoire. (*Make up a story.*)

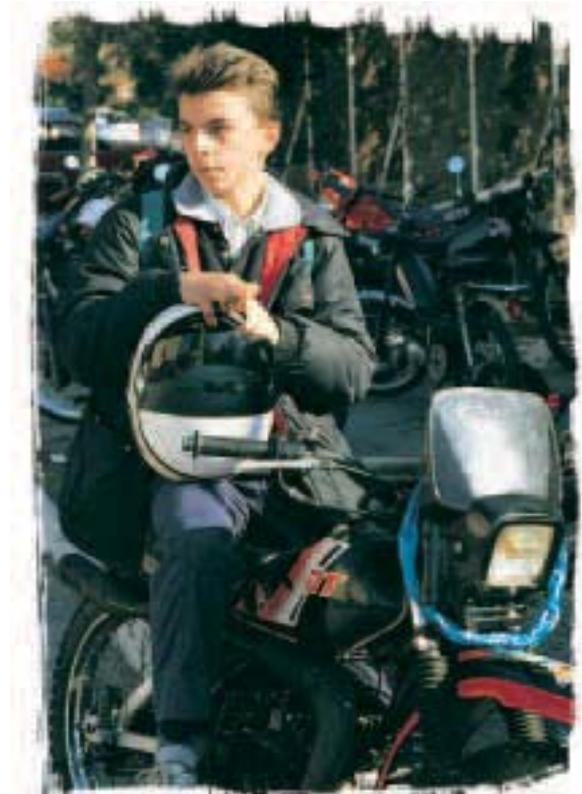
1. Fabien est de Paris?
2. Il habite rue Jacob?
3. Il quitte la maison à quelle heure?
4. Il passe la journée où?
5. Il déjeune à la cantine?

2 Toujours des questions Répondez. (*Answer.*)

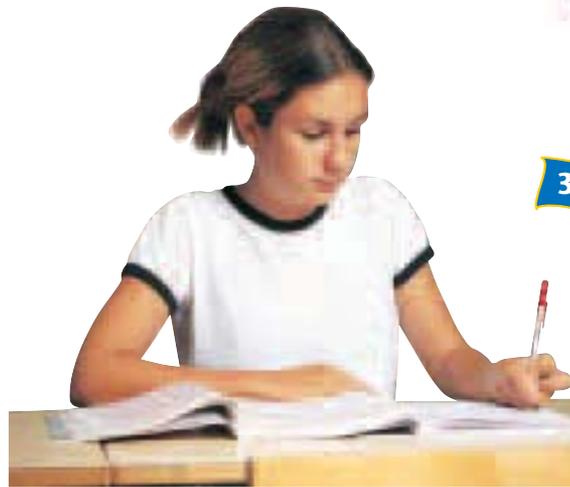


Le matin, les élèves arrivent à l'école à huit heures.

1. Qui arrive à l'école?
 2. Ils arrivent où?
 3. Ils arrivent à quelle heure?
 4. Ils arrivent à l'école le matin ou à midi?
- Les élèves déjeunent à la cantine à midi.
5. Qui déjeune?
 6. Les élèves déjeunent où?
 7. Ils déjeunent à la cantine à quelle heure?



Un lycéen français



3 Historiette En classe Complétez. (*Complete.*)

En classe la prof 1 et les élèves 2.
Anne est une élève excellente. Elle 3
beaucoup. Sophie est dans la même classe.
Elle 4 la main et 5 une question.

Vincent 6 un examen. Les examens
sont difficiles. Vincent n' 7 pas les
examens. Il 8 les examens.

ANSWERS TO Quel est le mot?

1 Answers will vary but may include:

1. Non, Fabien n'est pas de Paris.
2. Oui, il habite rue Jacob.
3. Il quitte la maison à sept heures.
4. Il passe la journée à l'école.
5. Oui, il déjeune à la cantine.

2

1. Les élèves arrivent à l'école.
2. Ils arrivent à l'école.
3. Ils arrivent à huit heures.
4. Ils arrivent à l'école le matin.
5. Les élèves déjeunent.
6. Les élèves déjeunent à la cantine.
7. Ils déjeunent à la cantine à midi.

3

1. parle
2. écoutent
3. étudie
4. lève
5. pose
6. passe
7. aime
8. déteste

- 4 Pardon!** Préparez une petite conversation d'après le modèle.
(Prepare a short conversation according to the model.)

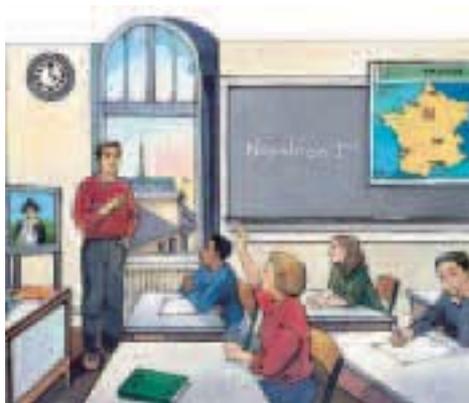


1. Sandrine regarde une vidéo.
2. Sandrine écoute un CD.
3. Sandrine lève la main.
4. Sandrine pose une question.
5. Sandrine passe un examen.
6. Sandrine adore les vidéos.

- 5 Historiette Dans la cour** Répondez. (Answer.)



1. Les élèves sont dans la cour?
2. Ils sont dans la cour pendant la récréation?
3. Ils parlent entre les cours?
4. Ils jouent où?
5. Ils rigolent avec les copains?
6. Ils déjeunent dans la cour?



6



- En classe** With a classmate, look at the illustration. Take turns saying as much as you can about it.



For more practice using words from **Mots 1**, do Activity 7 on page H8 at the end of this book.

PENDANT ET APRÈS LES COURS

quatre-vingt-cinq ♣ 85

- 5** Have a student retell the information given in this activity in his or her own words.

- 6** For added practice, you may wish to have students give an incorrect description to allow their partner to disagree and correct.

Teaching Tip

You may wish to call on more able students to make up questions about the illustration in Activity 6. They may also call on someone to answer each question.

Writing Development

Have students write answers to Activities 1 and 5 in paragraph form to see how the answers tell a story.

Assessment

After you have presented the vocabulary in **Mots 1** and after completing the **Quel est le mot?** section, you can show the overhead transparencies again and call on students to say whatever they can about the illustrations.

FrenchOnline

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.

LEVELING

E: Activities 1, 2, 4, 5

A: Activities 2, 3, 5

C: Activity 6

ANSWERS TO Quel est le mot?

4

1. Pardon? Qu'est-ce qu'elle regarde?
2. Pardon? Qu'est-ce qu'elle écoute?
3. Pardon? Qu'est-ce qu'elle lève?
4. Pardon? Qu'est-ce qu'elle pose?
5. Pardon? Qu'est-ce qu'elle passe?
6. Pardon? Qu'est-ce qu'elle adore?

5

Answers will vary but may include:

1. Oui, les élèves sont dans la cour.

2. Oui, ils sont dans la cour pendant la récréation.
3. Oui, ils parlent entre les cours.
4. Ils jouent dans la cour.
5. Oui, ils rigolent avec les copains.
6. Oui, ils déjeunent dans la cour.

5

Answers will vary but may include:

Il est quatre heures de l'après-midi et les élèves sont dans un lycée à Paris. Les élèves écoutent le prof. Une fille lève la main. Elle pose une question.

Preparation

Resource Manager

Vocabulary Transparencies 3.4–3.5
 Audio Activities TE, pages 39–41
 Audio CD 3
 Workbook, pages 20–21
 Quiz 2, page 13
 ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 3.2 or write the following on the board.
 Rewrite the following sentences.

1. Elle est française.
Elles _____.
2. Je ne suis pas français(e).
Nous _____.
3. Tu es d'où?
Vous _____?

Presentation

Step 1 Have students close their books. Model the new vocabulary on pages 86–87 using Vocabulary Transparencies 3.4–3.5. Have them repeat each word or expression two or three times.

Step 2 Identify the school supplies your students are actually using. Have the class repeat each item after you once or twice. Ask **Qu'est-ce que c'est?** and have a student respond.

Step 3 Have students repeat the short conversation with the clerk in the illustration on page 87.

Des fournitures scolaires

Use your  CD for more practice.



Qu'est-ce que c'est?
 C'est un cahier.

Class Motivator

Qu'est-ce qu'il y a dans le sac à dos? Bring an empty backpack to class. Pass the backpack around the room. As each person gets the backpack, he or she puts a school supply in it, names it, and tells what else is in the backpack. **Il y a un crayon dans le sac à dos.** If someone has already put a certain item

in the pack, the others can still put in the same item. However, the other students now have to say how many notebooks, pens, etc., are in the backpack. The last student has to name everything in the pack. (Hint: You may allow students to look in the pack if they need help remembering.)

Après les cours

Le sac à dos, c'est combien, s'il vous plaît?

Vingt dollars cinquante.



Lucette travaille après les cours. Elle travaille dans une papeterie. Combien d'heures par semaine? Dix heures.

Sylvain regarde un sac à dos.
Il demande combien coûte le sac à dos.
Il achète le sac à dos.
Il paie à la caisse.

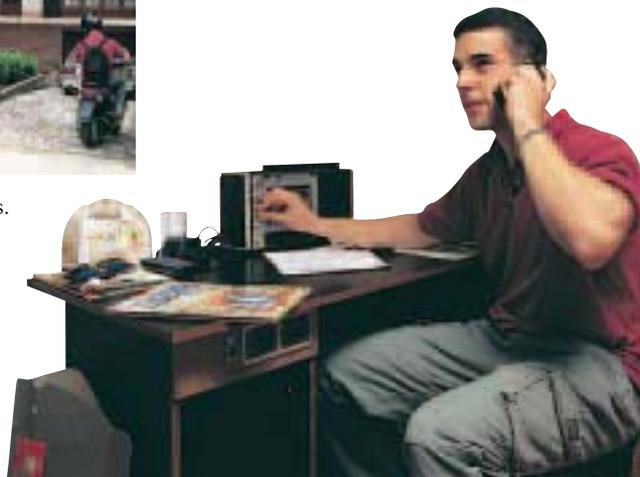
Les nombres de 100 à 1 000

100	cent	400	quatre cents
101	cent un	500	cinq cents
102	cent deux	600	six cents
200	deux cents	700	sept cents
220	deux cent vingt	800	huit cents
300	trois cents	900	neuf cents
350	trois cent cinquante	1000	mille



Après les cours, Patrick ne travaille pas. Il rentre à la maison l'après-midi. Il rentre chez lui.

Il écoute la radio.
Il parle un peu au téléphone.



PENDANT ET APRÈS LES COURS

quatre-vingt-sept  87

Step 4 Have students repeat the sentences on page 87. As they do, ask questions such as the following, building from simple to more complex sentences:

Sylvain achète le sac à dos?
Qu'est-ce que Sylvain achète?
Qui achète le sac à dos?
Sylvain achète le sac à dos où?

Step 5 After presenting the vocabulary orally, have students open their books and read the new vocabulary aloud. You can have the class read in chorus or call on individuals to read. Intersperse with questions such as those outlined above.

Attention!

Les nombres It is recommended that you not hold students responsible for writing out numbers, since this is something they will seldom do in real-life situations. You may merely wish to point out that **deux cents** has an **s** only when **cent** is not followed by another number. This point, of course, is up to the discretion of the teacher.

About the French Language

In the illustration on page 87, the salesperson says dollars because the scene is set in Quebec, Canada. In the **Lecture supplémentaire** on page 100, students will make comparisons about part-time jobs for students in Canada, the U.S., and France. They will learn why they are not very common in France. 

Reaching All Students

Kinesthetic Learners Have students prepare a catalogue/advertisement for a stationery store using the school supply vocabulary they have learned in **Mots 1** and **Mots 2**. Tell students to label each item in French. They may also give prices in euros or dollars. (Have students check the exchange rates for France and Canada.)

Vocabulary Expansion

You may wish to teach the students the verb **gagner**. Lucette **gagne cinquante dollars par semaine**. You can ask: **Elle gagne combien d'argent? Elle gagne vingt dollars ou cinquante dollars?** This will teach the meaning of **argent**.

Practice

Quel est le mot?

7 Have a contest to see who has written the most words for this activity.

Learning from Photos

(page 88) You may wish to ask the following questions about the photo.

- La fille travaille dans une papeterie?
- La papeterie est à Montréal?
- La fille est sociable ou timide?
- Qu'est-ce qu'elle regarde?
- Elle travaille à la caisse?

Writing Development

Have students write the answers to Activity 10 in a paragraph to illustrate how the sentences tell a story.

LEVELING

E: Activities 7, 8, 9, 10, 12

A: Activities 9, 10, 11, 12

C: Activity 11

Quel est le mot?

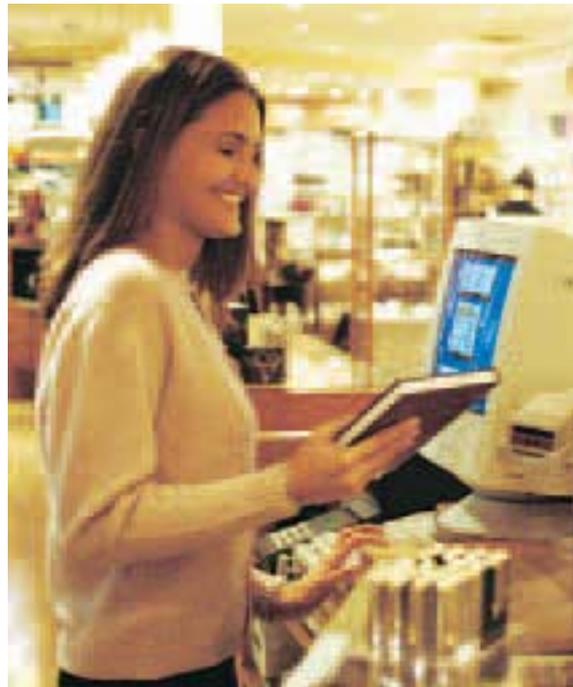
7 **Des fournitures scolaires** Préparez une liste de fournitures scolaires. (*Make a list of school supplies.*)



8 **Historiette** **Loïc est français.**

Répondez d'après l'indication. (*Answer according to the cues.*)

1. Loïc est français ou américain? (français)
2. Il habite où? (près de Paris)
3. Il travaille après les cours? (non)
4. Il rentre chez lui après les cours? (oui)
5. Qu'est-ce qu'il écoute? (la radio)
6. Qu'est-ce qu'il regarde? (une vidéo)
7. Il parle au téléphone? (oui)
8. Avec qui? (les copains)



9 **Historiette** **Dans une papeterie** Inventez une histoire. (*Make up a story.*)

1. Catherine est canadienne?
2. Elle travaille après les cours?
3. Elle travaille combien d'heures par semaine?
4. Elle travaille dans une papeterie?
5. Où est la papeterie?
6. Qu'est-ce qu'il y a dans une papeterie?
7. Il y a beaucoup d'élèves dans la papeterie?
8. Un garçon paie à la caisse?
9. Un cahier coûte combien?

French online

For a fun way to review this vocabulary, go to the Chapter 3 eGame on the Glencoe French Web site at glencoe.com.

Une papeterie, Montréal, Canada

ANSWERS TO Quel est le mot?

7 Answers will vary but may include:

un cahier, un bloc-notes, un crayon, un stylo-bille, un feutre, une gomme, une règle, un livre, un classeur, une calculatrice, une feuille de papier, un sac à dos

8

1. Loïc est français.
2. Il habite près de Paris.

9 Answers will vary but may include:

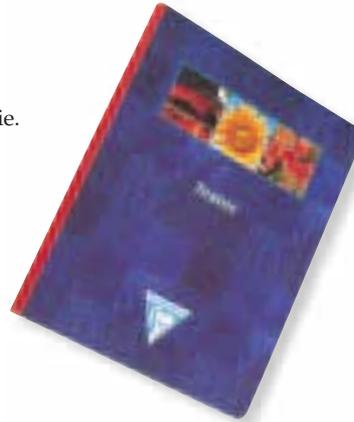
1. Oui, Catherine est canadienne.
2. Oui, elle travaille après les cours.

3. Non, il ne travaille pas après les cours.
4. Oui, il rentre chez lui après les cours.
5. Il écoute la radio.
6. Il regarde une vidéo.
7. Oui, il parle au téléphone.
8. Il parle avec les copains.

3. Elle travaille dix heures par semaine.
4. Oui, elle travaille dans une papeterie.
5. La papeterie est à Montréal.
6. Il y a des cahiers, des bloc-notes et des classeurs dans une papeterie.
7. Oui, il y a beaucoup d'élèves dans la papeterie.
8. Oui, un garçon paie à la caisse.
9. Un cahier coûte deux dollars cinquante.

10 Historiette À la papeterie Choisissez la bonne réponse. (Choose the correct completion.)

- Sandrine ____ dans une papeterie.
 - étudie
 - habite
 - travaille
- Elle ____ à un client au téléphone.
 - écoute
 - parle
 - paie
- Les élèves ____ des fournitures scolaires dans la papeterie.
 - travaillent
 - rentrent
 - regardent
- Un garçon ____ un cahier.
 - regarde
 - joue
 - rentre
- Il ____ une calculatrice pour le cours de maths.
 - passé
 - quitte
 - achète
- La calculatrice ____ six dollars canadiens.
 - paie
 - habite
 - coûte
- Le garçon ____ à la caisse.
 - quitte
 - coûte
 - paie



11 Pour la rentrée des classes Work with a classmate. It's back-to-school time and you're buying the school supplies below. Take turns being the customer and the salesperson.



12 Jeu Qu'est-ce que c'est? Work with a classmate. Have your partner close his or her eyes. Hand your partner a school supply. Have your partner guess what it is. Take turns.



For more practice using words from **Mots 2**, do Activity 8 on page H9 at the end of this book.

PENDANT ET APRÈS LES COURS

quatre-vingt-neuf ♣ 89

10 Have individual students read the entire sentence, including the correct completion word.

Expansion: Ask the more able students to make up original sentences using the word choices that do not fit in the blanks. For number 1, they could say: **Sandrine étudie à la maison. Sandrine habite à Montréal.**

11 Have students work in pairs. The first student will ask the price of the item, the second student will respond with the price given. Then they will switch roles.

Note: Point out that the euro is the currency of France. Bills are 5, 10, 20, 50, 100, 200, and 500 euros. Coins are 1, 2, 5, 10, 20, 50 cents and 1 and 2 euros. Ask students to name differences and similarities between French and U.S. money.



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.

Chapter Projects

Une papeterie You may wish to have students set up a **papeterie** in the classroom where they can take on the roles of cashier and customer. Stock the **papeterie** with the school supplies learned in the vocabulary sections. Students may work in pairs or small groups to prepare at least three questions and three answers to include in their dialogue. Then have pairs/groups present their vignettes to the class.

ANSWERS TO Quel est le mot?

- 10** **11** Answers will vary but may include:
- c —Bonjour, madame.
 - b —Bonjour, mademoiselle.
 - c —Le classeur, c'est combien, s'il vous plaît?
 - a —Le classeur coûte trois euros trente.
 - c —Le sac à dos, c'est combien, s'il vous plaît?
 - c —Le sac à dos coûte vingt-deux euros.
 - c

Preparation

Resource Manager

Audio Activities TE, pages 41–44
 Audio CD 3
 Workbook, pages 22–25
 Quizzes 3–5, pages 14–16
 ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 3.3 or write the following on the board. Complete each phrase with an appropriate verb.

- Marc _____ les maths.
- Julie _____ un examen.
- Sophie _____ une question.
- Georges _____ à la caisse.
- Yvonne _____ au téléphone.
- Pierre _____ dans une papeterie.

Presentation



Les verbes réguliers en -er au présent

Step 1 Draw two stick figures on the board, labeling one Mireille and the other Didier. Write the verbs **parler**, **travailler**, and **étudier**. Have students make up sentences about either Mireille or Didier. This reviews the **-er** verbs from the vocabulary presentation.



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

Use your CD for more practice.



Les verbes réguliers en -er au présent

Talking about people's activities

- A word that expresses an action or a state is a verb. **Parler** (to speak), **écouter** (to listen to), and **aimer** (to like) are verbs in the infinitive form. They are called regular verbs because they all follow a regular pattern. Their infinitives end in **-er**.
- French verbs change endings with each subject. To form the stem to which the endings are added, you drop the **-er** from the infinitive.

Infinitive	Stem
parler	parl-
écouter	écout-
aimer	aim-

- You add the ending for each subject to the stem. Note that, although the endings for the **je**, **tu**, **il**, and **ils** forms are spelled differently, they are pronounced the same.

	PARLER	AIMER
je parl -e	je parle	j' aime
tu parl -es	tu parles	tu aimes
il/elle parl -e	il/elle parle	il/elle aime
nous parl -ons	nous parlons	nous aimons
vous parl -ez	vous parlez	vous aimez
ils/elles parl -ent	ils/elles parlent	ils/elles aiment

- You will see and hear the word **on** a great deal. **On** has several meanings, such as "we," "they," and "people." **On** always takes the **il/elle** form of the verb. In spoken French, people use **on** more often than **nous**.

On parle français en France.
On travaille beaucoup.
On arrive à l'école le matin.

Attention!

There is elision when **je** or **ne** is followed by a verb that begins with a vowel or silent **h**.
J'habite à Paris. **Je n'habite pas à Lyon.**
J'aime les maths. **Je n'aime pas les sciences.**

There is a liaison with all plural subject pronouns and a verb that begins with a vowel or silent **h**. The **s** on the pronoun is pronounced as a **z**.
nous étudions **vous aimez** **ils habitent**

Reaching All Students

Additional Practice After completing Activity 15 on page 91, tell students you are going to give them some action words. Let them suggest that you all do it, using the pronoun **on**. For example:

Regarder une vidéo? **On** regarde une vidéo?

étudier rigoler
 arriver à l'école déjeuner

Attention!

The structure activities on **-er** verbs on page 91 develop from simple to more complex. Activity 13 reviews the **il/elle** form used in the vocabulary presentation. Activity 14 contrasts the third person singular and plural. On page 92, Activity 17 has students interact from **tu** to **je**, Activities 18 and 19 from **vous** to **nous**. Activities 20–22 have students use all forms.

Comment dit-on?

13 Historiette Un Américain



Inventez une histoire. (*Make up a story.*)

1. Kevin est français ou américain?
2. Il habite à Paris ou à Chicago?
3. Il parle anglais ou français?
4. Il étudie quelle langue?
5. Il parle beaucoup en classe?
6. Il travaille bien à l'école?



Un cours de français aux États-Unis

14 Historiette Les élèves ou les profs?



Suivez le modèle. (*Follow the model.*)

—Qui arrive à l'école le matin?
—Les élèves et les profs arrivent à l'école.

- | | |
|------------------------------------|-----------------------------|
| 1. Qui parle en classe? | 5. Qui étudie beaucoup? |
| 2. Qui écoute quand le prof parle? | 6. Qui lève la main? |
| 3. Qui écoute des CD? | 7. Qui pose des questions? |
| 4. Qui passe des examens? | 8. Qui rigole dans la cour? |

15 Aux États-Unis

Un(e) élève français(e) pose des questions à un(e) élève américain(e). (*You are a French student. Ask a classmate about life in the United States.*)



On arrive à l'école à quelle heure?

On arrive à l'école à huit heures.



- | | |
|--|----------------------------------|
| 1. On arrive à l'école à quelle heure? | 5. On travaille après les cours? |
| 2. On quitte l'école à quelle heure? | 6. On achète des CD? |
| 3. On travaille beaucoup à l'école? | 7. On regarde la télé? |
| 4. On aime beaucoup les examens? | 8. On parle au téléphone? |

PENDANT ET APRÈS LES COURS

quatre-vingt-onze ♣ 91

Step 2 Lead students through Items 1–4 on page 90. Write the present tense forms of **parler** and **aimer** on the board. Point to the pronouns **je, tu, il, elle, ils, elles** as you pronounce the forms. Students should come to realize that although the forms are spelled differently, they are pronounced the same.

Step 3 Point out that the oral forms of the **-er** verbs are quite easy. However, they do present a spelling problem. You may wish to emphasize this by writing the endings in a different color chalk. Then ask students to note which endings remain silent and which ones are pronounced.

Practice

Comment dit-on?

Teacher Note: It is suggested that you go over all activities in class before assigning them as independent practice.

13 Expansion: After completing this activity, have several students combine the sentences into a short narration. For example, **Kevin est américain. Il habite à Chicago. Il parle anglais.,** etc.

14 This activity reviews **qui**. It also points out that **qui** with a singular verb form is used to elicit plural responses.

LEVELING

E: Activities 13, 14, 15

ANSWERS TO Comment dit-on?

13 Answers will vary but may include:

1. Kevin est américain.
2. Il habite à Chicago.
3. Il parle anglais.
4. Il étudie le français.
5. Oui, il parle beaucoup en classe.
6. Oui, il travaille bien à l'école.

14

1. Les élèves et les profs parlent en classe.
2. Les élèves écoutent quand le prof parle.
3. Les élèves écoutent des CD.
4. Les élèves passent des examens.
5. Les élèves étudient beaucoup.
6. Les élèves lèvent la main.
7. Les profs et les élèves posent des questions.
8. Les élèves rigolent dans la cour.

15 Answers will vary but may include:

1. On arrive à l'école à neuf heures moins le quart.
2. On quitte l'école à trois heures et demie.
3. Oui, on travaille beaucoup à l'école.
4. Non, on n'aime pas beaucoup les examens.
5. Oui, on travaille après les cours.
6. Oui, on achète des CD.
7. Oui, on regarde la télé.
8. Oui, on parle au téléphone.

Structure

Practice *(continued)*

16 This miniconversation lets students hear, see, and say the first and second person singular forms of **-er** verbs before they use them actively in Activity 17. Read the conversation and have students repeat after you. Then ask for volunteers to take the parts.

18 This activity gives students practice using the interrogative **Qu'est-ce que** and the **nous** form of the verb. Have students look at one another to make this exercise more realistic.

Checkup

Ask students questions such as the following about your own class:

Qui arrive à l'école à sept heures?

Qui étudie beaucoup?

Qui écoute en classe?

Qui parle beaucoup en classe?

Qui habite près de l'école?

Qui parle espagnol?

Qui étudie le dessin?

LEVELING

E: Activities 16, 17, 18, 19

A: Activities 17, 18, 19

C: Activities 20, 21, 22

Structure

16 **Tu parles français?** Répétez la conversation. *(Repeat the conversation.)*



Sue: Tu n'es pas français, toi?



Luc: Non, je ne suis pas français.



Sue: Mais tu parles français!

Luc: Bien sûr que je parle français.

Sue: Et comment ça, si tu n'es pas français?

Luc: Mais je suis belge.

Sue: Ah, c'est vrai. On parle français en Belgique.

17 **Historiette À votre tour!** Donnez des réponses personnelles. *(Give your own answers.)*

1. Tu habites dans quelle ville?
2. Tu quittes la maison à quelle heure le matin?
3. Tu arrives à l'école à quelle heure?
4. Est-ce que tu parles français avec les copains?
5. Tu aimes quelles matières?
6. Tu aimes quels profs?
7. Tu détestes quelles matières?
8. Tu travailles après les cours?
9. Tu parles beaucoup avec les copains au téléphone?
10. Tu regardes la télé?

18 **Pardon?** Posez des questions d'après le modèle. *(Ask questions according to the model.)*



Nous écoutons des CD.

Pardon? Qu'est-ce que vous écoutez?



1. Nous détestons les examens.
2. Nous regardons la télé.
3. Nous regardons des magazines.
4. Nous écoutons la radio.
5. Nous aimons l'école.
6. Nous étudions l'espagnol.



Bruxelles, Belgique

ANSWERS TO Comment dit-on?

17 Answers will vary but may include:

1. J'habite à _____.
2. Je quitte la maison à sept heures.
3. J'arrive à l'école à sept heures et demie.
4. Oui, je parle français avec les copains.
5. J'aime le français, la littérature et l'informatique.

6. J'aime la prof de français et le prof de géographie.
7. Je déteste l'histoire et la biologie!
8. Oui, je travaille après les cours.
9. Non, je ne parle pas beaucoup avec les copains au téléphone.
10. Oui, je regarde la télé.

18

1. Pardon? Qu'est-ce que vous détestez?
2. Pardon? Qu'est-ce que vous regardez?
3. Pardon? Qu'est-ce que vous regardez?
4. Pardon? Qu'est-ce que vous écoutez?
5. Pardon? Qu'est-ce que vous aimez?
6. Pardon? Qu'est-ce que vous étudiez?



19 **Nous tous** Donnez des réponses personnelles en utilisant **nous**. (Give answers about you and your classmates. Use nous.)



1. Vous arrivez à l'école à quelle heure le matin?
2. Vous quittez l'école à quelle heure l'après-midi?
3. Vous passez combien d'heures à l'école?
4. Vous aimez les cours?
5. Vous écoutez bien quand le professeur parle en classe?
6. Vous aimez ou vous détestez les examens?

20 **Historiette À l'école** Complétez. (Complete.)



Nous 1 (arriver) à l'école à sept heures et demie. Et vous, vous 2 (arriver) à quelle heure? Avant les cours, j' 3 (aimer) parler un peu avec les copains. On 4 (rigoler). Mais en classe, non! On 5 (travailler) beaucoup. Moi, j' 6 (écouter) bien quand les profs 7 (parler). Et toi, tu 8 (travailler) beaucoup aussi? Tu 9 (passer) des examens? Tu 10 (aimer) les examens ou pas?

21 **Une journée typique** Work with a classmate. Tell each other about a typical school day. Find out what activities you have in common.



22 **Tu travailles ou pas?** Get together in small groups and find out who works after school in your group. Find out where, how many hours a week, etc. Here are some words you may want to use.



For more practice using **-er verbs in the present**, do Activity 9 on page H10 at the end of this book.

PENDANT ET APRÈS LES COURS

quatre-vingt-treize ♣ 93

22 **Expansion:** You may wish to conduct a classwide poll and tabulate the results. This would be an excellent resource to use with the **Lecture supplémentaire 1**, page 100.

Learning from Photos

(pages 92–93) Belgium has two distinct cultures: Flemish and Walloon. The Flemish speak Flemish and inhabit the northern half of the country. The Walloons speak French. Brussels, the capital, is officially a dual-language area. This photo is of **la Grand-Place**. La Grand-Place is one of the most ornate market squares in Europe. There is a daily flower market, as seen in the photo, and on Sundays there is also a bird market.

About the French Language

Note that **la Grand-Place** is spelled without an **e**. It is suggested that you not give students the written name at this point. ♣



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.

ANSWERS TO Comment dit-on?

19 Answers will vary but may include:

1. Nous arrivons à l'école à sept heures et demie.
2. Nous quittons l'école à trois heures et quart.
3. Nous passons huit heures à l'école.
4. Oui, nous aimons les cours.
5. Oui, nous écoutons quand le professeur parle en classe.
6. Nous détestons les examens.

20

1. arrivons
2. arrivez
3. aime
4. rigole
5. travaille
6. écoute
7. parlent
8. travailles
9. passes
10. aimes

21 Answers will vary but may include:

- J'arrive à l'école à sept heures et demie. Et toi?

—Moi, j'arrive à l'école à huit heures moins le quart.

—Je déteste l'anglais et les maths!

—Je déteste l'histoire et l'algèbre!

—Tu travailles après les cours?

—Oui, je travaille après les cours. Et toi?

—Je travaille après les cours, aussi.

Preparation



Bellringer Review

Use BRR Transparency 3.4 or write the following on the board.

Answer the following questions.

1. Tu t'appelles comment?
2. Tu es de quelle nationalité?
3. Tu es d'où?
4. Tu es élève dans une école secondaire?
5. Tu aimes quels cours?

Presentation



La négation des articles indéfinis

Attention!

Students often find this construction difficult. It will be reintroduced and reinforced frequently throughout **Bon voyage!**

Step 1 Lead students through the table on page 94. Point out that **un, une, and des** are not used in negative constructions. Instead, **de** is used. Be sure to point out the **Attention!** box showing the elision with **de**.

Practice

Comment dit-on?

25 You may wish to help students by giving them a list of words they know and can use in this activity.

LEVELING

E: Activity 26

A: Activities 23, 24, 25, 26, 27



La négation des articles indéfinis

Talking about what you don't do

In the negative, the indefinite articles **un, une, and des** change to **de** (or **d'**).

Affirmatif	Négatif
Julie regarde un CD.	Éric ne regarde pas de CD.
Julie regarde une vidéo.	Éric ne regarde pas de vidéo.
Julie regarde des photos.	Éric ne regarde pas de photos.

Attention!

Note the elision with **de**.
Je suis content: pas d'examen aujourd'hui!

Comment dit-on?

23 **En classe** Répondez que non. (*Answer with non.*)



1. Tu écoutes un CD?
2. Tu regardes une vidéo?
3. Tu poses des questions?
4. Tu écoutes des cassettes?
5. Tu passes un examen aujourd'hui?

24 **Historiette Dans une papeterie**

Répondez d'après les indications. (*Answer according to the cues.*)

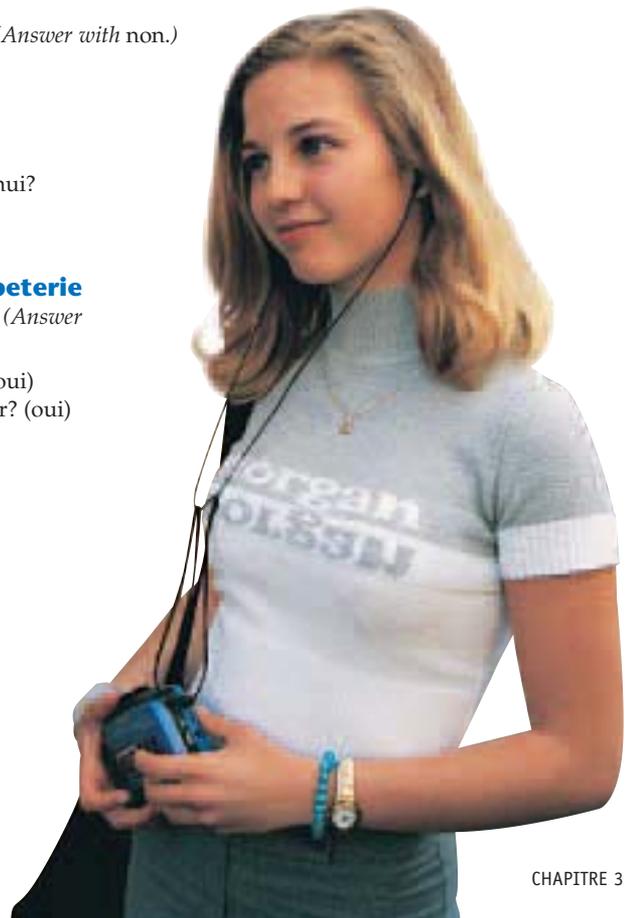


1. René est dans une papeterie? (oui)
2. Il regarde un feutre et un cahier? (oui)
3. Il achète un stylo-bille? (non)
4. Il achète un feutre? (oui)
5. Il achète un DVD? (non)
6. Il achète une vidéo? (oui)

25 **J'achète ou je n'achète pas.** Work with a classmate.



Take turns telling what you buy or don't buy.



ANSWERS TO Comment dit-on?

23

1. Non, je n'écoute pas de CD.
2. Non, je ne regarde pas de vidéo.
3. Non, je ne pose pas de questions.
4. Non, je n'écoute pas de cassettes.
5. Non, je ne passe pas d'examen aujourd'hui.

24

1. Oui, René est dans une papeterie.
2. Oui, il regarde un feutre et un cahier.
3. Non, il n'achète pas de stylo-bille.
4. Oui, il achète un feutre.
5. Non, il n'achète pas de DVD.
6. Oui, il achète une vidéo.

25

Answers will vary but may include:
—J'achète des crayons.
—Je n'achète pas de crayons.
J'achète des feutres.
—J'achète un classeur.
—Je n'achète pas de classeur.
J'achète un bloc-notes.



Verbe + infinitif

Discussing likes and dislikes

1. In French when the verbs **aimer**, **adorer**, and **détester** are followed by another verb, the second verb is in the infinitive form.

Il aime **rigoler**.

J'adore **écouter** la radio.

On **déteste** travailler.

2. In a negative sentence, the **ne... pas** goes around the first verb.

Vous **n'aimez pas** travailler?

Comment dit-on?

- 26** **Tu aimes travailler?** Posez les questions suivantes à un copain ou une copine. (*Ask a classmate the following questions.*)



—Tu aimes travailler?



—Oui. J'aime travailler./

Non. Je n'aime pas travailler.

1. Tu aimes regarder la télé?
2. Tu aimes écouter la musique?
3. Tu aimes étudier?
4. Tu aimes rigoler?
5. Tu aimes parler au téléphone?

- 27** **On aime ou on n'aime pas!**



Work with a classmate. Tell some things you like and don't like to do.



Vous êtes sur le bon chemin. Allez-y!

quatre-vingt-quinze ♣ 95

ANSWERS TO Comment dit-on?

- 26** Answers will vary but may include:

1. Oui. J'aime regarder la télé.
2. Non. Je n'aime pas écouter la musique.
3. Non. Je n'aime pas étudier.
4. Oui. J'aime rigoler.
5. Oui. J'aime parler au téléphone.

- 27** Answers will vary but may include:

- J'aime rigoler et écouter la radio. Tu aimes étudier?
- Non, pas du tout. Je déteste étudier. Mais j'aime beaucoup regarder la télé.
- Tu aimes parler au téléphone avec les copains?
- Bien sûr. J'aime beaucoup parler au téléphone avec les copains.

Preparation



Bellringer Review

Use BRR Transparency 3.5 or write the following on the board.

The following sentences describe a girl named Monique. Rewrite them so they describe a boy named Marc.

Monique est française.

Elle est petite.

Elle est très intelligente.

Elle n'est pas populaire.

Elle est timide.

Presentation



Verbe + infinitif

Step 1 Lead students through Items 1–2 on page 95. Have them repeat the examples after you.

Step 2 Ask questions using familiar verbs. For example: **Tu aimes écouter la radio? Tu détestes passer des examens?**

Practice

Comment dit-on?

- 26** You may wish to use the recorded version of this activity.



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 recycle all the material learned up to this point.

Conversation

Preparation

Resource Manager

Audio Activities TE, pages 44–45
Audio CD 3
CD-ROM



Bellringer Review

Use BRR Transparency 3.6 or write the following on the board.
Write three things you like to do in school and three things you do not like to do.



National Standards

Comparisons

Students learn on page 96 that the French school day is very different from the average American one.

Presentation

Step 1 You may wish to have students listen to the conversation on Audio CD 3 or in the PowerPoint® presentation on the PowerTeach CD-ROM and then have them repeat it.

Step 2 Call on two students to read the conversation with as much expression as possible.

Step 3 After presenting the **Conversation** and going over the **Vous avez compris?** activity, call on students to retell the conversation in their own words.



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.

Conversation

Un élève français aux États-Unis



Carol: En France, tu arrives à quelle heure à l'école le matin?

Cédric: Moi, j'arrive à l'école vers sept heures et demie.

Carol: Et les cours commencent à quelle heure?

Cédric: À huit heures. J'aime parler un peu avec les copains avant la classe.

Carol: Et tu quittes l'école à trois heures?

Cédric: À trois heures! Tu rigoles! En France on quitte l'école à cinq heures.

Carol: À cinq heures! C'est pas vrai!

Cédric: Si, c'est vrai.



Vous avez compris?

Répondez. (Answer.)

1. En France, Cédric arrive à l'école à quelle heure?
2. Cédric parle avec une amie américaine ou française?
3. Les cours de Cédric commencent à quelle heure?
4. Cédric quitte l'école à quelle heure?
5. Et Carol, elle quitte l'école à quelle heure?

ANSWERS TO

Vous avez compris?

1. Il arrive à l'école vers sept heures et demie.
2. Il parle avec une amie américaine.
3. Les cours de Cédric commencent à huit heures.
4. Il quitte l'école à cinq heures.
5. Elle quitte l'école à trois heures.

FUN FACTS

French students have the longest school day of students in any European country. French schools are closed on Wednesday afternoon; however, students go to school on Saturday morning. French students spend many hours doing homework. Since French teenagers rarely have part-time jobs, they must depend on a weekly allowance for their spending money.

Practice

Parlons un peu plus

A This activity recycles time from the preliminary lesson, pages 12–13. You may wish to do a quick review with a clock before having students work in pairs.

B Jeu This recycling activity is fun for students to play either with a partner or in teams.

Prononciation

Step 1 Model the key word *élève* and have students repeat in unison and individually.

Step 2 Model the words and phrases in similar fashion.

Step 3 You may wish to give students the following *dictée*: **La télé est dans la salle de classe. Vous êtes à l'école. Elle écoute la radio.**

Step 4 For additional practice, you may wish to use the Pronunciation Transparency P 3.

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.

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

Parlons un peu plus

A Comparaisons With a classmate, look at the illustrations. Then compare your own daily school habits with those of the students in the illustrations.



1. 2. 3. 4. 5.

B Jeu Les nombres Give some numbers in a mathematical pattern but leave one out. Your partner will guess what the missing number is. Take turns. Use the model as a guide.



—deux cents, quatre cents, _____, huit cents
—six cents

Prononciation

Les sons /é/ et /è/

1. There is an important difference in the way French and English vowels are pronounced. When you say the French word *des*, your mouth is tense, in one position. You can repeat the sound /é/ many times without moving your mouth at all. But when you pronounce the English word *day*, your mouth is relaxed and you actually say two vowel sounds.
2. Listen to the word *élève*. It has two distinct vowel sounds. The sound /é/ is “closed” and the sound /è/ is “open.” This describes the positions of the mouth for each sound. Repeat the following.

Le son /é/: la télé l'école la journée parler écoutez
Le son /è/: après la cassette vous êtes le collège

Après l'école, les élèves aiment écouter des cassettes.
Elles aiment regarder la télé.



PENDANT ET APRÈS LES COURS

quatre-vingt-dix-sept ♣ 97

ANSWERS TO Parlons un peu plus

A Answers will vary but may include:

1. Le garçon quitte la maison à sept heures et demie. Je quitte la maison à huit heures.
2. La fille arrive à l'école à huit heures. J'arrive à l'école à neuf heures.
3. Les élèves déjeunent à midi et demi. Nous déjeunons à onze heures et demie.
4. La fille quitte l'école à cinq heures. Je quitte l'école à trois heures et quart.
5. Le garçon étudie à six heures du soir. J'étudie à huit heures du soir.



Resource Manager

Audio Activities TE, page 47
Audio CD3



Bellringer Review

Use BRR Transparency 3.7 or write the following on the board.

Write the question word or phrase associated with each of the following. For example: **le matin = quand?**

1. le prof
2. à la maison
3. à huit heures
4. l'après-midi
5. vingt dollars



National Standards

Cultures

The reading on pages 98–99 gives students some insights into some aspects of school life in the French-speaking world.

Comparisons

The reading makes some comparisons between schools in France and those in the United States.

About the French Language

You will see *Latin Quarter* written in French with both lowercase and capital letters. We have followed the style of Hachette in their **Guides-Voir** series. The **I** of **Quartier latin** is lowercase. 🌟

Reading Strategy

Using pictures and photographs

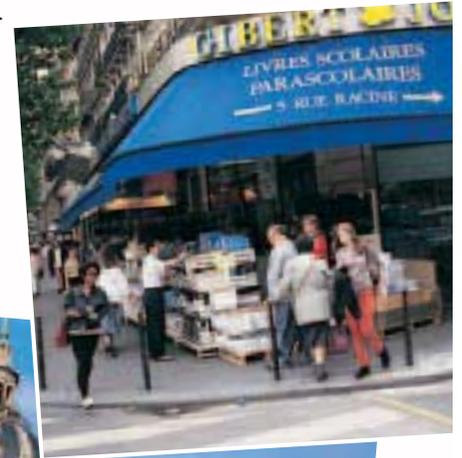
Before you begin to read, look at the pictures, photographs, or any other visuals that accompany a reading. By doing this, you can often tell what the reading selection is about before you actually read it.

Une journée avec Jacqueline

Jacqueline est une élève française. Elle habite rue Jacob à Paris. La rue Jacob est dans le Quartier latin, tout près de¹ la Sorbonne. La Sorbonne est une université célèbre² à Paris. Le Quartier latin est un quartier très fréquenté par les étudiants d'université et les lycéens.

- ¹ tout près de *very near*
² célèbre *famous*

Une librairie, boulevard Saint-Michel, Paris



La Sorbonne, Paris

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.

Learning from Photos

(page 98 top) The bookstore is on the **Boul'Mich'**—student slang for the **boulevard Saint-Michel**. There are many bookstores on the boulevard. They sell all types of books, including large sections of textbooks since French students have to buy their own books for school.

(page 98 bottom) The Sorbonne is one of the

oldest universities in Europe. It was founded in 1253 by the canon Robert de Sorbon as a theological college for sixteen students. The university buildings were restored by Cardinal Richelieu in the seventeenth century. The Sorbonne is the hub of the Latin Quarter. It has been and continues to be one of France's principal institutions of higher learning.

Jacqueline est élève au lycée Louis-le-Grand. Le matin, elle quitte la maison à sept heures et demie. Les cours commencent à huit heures. Jacqueline passe la journée au lycée. Comme tous³ les lycéens, Jacqueline travaille beaucoup, à Louis-le-Grand et à la maison. À la récréation, Jacqueline retrouve⁴ des copains dans la cour. Ils parlent et ils rigolent un peu. À midi, ils déjeunent à la cantine. Ils ne rentrent pas à la maison pour déjeuner.

Jacqueline quitte le lycée à cinq heures de l'après-midi. Et vous, vous quittez l'école à quelle heure?

³ Comme tous *Like all*

⁴ retrouve *meets, gets together with*

Use your **WebQuest** CD for more practice.



Lycée Louis-le-Grand, Paris

Vous avez compris?

A Une élève française Répondez. (Answer.)

1. Qui est Jacqueline?
2. Elle habite où?
3. Jacqueline quitte la maison à quelle heure?
4. Les cours commencent à quelle heure?
5. Elle retrouve des copains où?
6. À midi, elle rentre chez elle pour déjeuner?
7. Elle déjeune avec qui?
8. Elle quitte le lycée à quelle heure?

B Paris Trouvez les informations dans la lecture. (Find the information in the reading.)

1. la rue où Jacqueline habite
2. le nom d'une université célèbre à Paris
3. un quartier de Paris fréquenté par les étudiants et les lycéens
4. le nom du lycée de Jacqueline

French Online

To investigate how French students spend their time away from school, go to the Chapter 3 WebQuest on the Glencoe French Web site at glencoe.com and do the activity about French community centers (MJC).

Presentation

Pre-reading

Step 1 Have students scan the reading quickly and silently.

Reading

Step 1 Have students close their books. Relate the story on pages 98–99 in your own words. Follow up by asking a few questions about what you said.

Step 2 With books open, have the class repeat two sentences after you. Ask comprehension questions.

Step 3 Go over the story a second time, calling on some students to read aloud individually.

Post-reading

Have students do the **Vous avez compris?** activities on page 99 orally after reading the selection in class. Then assign these activities to be written at home. Go over them again the following day.



Note: Students may listen to a recorded version of the **Lecture culturelle** on Audio CD 3.

Learning from Photos

(page 99) The lycée Louis-le-Grand is near the Sorbonne on rue Saint-Jacques. This lycée is the most prestigious in France, along with the lycée Henri IV. The school was founded in 1530 by François I as the **Collège des trois langues**. Students learned Latin, Greek, and Hebrew as well as other subjects favored by the academics at the Sorbonne. Molière, Voltaire, and Robespierre studied at the Louis-le-Grand.

PENDANT ET APRÈS LES COURS

quatre-vingt-dix-neuf ✨ 99

FUN-FACTS

The Latin Quarter has been the student quarter of Paris since the days of the great twelfth-century scholar Abélard. It got the name **Quartier latin** because in those days all classes were conducted in Latin.

ANSWERS TO

Vous avez compris?

A

1. Jacqueline est une élève française (parisienne).
2. Elle habite rue Jacob à Paris.
3. Jacqueline quitte la maison à sept heures et demie.
4. Les cours commencent à huit heures.
5. Elle retrouve des copains dans la cour.
6. Non, elle ne rentre pas chez elle. Elle déjeune à la cantine.

7. Elle déjeune avec des copains.
8. Elle quitte le lycée à cinq heures de l'après-midi.

B

1. Jacob
2. la Sorbonne
3. le Quartier latin
4. Louis-le-Grand

LEVELING

E: Reading



National Standards

Cultures

This selection familiarizes students with the afterschool habits of teens in Quebec and France.

Comparisons

This selection also compares the afterschool life of a teen in the United States with that of a teen in Quebec and 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 100) In 1966, the city of Montréal undertook the development of a **Cité souterraine**. It stretches more than thirty kilometers and its well-lit passages protect people from the severe winter weather and summer heat. This underground city includes hotels, offices, theaters, movies, boutiques, restaurants, and ice-skating rinks.

Qui travaille?

Le centre commercial «Place de la Cathédrale»



Antoine est canadien. Il est québécois. Il est de Montréal, la deuxième ville francophone du monde après Paris. Après les cours, il travaille dans une papeterie pour gagner un peu d'argent¹. Il travaille dix heures par semaine. La papeterie où il travaille est dans le centre commercial² «Place de la Cathédrale». C'est un très grand centre commercial souterrain³.



Un restaurant fast-food, Montréal

Aux États-Unis et au Québec aussi, un grand nombre d'élèves travaillent après les cours. Ils travaillent dans un magasin, dans un supermarché ou dans un restaurant fast-food (de restauration rapide). Ils gagnent de l'argent pour acheter des CD, une pizza, un blue jean. En France, non. Très peu de collégiens ou de lycéens travaillent après les cours. C'est assez rare. Certains travaillent, mais seulement pendant les vacances. Mais... ils sont à l'école jusqu'à cinq heures de l'après-midi!

¹ gagner un peu d'argent to earn a little money

² centre commercial mall

³ souterrain underground

Vous avez compris?

Au Québec Exprimez d'une autre façon. (Express another way.)

1. Antoine est du Canada.
2. Montréal est la seconde ville francophone du monde.
3. Antoine travaille après l'école.
4. C'est un immense centre commercial.
5. Aux États-Unis, beaucoup d'élèves travaillent.
6. Pas beaucoup de lycéens français travaillent après les cours.



ANSWERS TO

Vous avez compris?

1. canadien
2. deuxième
3. les cours
4. très grand
5. un grand nombre
6. Très peu

LEVELING

- A:** Reading 1
- C:** Reading 2

Un groupe de rap-Manau

Quand les collégiens ou les lycéens français rentrent à la maison l'après-midi, qu'est-ce qu'ils écoutent? Eh bien, ils écoutent la même musique que les élèves américains. Ils écoutent du rap, par exemple.

Manau, c'est un groupe de rap très populaire chez les collégiens français. Et Manau n'est pas un groupe de rap ordinaire. C'est un groupe de rap «celtique». Les instruments de musique sont la cornemuse¹, le violon, la harpe... Les chansons² de Manau parlent de mythes et légendes celtes avec des druides et des dolmens.

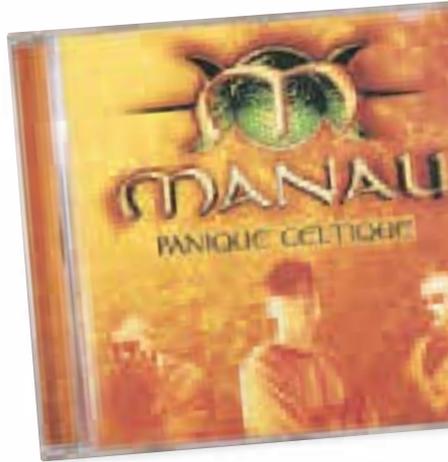
Les deux garçons du groupe, Cédric et Martial, sont copains. Le musicien, c'est Cédric: Cédric est le compositeur de la musique. Et le texte, c'est Martial: Martial est l'auteur des paroles³.

Les deux garçons sont de la région parisienne. Mais les mères⁴ de Cédric et Martial sont de Bretagne. Comme beaucoup de Bretons, elles sont d'origine celtique. Le nom du premier⁵ album de Manau? *Panique Celtique!*

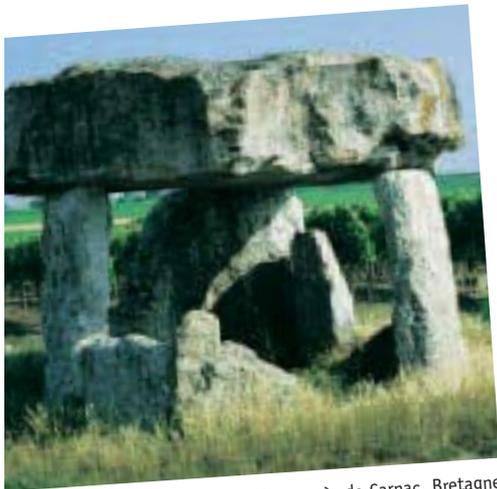
¹ cornemuse bagpipes
² chansons songs

³ paroles words
⁴ mères mothers

⁵ premier first



FrenchOnline
For more information about music in the Francophone world, go to **Web Explore** on the Glencoe French Web site at glencoe.com.



Un dolmen près de Carnac, Bretagne

Vous avez compris?

Un groupe de rap Vrai ou faux? (True or false?)

1. Les collégiens français n'écoutent pas la même musique que les élèves américains.
2. Manau, c'est un groupe de rap ordinaire.
3. Les chansons de Manau parlent de l'école.
4. Cédric et Martial sont de Bretagne.

Presentation

Step 1 Have students read the selection to themselves.

Step 2 Now have students do the **Vous avez compris?** activity on page 101. **Expansion:** Have students change the false statements to make them true.

Step 3 You may wish to ask students to bring to class any music they may have from the French-speaking world.

History Connection



Brittany did not become part of France until 1532. Although few Bretons desire secession, many still feel a sense of Breton nationalism. The Breton language is related to Welsh and, until recently, was dying out except among some older people. However, today the language is being revived and there are schools that teach in Breton as well as Breton language publishing houses. This has led to a rebirth of Breton folklore, music, and art.

Learning from Photos

(page 101) The menhirs and dolmens were left by primitive tribes, who lived in the area some four thousand years before Christ. Their use still remains a mystery, but it is believed they had a religious significance. Menhirs are stones that stand upright. The word *menhir* comes from the Breton **men** meaning *stone* and **hir** meaning *long*. The dolmens such as we see here in the photo have the form of a table. Dolmen also comes from Breton **men** (*stone*) and **dol** (*table*).

ANSWERS TO

Vous avez compris?

1. F
2. F
3. F
4. F



Encourage students to take advantage of this opportunity to learn more about music in the French-speaking world. Perhaps you can do this in class or in a lab if students do not have Internet access at home.



National Standards

Connections

This reading establishes a connection with computer science. Since most students today are very familiar with computers, they should find it very easy to use computer terms in French and thus increase their French vocabulary.

Comparisons

This introduction to computer vocabulary in French is very useful for reading advertisements or instructions concerning the use of computers.

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.

CONNEXIONS

La technologie

L'ordinateur

Some years ago computers began to revolutionize the way people conduct their lives. They have changed the way we view the world. Computers have a place in our homes, in our schools, and in the world of business.

If you are interested in computers, you may want to familiarize yourself with some basic computer vocabulary in French. Then read the information about computers on the next page.



CAREER CONNECTION

Explain to students that a knowledge of computer vocabulary in French could be an asset in careers in business and finance. Have them do some research to find out what U.S. companies have offices in French-speaking countries.

LEVELING

A: Reading



L'ordinateur travaille!

Le hardware et le software

Un ordinateur exécute très rapidement les instructions d'un programme. Le hardware, c'est la partie électronique de l'ordinateur. Le software, c'est la partie programmation de l'ordinateur. Les logiciels sont des programmes. Un programme ou un logiciel est un groupe d'instructions. Un document est un fichier. L'ordinateur stocke des données¹. On sauvegarde les documents importants sur une disquette ou un CD.

Internet

Quand on est connecté à Internet par câble ou satellite, la connexion est pratiquement instantanée. Les satellites transmettent l'information vingt fois plus vite que le modem. Et l'ADSL transmet l'information de cinquante à cent cinquante fois plus vite que le modem. De jour en jour, grâce aux progrès de la technologie, les communications deviennent² plus faciles et plus rapides. C'est un fait, le monde³ entier est connecté! Le nombre des sites est infini. On télécharge⁴ des informations sur l'histoire, l'économie, l'art, la musique et toutes sortes de domaines intéressants. Quand on navigue sur Internet, on est capable d'envoyer⁵ un e-mail, parler avec des amis sur d'autres continents... Il n'y a pas de limites!

¹ données *data*

⁴ télécharge *download*

² deviennent *become*

⁵ envoyer *to send*

³ monde *world*

Vous avez compris?

A En français, s'il vous plaît. Trouvez les mots suivants dans la lecture. (*Find the following words in the reading.*)

- | | | |
|-------------|-----------------|---------------|
| 1. hardware | 5. modem | 8. connection |
| 2. software | 6. surf the net | 9. site |
| 3. program | 7. e-mail | 10. save |
| 4. file | | |

B Une page Web Look at the monitor on page 102. This is the World Languages home page at glencoe.com. Scroll down the list of products until you find your French textbook. Click on it and go to **World News Online**. Find an article related to computer technology and tell the class the article's title or topic.



Presentation

La technologie L'ordinateur

Step 1 Model the terms in French and have students repeat after you.

Step 2 If there is a computer in your classroom, have students name the equipment in French.

Step 3 You may wish to have students find and repeat all the cognates in the reading selection. Explain to them that recognizing cognates is an important strategy for reading unfamiliar material.

Step 4 Ask students to scan the reading on page 103 and make a list of words they do not know.

Step 5 As a whole-class activity, go over the words students have listed, asking students to guess meanings based on context.

Vous avez compris?

A This is a skimming activity designed to provide practice in reading for specific information.

B Tell students that the monitor on page 102 shows the Glencoe World Languages home page. At the Web site there are Internet activities designed to accompany and reinforce the material presented in each chapter.

ANSWERS TO

Vous avez compris?

- A**
- | | |
|-------------------------------|---------------------------|
| 1. le hardware | 8. une ligne téléphonique |
| 2. le software | 9. un site |
| 3. un programme (un logiciel) | 10. sauvegarder |
| 4. un fichier | |
| 5. le modem | |
| 6. naviguer sur Internet | |
| 7. un e-mail | |

Use what you have learned



Bellringer Review

Use BRR Transparency 3.8 or write the following on the board.

Answer the questions in complete sentences.

1. Tu arrives à l'école à quelle heure?
2. Qui parle beaucoup en classe?
3. Tu quittes l'école le matin ou l'après-midi?
4. Tu habites où?
5. Tu aimes passer des examens?



Recycling

These activities allow students to use the vocabulary and structure from this chapter in completely open-ended, real-life situations.

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 of these activities is real-life communication.

You may wish to separate students into pairs or groups. Encourage students to elaborate on the basic theme and to be creative. They may use props, pictures, or posters if they wish.

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. This is to be expected when students are functioning completely on their own, generating their own language to the best of their ability.

Use what you have learned

PARLER

1

Dans une papeterie

✓ Identify and shop for school supplies



With a classmate, take turns playing the parts of a student and a salesperson in a stationery store. Here are a few exchanges you may want to use.



—Où sont les _____, s'il vous plaît?

—Là-bas.

—Merci.

—_____, c'est combien?

—_____ euros.

—On paie à la caisse?

—Non, ici.



Une papeterie, Évry, France

ANSWERS TO C'est à vous



Answers will vary but may include:

- Où sont les calculatrices, s'il vous plaît?
- Là-bas.
- Merci.
- La calculatrice, c'est combien?
- Dix-huit euros.
- On paie à la caisse?
- Oui.

Learning from Photos

(page 104) This stationery store is in Évry. Évry is **une ville nouvelle** in the **banlieue parisienne**. Students will learn about the **villes nouvelles** in Chapter 12. Have students identify everything they can in the photo of the **papeterie**.

PARLER
2

Au café

✓ *Talk about school life in the United States*



You're seated at a café in Provins. You're chatting with a French student (your partner). He or she has some questions about school life in the United States. Have a conversation. Be sure to answer his or her questions.



Un café, Provins, France

ÉCRIRE
3

Une journée typique

✓ *Write about a typical school day*



You can now go back to the e-mail you sent your new friend on page 75 and add more details about what a typical school day is like in the United States.



Writing Strategy

Preparing for an interview An interview is one way to gather information for a story or a report. A good interviewer should think about what he or she hopes to learn from the interview and prepare the questions ahead of time. The interview questions should be open-ended. Open-ended questions cannot be answered by "yes" or "no." They give the person being interviewed more opportunity to "open up" and speak freely.

PARLER
4
ÉCRIRE

Interview avec Charles Bauchart



Your first assignment for the school newspaper is to write an article about a new exchange student, Charles Bauchart, from Fort-de-France in Martinique. To prepare for your interview with him, write down as many questions as you can. Ask him about himself, his school, and his friends in Martinique. After you have prepared your questions, conduct the interview with a partner who plays the role of Charles. Write down your partner's answers. Then organize your notes and write your article.

Writing Strategy

Preparing for an interview Have students read the Writing Strategy on page 105. Now give students the following pair of questions and have them decide which is open-ended.
Tu étudies l'anglais?
Qu'est-ce que tu étudies?



National Standards

Communities

Products in the United States often include French directions. Have students seek out French descriptions or directions on products. They will be able to find quite a few in stationery, clothing, and appliance stores. Have students bring in examples.

History Connection

Have students look at the photo of the café in Provins on page 105. You may wish to explain that during the Middle Ages, the little town of Provins near Paris was the third most important city in France after Paris and Rouen. It originated as a Roman campsite, and under the Counts of Champagne it became the economic capital of the province. It has been famous for growing roses since the days of the Crusades.

Tutorial

For non-mastery students, you can make these activities less open-ended, as has been done for Activity 1. In Activity 2, you may wish to provide questions such as:

- Tu arrives à l'école à quelle heure?**
- Tu déjeunes à la cantine?**
- Tu étudies quelles matières?**
- Tu travailles après l'école?**
- Comment sont les profs?**
- Quel est ton cours favori?**
- Tu vas à l'école le samedi?**

ANSWERS TO C'est à vous

2

Answers will vary but may include:

- Tu arrives à l'école à quelle heure le matin?
- J'arrive à l'école à huit heures moins le quart. Et toi, tu arrives à l'école à quelle heure?
- J'arrive à huit heures. Et tu quittes l'école à quelle heure?
- Je quitte l'école à trois heures et demie.
- Ce n'est pas vrai! Je quitte l'école à cinq heures de l'après-midi!

3

Answers will vary but may include:

L'école est vraiment super! Les amis sont très intéressants et dynamiques. J'arrive à l'école à sept heures et demie, et je déjeune à la cantine à midi. Le prof de chimie est très, très strict! 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. Mardi je passe un examen de français. Je déteste les examens!

Resource Manager

Communication Transparency C 3
Quizzes, pages 12–16
Tests, pages 25–38
ExamView® Assessment Suite
Situation Cards
Performance Assessment, Task 3
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.

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.



For more Chapter 3 test preparation, go to the Chapter 3 Self-Check Quiz on the Glencoe French Web site at glencoe.com.

Vocabulaire

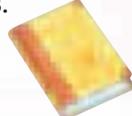
To review Mots 1, turn to pages 82–83.

1 Choisissez. (Choose.)

- Sandrine ____ la maison à sept heures et demie.
a. quitte b. arrive c. habite
- Les élèves passent ____ à l'école.
a. la cantine b. la prof c. la journée
- Leïla pose une ____.
a. rue b. question c. maison
- Vincent ____ des cassettes.
a. écoute b. quitte c. passe
- Le prof ____ et les élèves écoutent bien.
a. travaille b. regarde c. parle

To review Mots 2, turn to pages 86–87.

2 Identifiez. (Identify.)

- 
- 
- 
- 
- 

To review -er verbs in the present tense, turn to page 90.

3 Complétez. (Complete.)

- Les élèves ____ à l'école le matin. (arriver)
- Nous ____ entre les cours. (parler)
- Je ____ à la cantine avec les copains. (déjeuner)
- Luc ____ la télé après les cours. (regarder)
- Tu ____ beaucoup à la maison? (travailler)
- On ____ français en France. (parler)

ANSWERS TO Assessment

1

- a
- c
- b
- a
- c

2

- un crayon
- un stylo-bille
- un livre
- une calculatrice
- une feuille de papier

3

- arrivent
- parlons
- déjeune
- regarde
- travailles
- parle

4 Mettez à la forme négative.

(Make each sentence negative.)

- 17. Sandrine achète un crayon à la papeterie.
- 18. Elle regarde une calculatrice.
- 19. Ils achètent des livres.
- 20. Les élèves passent un examen aujourd'hui.

5 Choisissez. (Choose.)

- 21. On aime ____ la télé.
a. regardent b. regarder c. regarde
- 22. Je déteste ____.
a. travailler b. travaille c. travaillons

To review indefinite articles in the negative, turn to page 94.

To review the use of verbs with infinitives, turn to page 95.

Culture

6 Vrai ou faux? (True or false?)



Une rue du Quartier latin, Paris

To review this cultural information, turn to pages 98–99.

- 23. La Sorbonne est une université célèbre à Paris.
- 24. La Sorbonne est dans le Quartier latin.
- 25. En France, les élèves quittent le lycée à trois heures de l'après-midi.

Learning from Photos
(page 107) This photo was taken on the corner of Saint-Séverin and rue de la Harpe in the Quartier latin. The surrounding area has several pedestrian-only streets that have inexpensive restaurants, many of which are Greek, Tunisian, or Italian, and more recently some Thai and Vietnamese restaurants.

FOLDABLES™ Dinah Zike's Study Guides
Study Organizer

Your students may wish to use Foldable 10 in the Foldables booklet or in the PowerPoint® presentation on the PowerTeach CD-ROM to organize, display, and arrange data as they learn to describe many situations in French. You may wish to encourage them to draw a picture from each chapter as they continue to gather facts and make observations about all the different topics they will be studying.

An envelope fold is also ideal for collecting and viewing information students have learned about particular subjects.

ANSWERS TO Assessment

4

- 17. Sandrine n'achète pas de crayon à la papeterie.
- 18. Elle ne regarde pas de calculatrice.
- 19. Ils n'achètent pas de livres.
- 20. Les élèves ne passent pas d'examen aujourd'hui.

5

- 21. b
- 22. a

6

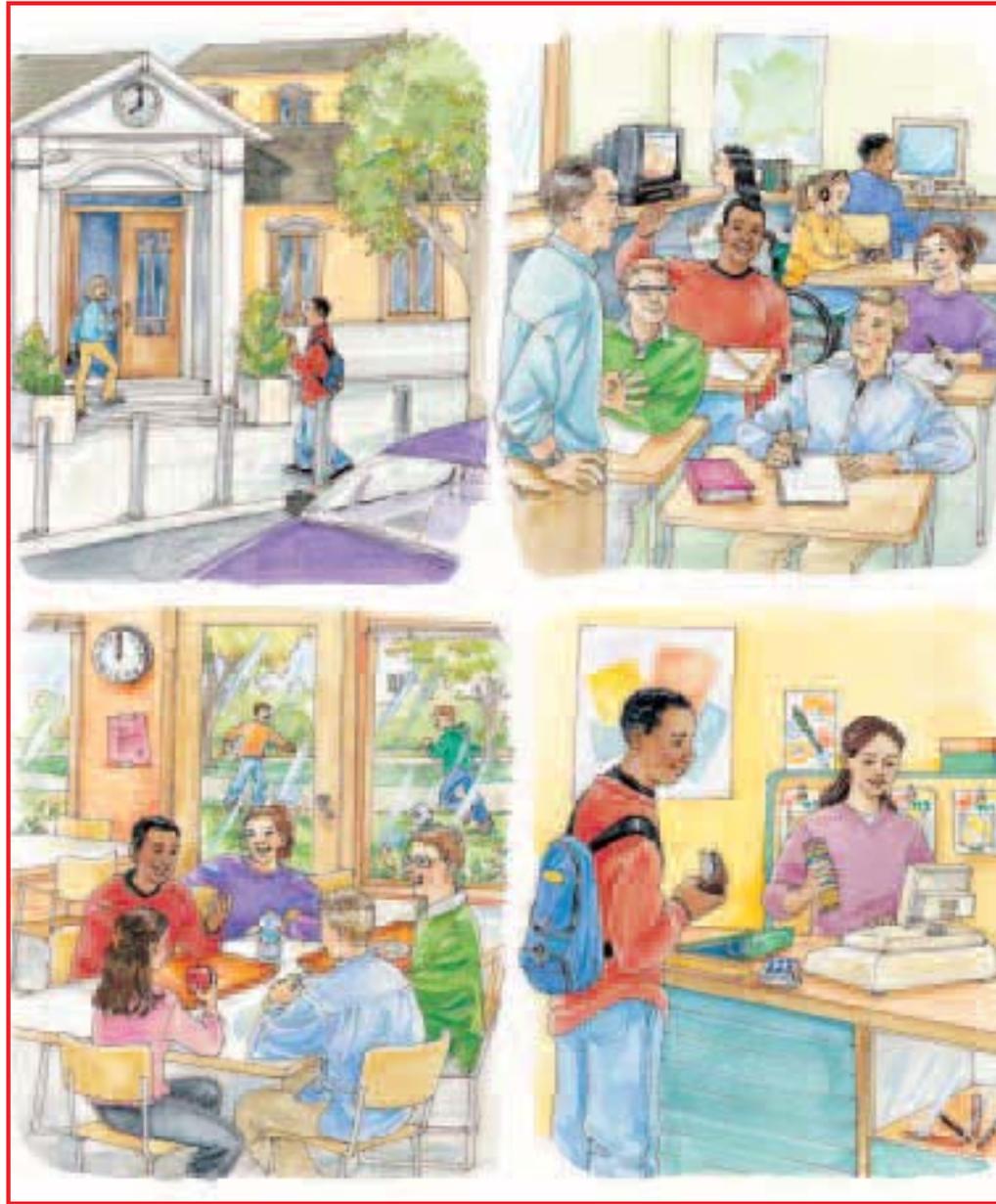
- 23. V
- 24. V
- 25. F

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 previous chapters. This illustration is also on Communication Transparency C 3.

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.

Tell all you can about this illustration.



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

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.

Getting to school

une maison	habiter
une rue	arriver
quitter	



Discussing classroom activities

passer la journée	étudier
parler	lever la main
écouter	poser une question
regarder	passer un examen

Discussing recess and lunch activities

la récré(ation)	jouer
la cour	rigoler
la cantine	déjeuner

Discussing afterschool activities

rentrer à la maison	parler au téléphone
écouter la radio	travailler

Identifying school supplies

Qu'est-ce que c'est?	un stylo-bille	une calculatrice
des fournitures (f. pl.) scolaires	un feutre	une feuille de papier
un cahier	une gomme	un sac à dos
un bloc-notes	une règle	une cassette
un crayon	un livre	une vidéo, un DVD
	un classeur	un CD



How well do you know your vocabulary?

- Identify the words and expressions that describe what you do at school and after school. Make two lists.
- Use as many words as you can from one of your lists to write a story about either your school activities or what you do after school.

Shopping for school supplies

un magasin	acheter	coûter
une papeterie	payer	C'est combien?
la caisse	demander	Ça coûte combien?

Other useful words and expressions

aimer	combien de (d')	beaucoup de (d')
détester		
après		
pendant		
entre		
chez		
le matin		
l'après-midi		
À quelle heure?		



VIDÉOTOUR

Épisode 3

In this video episode, you will join Amadou and Christine after school. See page 528 for more information.

PENDANT ET APRÈS LES COURS

cent neuf 109

Vocabulary Review

The words and phrases in the **Vocabulaire** have been taught for productive use in this chapter. This list also serves as a convenient resource for the **C'est à vous** activities on pages 104–105, as well as for talking about the illustration on page 108. There are approximately twelve cognates in this vocabulary list. Have students find them.

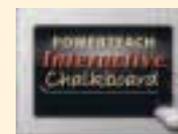
Attention!

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 Vocabulary Transparency 3.1.



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.



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.

Reaching All Students

Linguistic and Kinesthetic Learners

- Students love to talk about their teachers. If you are willing, have them use adjectives to describe you and the class.
- Have students dramatize or pantomime the following words: **quitter**, **parler**, **déjeuner**, **lever la main**, **écouter**, **passer un examen**, **poser une question**, **payer**.



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 3.