

Planning for Chapter 7

SCOPE AND SEQUENCE, PAGES 218–247

Topics

- ✦ Clothing
- ✦ Shopping for clothes

Culture

- ✦ Shopping for clothes in France
- ✦ Typical clothing in Africa
- ✦ Discussing clothing sizes in the United States and France
- ✦ **Reflets de l’Afrique**

Functions

- ✦ How to identify and describe articles of clothing
- ✦ How to state color and size preferences
- ✦ How to describe people’s activities
- ✦ How to compare, express opinions, and make observations

Structure

- ✦ The verb **mettre** in the present tense
- ✦ Comparative adjectives
- ✦ The verbs **voir** and **croire** in the present tense

National Standards

- ✦ Communication Standard 1.1: pp. 218, 222, 223, 226, 227, 228, 229, 230, 231, 232, 235, 242
 - ✦ Communication Standard 1.2: pp. 218, 222, 223, 226, 227, 228, 229, 230, 231, 232, 233, 234, 237, 238, 239, 241, 242, 243
 - ✦ Communication Standard 1.3: pp. 223, 226, 230, 231, 243
 - ✦ Cultures Standard 2.1: pp. 234, 236–237, 238, 239, 254
 - ✦ Cultures Standard 2.2: p. 238
 - ✦ Connections Standard 3.1: pp. 240–241
 - ✦ Comparisons Standard 4.2: pp. 236–237, 238, 239
 - ✦ Communities Standard 5.1: p. 243
- 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 vêtements sport
 - Les vêtements pour hommes
 - Les vêtements pour femmes
- Mots 2
 - On fait des courses.

Structure (required)

Days 5–7

- Le verbe **mettre** au présent
- Le comparatif des adjectifs
- Les verbes **voir** et **croire**

Conversation (required)

Day 8

- Dans une petite boutique

Prononciation (recommended)

- Les sons /sh/ et /zh/

Lectures culturelles

- On fait des courses où, à Paris? (recommended)
- Les vêtements (optional)
- Les tailles (optional)

Connexions (optional)

- La poésie

● C’est à vous (recommended)

● Assessment (recommended)

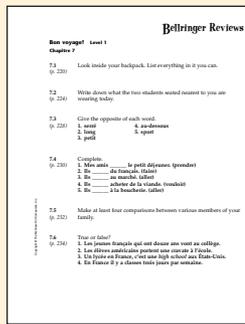
- On parle super bien! (optional)

TEACHER RESOURCE GUIDE

SECTION	PRINT RESOURCES 	TECHNOLOGY RESOURCES
Vocabulaire <i>Mots 1</i>		
Les vêtements sport (p. 220) Les vêtements pour hommes (p. 221) Les vêtements pour femmes (pp. 221–223)	Audio Activities TE (pp. 87–89) Workbook (pp. 65–66) Quiz 1 (p. 33)	 Vocabulary Transparencies 7.2–7.3  Audio CD 5  ExamView® Assessment Suite  PowerTeach  Vocabulary PuzzleMaker
Vocabulaire <i>Mots 2</i>		
On fait des courses (pp. 224–227)	Audio Activities TE (pp. 89–91) Workbook (pp. 67–68) Quiz 2 (p. 34)	 Vocabulary Transparencies 7.4–7.5  Audio CD 5  ExamView® Assessment Suite  Vocabulary PuzzleMaker
Structure		
Le verbe mettre au présent (pp. 228–229) Le comparatif des adjectifs (pp. 230–231) Le verbes voir et croire (pp. 232–233)	Audio Activities TE (pp. 91–92) Workbook (pp. 69–71) Quizzes 3–6 (pp. 35–38)	 Audio CD 5  ExamView® Assessment Suite  PowerTeach
Conversation		
Dans une petite boutique (p. 234)	Audio Activities TE (pp. 92–93)	 Audio CD 5  Interactive Conversations  PowerTeach
Prononciation		
Les sons /sh/ et /zh/ (p. 235)	Audio Activities TE (pp. 93–94)	 Pronunciation Transparency P 7  Audio CD 5
Lectures culturelles		
On fait des courses où, à Paris? (pp. 236–237) Les vêtements (p. 238) Les tailles (p. 239)	Audio Activities TE (pp. 95–96) Tests (pp. 91, 94, 95–96)	 Audio CD 5  PowerTeach
Connexions		
La poésie (pp. 240–241)	Tests (p. 96)	
C'est à vous		
(pp. 242–243)		 Bon voyage! Video, Episode 7  Video Activities, Chapter 7  French Online Activities glencoe.com
Assessment		
(pp. 244–245)	Quizzes 1–6 (pp. 33–38) Performance Assessment, Task 7 Tests (pp. 89–102) Situation Cards, Chapter 7	 Communication Transparency C 7  ExamView® Assessment Suite  MindJogger Videoquiz

Using Your Resources for Chapter 7

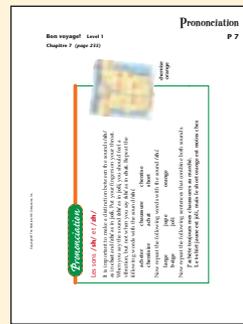
Transparencies



Bellringer 7.1-7.8



Vocabulary 7.1-7.5

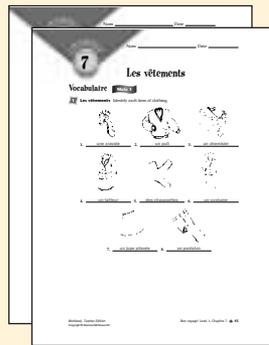


Pronunciation P 7



Communication C 7

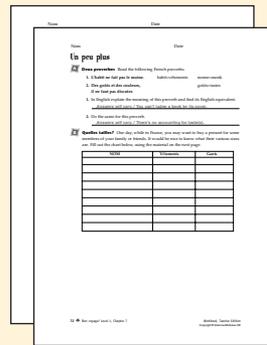
Workbook



Vocabulary, pages 65-68



Structure, pages 69-71

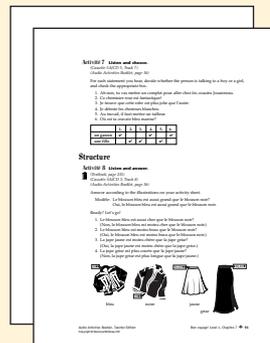


Enrichment, pages 72-74

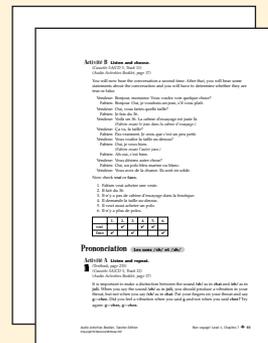
Audio Activities



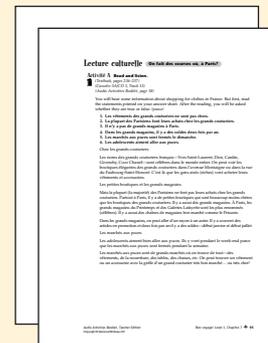
Vocabulary, pages 87-91



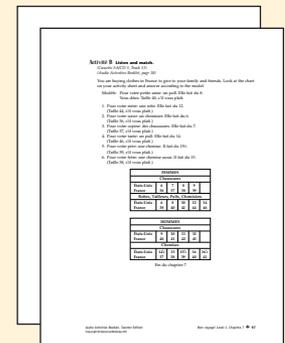
Structure, pages 91-92



Conversation, Pronunciation, pages 92-94



Cultural Reading, pages 95-96



Additional Practice, pages 96-97



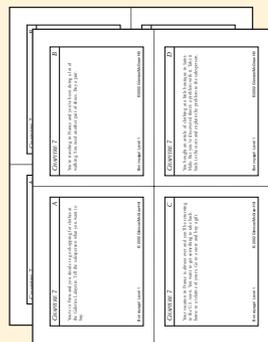
Assessment



Vocabulary and Structure Quizzes, pages 33–38



Chapter Tests, pages 89–102



Situation Cards, Chapter 7



MindJogger Videoquiz, ExamView® Assessment Suite, Chapter 7

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 identify, describe, and shop for clothing. They will also learn to make observations and express opinions using comparative statements about people and things. In addition, students will learn to use and conjugate verbs such as **croire**, **voir**, and **mettre**.



National Standards

Communication

In Chapter 7, students will communicate in spoken and written French on the following topics:

- Clothing
- Shopping for clothing

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.

Les vêtements

Objectifs

In this chapter you will learn to:

- ✓ identify and describe articles of clothing
- ✓ state color and size preferences
- ✓ shop for clothing
- ✓ describe people's activities
- ✓ compare people and things
- ✓ express opinions and make observations
- ✓ discuss clothes and clothes shopping in the French-speaking world



Un tissu de la Côte d'Ivoire



deux cent dix-neuf ✨ 219



Spotlight on Culture

Photograph Montreal, the second largest French-speaking city after Paris, is known for its long, cold winters. A virtual underground city of several stories, seen here, was built so people could go about their business without the snow and winter winds. The many malls are connected by the metro and they have more than 1,700 stores, 200 restaurants, movies, and access to hotels and the rail-road station.

Weaving Many West African countries are well known for their excellent fabrics and textiles. The **Korhogo** cloth from the northern part of Côte d'Ivoire is considered among the best.

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 7 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 7.2–7.3
 Audio Activities TE, pages 87–89
 Audio CD 5
 Workbook, pages 65–66
 Quiz 1, page 33
 ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 7.1 or write the following on the board.
 Look inside your backpack. List everything in it you can.

Presentation

Step 1 Identify items of clothing students are actually wearing. Have the class repeat each item after you once or twice. Ask **Qu'est-ce que c'est?** and have a student respond.

Step 2 Show Vocabulary Transparencies 7.2–7.3. Have students repeat each item after you or Audio CD 5.

Step 3 Ask questions about the material on page 221, referring to the Vocabulary Transparencies. For example: **Qu'est-ce que Marc porte?** **Qu'est-ce qu'il voit?** **Johanne va où?** **Les prix sont moins chers quand?**

Step 4 Play a game using the new vocabulary. One student describes what someone in the class is wearing and calls on classmates to guess who is being described.

Expansion: Have students recycle earlier vocabulary. Have them describe the person as well as what the person is wearing.

Note: In the TPR activity on this page, we have used the **vous** form when addressing one student. You may prefer to use **tu**.

Use your CD for more practice.

Les vêtements sport



une casquette

un sweat-shirt

une basket



un polo (à manches courtes)



un survêtement



un manteau

un jean

une chaussette

Reaching All Students

Total Physical Response You may wish to bring in a jacket to use for this activity. Dramatize the meaning of **enlevez**.

(Student 1), venez ici, s'il vous plaît.

Vous êtes au rayon des blousons.

Cherchez un beau blouson.

Essayez le blouson.

Indiquez que vous aimez le blouson.

Et maintenant, enlevez le blouson.

(Student 2), venez ici, s'il vous plaît.

Vous travaillez à la caisse.

Et (Student 1), allez à la caisse aussi.

Donnez de l'argent au caissier (à la caissière).

(Student 2), mettez le blouson dans un sac.

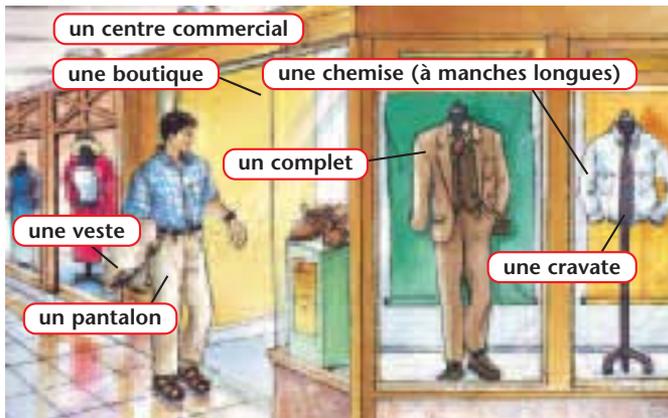
Donnez le sac au client (à la cliente).

(Student 1), prenez le sac.

Merci (Student 1) et (Student 2).

Retournez à vos places, s'il vous plaît.

Les vêtements pour hommes



Marc porte des sandales.
Il voit des chaussures dans la vitrine.
Il entre dans la boutique.

plus cher



Les prix sont moins chers quand il y a des soldes.

Les vêtements pour femmes



Johanne va au grand magasin.
Elle voit beaucoup de chemisiers.
Elle voit des chemisiers au rayon des vêtements pour femmes.
Tous les chemisiers sont en solde!



Vocabulary Expansion

Many other articles of clothing will be presented in later chapters as they are needed. It is, therefore, recommended that you not give students an extensive list of additional vocabulary now. You may, however, wish to give them the names of a few accessories.

- une ceinture
- une montre
- un bracelet
- une bague
- une boucle d'oreille
- des lunettes de soleil

About the French Language

Note the invariable adjective **sport** (**une robe sport**) and the adjective **habillé** (**une robe habillée**). There is no precise French word that conveys the English "formal" or "dressy" in regard to clothing. **Habillé** is the closest approximation to "formal." Another word students will encounter frequently, if they peruse magazines, is **décontracté**, which conveys the English "casual," "informal." ♣

LES VÊTEMENTS

deux cent vingt et un ♣ 221

Reaching All Students

Visual/Spatial Learners Have students sketch some articles of clothing and identify each item they sketched.

Kinesthetic Learners Have some students come to the front of the class and tell what they're wearing.



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

LEVELING

E: Vocabulary

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.

2 Have students practice both listening and speaking by doing this activity in pairs. One partner reads the questions while the other listens and answers with his or her book closed. Then partners switch roles. Or you can have one student read the questions to the entire class and then call on individuals to respond.

LEVELING

E: Activities 1, 2, 3, 4, 5

A: Activities 2, 4, 6

Quel est le mot?

1

Chloé et Adrien Répondez d'après les photos. (*Answer according to the photos.*)



1. Qu'est-ce que Chloé porte?
2. Et Adrien? Qu'est-ce qu'il porte?

2

Qu'est-ce qu'on va mettre?

Répondez. (*Answer.*)



1. Ce soir M. Ben Azar va aller dans un restaurant chic. Qu'est-ce qu'il va mettre?
2. Qu'est-ce que sa femme va mettre?
3. Qu'est-ce que tu portes à l'école?
4. Qu'est-ce que tu portes à la maison?
5. Qu'est-ce qu'on porte en juillet et en août?
6. Qu'est-ce qu'on porte en décembre et janvier?
7. Qu'est-ce qu'une femme porte quand elle va travailler?
8. Qu'est-ce qu'un homme porte quand il va au travail?



Chloé



Adrien

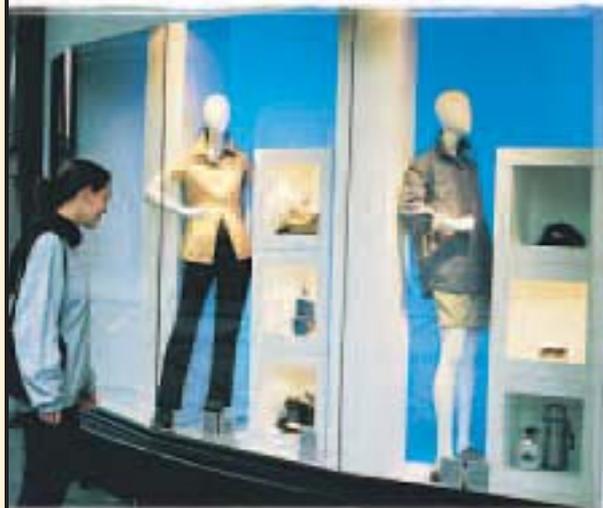
3

Sport ou habillé? Identifiez.

(*Tell whether each item is casual or formal.*)



1. des baskets
2. un tailleur
3. un jean
4. un complet
5. un blouson
6. une cravate
7. un polo à manches courtes
8. une chemise à manches longues
9. un survêtement
10. une jupe plissée



La vitrine d'une boutique, Paris

ANSWERS TO Quel est le mot?

1 Answers will vary but may include:

1. Chloé porte une robe sport, un pull et des sandales.
2. Adrien porte une casquette, un sweat-shirt, un jean et des baskets (chaussures).

2 Answers will vary but may include:

1. Il va mettre une chemise, un pantalon, une veste et une cravate.
2. Sa femme va mettre une robe habillée.
3. Je porte un jean, une chemise, un pull, des chaussures et un anorak.

3 Je porte un polo, un survêtement et des baskets.

5. On porte un short, un t-shirt et des sandales.
6. On porte un jean, un pull, des chaussures et un anorak ou un manteau.
7. Elle porte un tailleur.
8. Il porte un complet.

3

- | | |
|------------|--------------|
| 1. sport | 6. habillée |
| 2. habillé | 7. sport |
| 3. sport | 8. habillée |
| 4. habillé | 9. sport |
| 5. sport | 10. habillée |

4 Historiette Au rayon des chemisiers Inventez une histoire.
(Make up a story.)

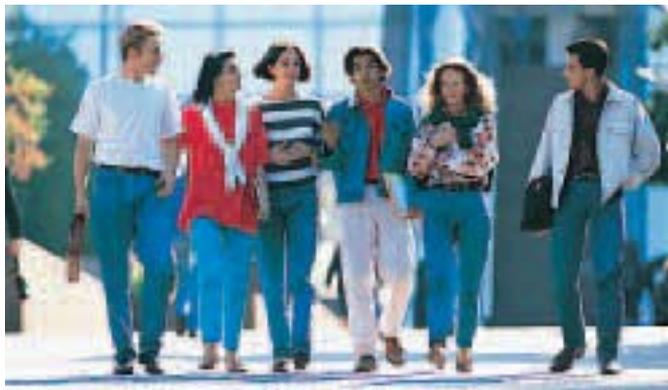


1. Mélanie entre dans un grand magasin ou dans une boutique?
2. La boutique est dans une rue ou dans un centre commercial?
3. Il y a des soldes aujourd'hui?
4. Il y a des chemisiers dans la vitrine?
5. Elle va au rayon des chemisiers?
6. Elle voit beaucoup de chemisiers?
7. Elle parle à la vendeuse?
8. Elle veut un chemisier à manches courtes ou à manches longues?
9. Elle veut un chemisier habillé ou sport?
10. Les chemisiers sont en solde?
11. Les vêtements sont moins chers quand ils sont en solde?

5 C'est qui? Work with a classmate. One of you describes what someone in the class is wearing and the other has to guess who it is. Take turns.



6 Mon ensemble favori Work with a classmate. Discuss what you consider an ideal outfit for school. Tell what you like to wear and what you don't like to wear. See if you are on the same wavelength.



Des jeunes habillés sport

French Online
For a fun way to review this vocabulary, go to the Chapter 7 eGame on the Glencoe French Web site at glencoe.com.



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.

Learning from Photos

(page 223) After presenting the vocabulary from **Mots 1**, have students look at this photograph and describe what some of the young people are wearing.

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.

ANSWERS TO Quel est le mot?

- 4** Answers will vary but may include:
1. Mélanie entre dans une boutique.
 2. La boutique est dans un centre commercial.
 3. Oui, il y a des soldes aujourd'hui.
 4. Oui, il y a des chemisiers dans la vitrine.

5. Oui, elle va au rayon des chemisiers.
6. Oui, elle voit beaucoup de chemisiers.
7. Oui, elle parle à la vendeuse.
8. Elle veut un chemisier à manches longues.
9. Elle veut un chemisier sport.
10. Oui, les chemisiers sont en solde.
11. Oui, les vêtements sont moins chers quand ils sont en solde.

- 5** Students will choose any student they wish to describe.

- 6** Students will describe what they like to wear to school.

Preparation

Resource Manager

Vocabulary Transparencies 7.4–7.5
 Audio Activities TE, pages 89–91
 Audio CD 5
 Workbook, pages 67–68
 Quiz 2, page 34
 ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 7.2 or write the following on the board. Write down what the two students seated nearest to you are wearing today.

Presentation

Step 1 Present the new vocabulary using Transparencies 7.4–7.5, following suggestions in previous chapters.

Step 2 For an activity that's fun, you may wish to bring articles of old clothing to class, or have students bring in articles of old clothing. Have students put on the wrong sizes to convey **large**, **serré**, **long**, **court**. They should say the appropriate phrase: **Je voudrais la taille au-dessus** or **Je voudrais la taille au-dessous**.

Step 3 Have students open their books and repeat the vocabulary after you or Audio CD 5.

Step 4 Model the conversation at the bottom of page 224. Then have volunteers perform it as a demonstration of **trop** and the various adjectives, substituting different articles of clothing and sizes. Use American sizes here.

On fait des courses. 🎧

Use your CD for more practice.

Il est joli, le pantalon vert.
Tu ne trouves pas?



Si, j'aime beaucoup!

le shopping

Vous faites quelle pointure?



Je fais du 38.

Ça va, le pantalon?

Non, il est trop grand. Il est trop large. Je voudrais la taille au-dessous.



une cabine d'essayage

Vous faites quelle taille?

Je fais du 38.

Non, il est trop petit. Il est trop serré. Je voudrais la taille au-dessus.



essayer

Julien essaie le pantalon.

Reaching All Students

Total Physical Response Note: Use the articles of clothing that students in the class are wearing.

Attention, tout le monde.

Si vous portez le vêtement que je mentionne, levez-vous.

Je vois un pantalon blanc.

Je vois un sweat-shirt noir.

Je vois une chemise bleue.

Je vois un t-shirt rouge.

Je vois une jupe verte.

Je vois un short beige.

Je vois un jean noir.

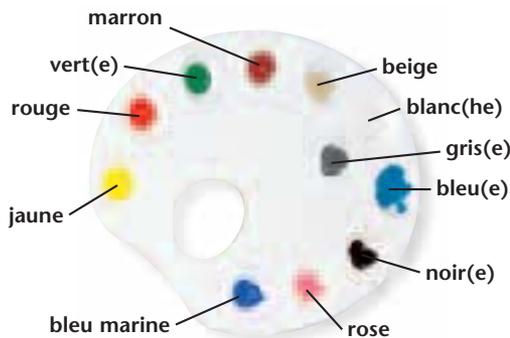
Merci bien, tout le monde! Asseyez-vous.



De quelle couleur est la jupe?
Elle est verte.



Et les chaussures?
Elles sont marron.



Note

The following colors are invariable. They do not change to agree with the noun they modify.

bleu marine marron orange



À mon avis, la robe rouge est plus jolie que la (robe) verte.

Moi, je crois que j'aime mieux la (robe) verte.

Moi, le rouge, c'est ma couleur favorite.

LES VÊTEMENTS

deux cent vingt-cinq 225

Step 5 Use the overhead transparency to teach the colors. Have students repeat each color twice.

Step 6 Then go around the room and have students tell the color of articles of clothing other students are wearing: **De quelle couleur est le chemisier de ____?**

Note: Emphasize that the following colors, which are often used to describe clothes, are invariable: **bleu marine, marron, orange.** They do not agree with the feminine or plural noun they describe.

About the French Language

Point out to students that **la couleur** is feminine, but the actual colors are masculine. **Tu préfères le bleu ou le gris?**

Explain to students that the young woman in the first photo answers with **si**. **Si** rather than **oui** is used when you respond to a negative question. **Tu ne peux pas? Si, je peux. Ce n'est pas ta taille. Si, c'est ma taille.** ✨

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.

FUN FACTS

The **grands magasins** began to appear under the Second Empire of Napoleon III, 1851–1870. This time of economic success and growth meant a large clientele with money to spend, which encouraged the development of department stores. These stores had more merchandise at lower prices than the small boutiques, previously

the only place to buy clothing. The shoppers appreciated the new department stores' specialized staff, clearly marked prices, and regular sales. The first **grand magasin**, le Bon-Marché, opened in 1852. Le Printemps opened in 1865 and les Galeries Lafayette opened in 1895.

Practice

Quel est le mot?

7 Have students rewrite the information in the **Historiette** in their own words.

8 **Expansion:** You may wish to present the noun forms of colors: **Quelle est ta couleur favorite? C'est le bleu. Pour les chemises, c'est le blanc.**

Learning from Photos

(page 226) Have students describe the clothing in the photos.

Chapter Projects



Des magasins

In this chapter students learn the types of stores for buying clothes in France. Have students compare the shopping habits of people in France and those of people in their area. Have them tell in what types of stores they tend to shop: **une boutique, un grand magasin, un marché (aux puces), un hypermarché.**

LEVELING

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

A: Activities 8, 11, 12

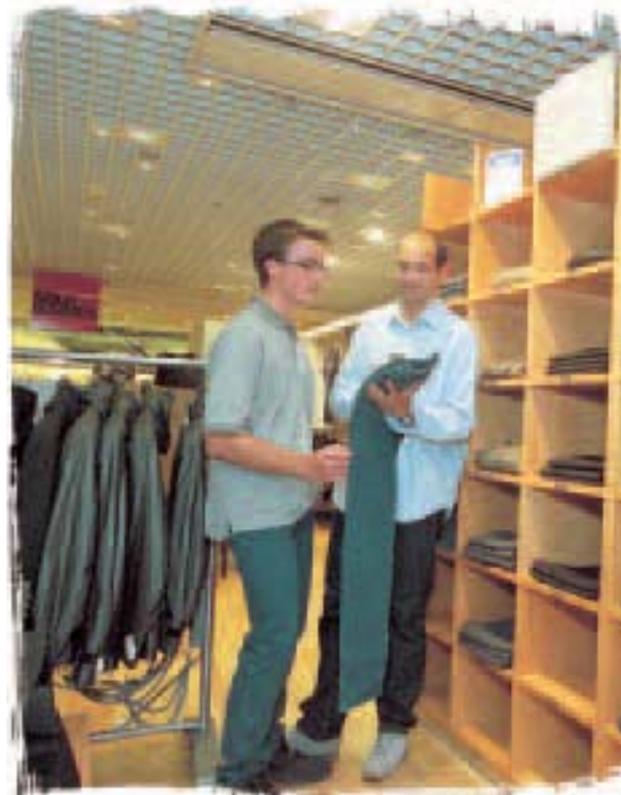
Quel est le mot?

7 **Historiette** **Olivier fait des courses.** Inventez une histoire.



(Make up a story.)

- Olivier fait des courses?
- Il veut acheter un blue jean?
- Il voit un jean qu'il aime dans la vitrine?
- Il entre dans le grand magasin?
- Il fait quelle taille?
- Il va essayer le jean?
- Il est comment, le pantalon—grand, petit, juste à sa taille?
- Il veut la taille au-dessus ou la taille au-dessous?
- Les jeans sont en solde?
- Ils sont moins chers quand ils sont en solde?
- Olivier trouve que les jeans sont chers?
- Olivier va acheter le jean?



Rayon des vêtements pour hommes, Galeries Lafayette, Paris

8

Ta couleur favorite Donnez des réponses personnelles. (Give your own answers.)

- De quelle couleur est ton blouson favori?
- De quelle couleur est ton jean favori?
- De quelle couleur est ta chemise favorite ou ton chemisier favori?
- Qu'est-ce que tu portes aujourd'hui? De quelle couleur sont tes vêtements?

9

Mes préférences Donnez des réponses personnelles. (Give your own answers.)

- Tu aimes mieux les vêtements sport ou habillés?
- Les baskets ou les chaussures?
- Les chemises ou les chemisiers à manches longues ou à manches courtes?
- Les vêtements un peu serrés ou larges?
- Les couleurs sombres ou les couleurs claires?
- Les vêtements chers ou pas chers?



ANSWERS TO Quel est le mot?

7 Answers will vary but may include:

- Oui, Olivier fait des courses.
- Oui, il veut acheter un blue jean.
- Oui, il voit un jean qu'il aime dans la vitrine.
- Oui, il entre dans le grand magasin.
- Il fait du 40.

- Oui, il va essayer le jean.
- Le pantalon est petit.
- Il veut la taille au-dessus.
- Oui, les jeans sont en solde.
- Oui, ils sont moins chers.
- Non, il trouve que les jeans ne sont pas chers.
- Oui, Olivier va acheter le jean.

8 Answers will vary.

Students will pick the color of their choice and make it agree with the article of clothing.

9 Answers will vary.

Students will select the response they wish to give.

10 De petits problèmes Répondez. (Answer.)



1. Les chaussures sont trop petites ou trop grandes?



2. La jupe est trop longue ou trop courte?



3. Le pantalon est un peu serré ou un peu large?



4. Les manches sont trop longues ou trop courtes?



5. Le tailleur est joli ou pas?

11 Les couleurs Complétez d'après la couleur. (Complete with the color.)

1. Aurélien va acheter un pantalon ____.



4. Justine va acheter une robe ____.



2. Anne va acheter un chemisier ____.



5. Mélodie va acheter une jupe ____.



3. Fred va acheter une chemise ____.



6. Cyril va acheter des chaussures ____.



12 Jeu Qui porte une jupe bleue? Study the clothing of all the students in the next row for several minutes. Then turn your back to that row.



One of your classmates will mention an item of clothing and ask you who is wearing it. If you don't remember, your classmates can help you out by giving hints such as: **La personne est blonde. Elle est très amusante.**



For more practice using words from **Mots 2**, do Activity 21 on page H22 at the end of this book.

ANSWERS TO Quel est le mot?

10

1. Les chaussures sont trop petites.
2. La jupe est trop longue.
3. Le pantalon est un peu large.
4. Les manches sont trop courtes.
5. Le tailleur n'est pas joli.

11

1. noir
2. rose
3. verte
4. bleue
5. blanche
6. marron

12

Answers will vary but may include:
 —Qui porte un chemisier bleu?
 —C'est Christelle?
 —Non, elle est brune, très sociable, enthousiaste...
 —Ah! C'est Laurène!

10 After completing this activity, you may wish to have students quickly write a description of a ridiculous outfit. Call on volunteers to read their description to the class.

12 This is a great activity to use at the beginning or end of the class period.



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.

About the French Language

You may wish to explain to students that **cher** agrees when it is an adjective.

Les jeans sont chers.

La jupe est chère.

There is no agreement when **cher** is an adverb.

Les chaussures coûtent cher. ♣

Preparation

Resource Manager

Audio Activities TE, pages 91–92
 Audio CD 5
 Workbook, pages 69–71
 Quizzes 3–6, pages 35–38
 ExamView® Assessment Suite



Bellringer Review

Use the BRR Transparency 7.3 or write the following on the board. Give the opposite of each word.

1. serré
2. long
3. petit
4. au-dessous
5. sport

Presentation



Le verbe mettre au présent

Step 1 When presenting the verb **mettre**, you may want to give students first the **ils mettent** form. Have them pronounce it. Then tell them to drop the final sound and say **met**. This gives them the pronunciation for the **je**, **tu**, and **il** forms. Let them know that they will start to learn many verbs that drop the final sound of the **ils** form to get the sound of all the singular forms—**je**, **tu**, **il**.

Step 2 Go over the forms of the verb **mettre**. Write them on the board. Underline the double consonant in the plural forms.



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

CD-ROM for additional grammar instruction and practice.



Le verbe mettre au présent

Describing people's activities

Use your CD for more practice.

1. Study the forms of the verb **mettre** (to put, to put on) in the present tense.

METTRE		
je mets	nous mettons	
tu mets	vous mettez	
il/elle/on met	ils/elles mettent	

2. Note that **mettre** has various meanings.

Il **met une chemise et une cravate** pour aller au travail.

Les serveurs **mettent la table** au restaurant.

On **met la télévision** pour regarder un film.



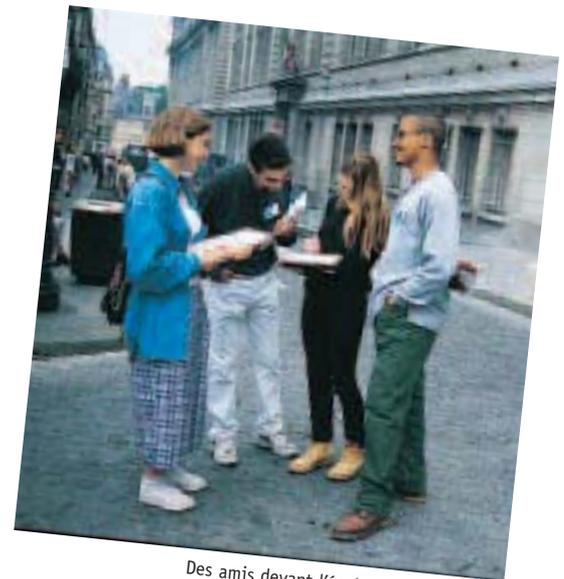
To investigate French clothing fashions and French designers, do the **WebQuest** activity on the Glencoe French Web site at glencoe.com.

Comment dit-on?

13 Qu'est-ce qu'on met?

Répondez. (Answer.)

1. Tu mets un survêtement quand tu fais du jogging?
2. Tu mets la table pour le dîner?
3. Ton père met la télé le matin pendant le petit déjeuner?
4. Ta mère met la radio pour écouter les informations?
5. Tes copains mettent une cravate pour aller à l'école?
6. Tes copines mettent une jupe plissée pour aller à l'école?



Des amis devant l'école

ANSWERS TO Comment dit-on?

13 Answers will vary but may include:

1. Oui, je mets un survêtement quand je fais du jogging.
2. Oui, je mets la table pour le dîner.
3. Non, mon père ne met pas la télé le matin pendant le petit déjeuner.
4. Oui, ma mère met la radio pour écouter les informations.
5. Non, mes copains ne mettent pas de cravate pour aller à l'école.
6. Oui, mes copines mettent une jupe plissée pour aller à l'école.

Practice

Comment dit-on?

13 You may wish to first do this activity with books closed and then again with books open.

14 Expand Activity 14 by using real clothing you put into a backpack.

Reteaching

Recycle **le couvert** vocabulary to practice the forms of **mettre**:

1. Tu mets la table pour le dîner?
2. Il met les couteaux sur la table?
3. Toi et ta sœur, vous mettez les assiettes sur la table?
4. Tes frères mettent des serviettes sur la table?



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.

LEVELING

E: Activity 13

A: Activities 14, 15, Attention!

14 **Dans le sac à dos** Complétez avec **mettre** d'après les dessins.
(Complete with *mettre* according to the illustrations.)

1. Qu'est-ce qu'ils _____ dans leur sac à dos?
Ils _____.

2. Qu'est-ce que tu _____ dans ton sac à dos?
Je _____.

3. Qu'est-ce que vous _____ dans votre sac à dos?
On _____.



15 **Qu'est-ce que vous mettez?** Work with a classmate. Compare what you wear on different occasions.



- pour aller à l'école
- quand vous allez dîner chez des amis de vos parents
- pour aller au cinéma le samedi soir
- pour aller à un mariage
- pour aller dans un restaurant chic

Attention!

Pay particular attention to the spelling and pronunciation of the following adjectives. Note that the final consonant sound is pronounced in the feminine forms but not in the masculine forms.

FÉMININ	MASCULIN
sérieuse(s)	sérieux
longue(s)	long(s)
favorite(s)	favori(s)
blanche(s)	blanc(s)

Note that all forms of **cher—chère(s)**, **cher(s)**—sound alike.

Complétez et prononcez.
(Complete and pronounce aloud.)

1. sérieux
un élève _____ et une élève _____
2. long
une jupe _____ et un manteau _____
3. favori
mon pull _____ et ma robe _____
4. blanc
une chemise _____ et un chemisier _____
5. long
des pantalons _____ et des manches _____



For more practice using the verb **mettre**, do Activity 22 on page H23 at the end of this book.

ANSWERS TO Comment dit-on?

14

1. mettent, mettent des baskets
2. mets, mets un short blanc
3. mettez, met un pull vert (un sweat-shirt vert)

15

Answers will vary but may include:

- Pour aller à l'école je mets un polo, un jean et des baskets.
- Quand je vais dîner chez des amis de mes parents je mets un pantalon et une chemise...etc.

ANSWERS TO Attention!

1. sérieux, sérieuse
2. longue, long
3. favori, favorite
4. blanche, blanc
5. longs, longues

Preparation



Bellringer Review

Use the BRR Transparency 7.4 or write the following on the board. Complete.

1. Mes amis _____ le petit déjeuner. (prendre)
2. Ils _____ du français. (faire)
3. Ils _____ au marché. (aller)
4. Ils _____ acheter de la viande. (vouloir)
5. Ils _____ à la boucherie. (aller)

Presentation



Le comparatif des adjectifs

Step 1 Lead students through Items 1–2 and the examples.

Step 2 Now have students make a list of words they know that can be used to describe people.

Step 3 Draw two stick figures on the board and name them. Using their list of adjectives, have students make up sentences comparing the two stick figures.

Step 4 Provide additional examples by comparing objects or students in the room. For example: **Regardez. Pierre est plus grand que Robert ou pas? (Oui, Pierre est plus grand que lui.)**



Le comparatif des adjectifs

Comparing people and things

1. When you compare two or more people or things, you use **plus (+)... que**, **moins (-)... que**, and **aussi (=)... que**. Study the following chart.

Le jean est **plus** cher **que** le pantalon.
Le jean est **aussi** cher **que** le pantalon.
Le jean est **moins** cher **que** le pantalon.

Les sandales sont **moins** confortables **que** les baskets.
Mais elles sont **plus** confortables **que** les chaussures.

Attention!

Note the liaison with **plus** and **moins**.
plus *z* **intéressant(e)**
moins *z* **élégant(e)**

2. You use the stress pronouns **moi**, **toi**, **lui**, **elle**, **nous**, **vous**, **eux**, and **elles** after **que** (**qu'**) when comparing people.

Elle est plus sympa **que moi**.
Elle est aussi sympa **que lui**.
Elle est moins sympa **que vous**.

Il est aussi intelligent **que moi**.
Mais il est plus intelligent **qu'eux**.

Comment dit-on?

16 **À mon avis** Donnez des réponses personnelles. (*Give your own answers.*)



1. Le français, c'est plus difficile ou plus facile que les maths?
2. Le professeur de français est plus strict, moins strict ou aussi strict que les autres professeurs?
3. Le football américain est plus amusant ou moins amusant que le basket-ball?
4. Ton école secondaire est plus grande ou moins grande que ton école primaire?
5. Ta classe de français est aussi grande ou plus petite que ta classe de sciences?

ANSWERS TO Comment dit-on?

16 Answers will vary but may include:

1. À mon avis, le français, (c')est plus facile que les maths.
2. À mon avis, le professeur de français est aussi strict que les autres professeurs.
3. À mon avis, le football américain est moins amusant que le basket-ball.
4. Mon école secondaire est plus grande que mon école primaire.
5. Ma classe de français est aussi grande que ma classe de sciences.

17 Plus ou moins que l'autre Répondez d'après les dessins. Suivez le modèle. (*Answer according to the illustrations.*)



- Le blouson bleu est aussi grand que le blouson noir.
—Oui, le blouson bleu est aussi grand que le blouson noir.
1. Le blouson bleu est aussi cher que le blouson noir?
 2. Le blouson bleu est moins beau que le blouson noir?
 3. La jupe jaune est moins chère que la jupe grise?
 4. La jupe grise est plus courte que la jupe jaune?



18 Ma famille et mes copains Donnez des réponses personnelles. (*Give your own answers.*)

1. Ta sœur, elle est plus petite ou plus grande que toi?
Tu es plus grand(e) ou plus petit(e) qu'elle?
2. Tu es plus patient(e) ou moins patient(e) que ton frère?
Il est plus patient ou moins patient que toi?
3. Tes grands-parents sont aussi stricts que tes parents?
Ils sont vraiment moins stricts qu'eux?
4. Tes copains sont plus sociables que toi?
Tu es plus timide qu'eux?

19 Comparaisons Work with a classmate. Compare people you know. You may want to use the following words.



LES VÊTEMENTS

deux cent trente et un ♣ 231

Practice

Comment dit-on?

16 Have students work in pairs. You may wish to extend the activity and have students poll each other in groups of four to six and then report back their opinions. (*À notre avis...*)

17 After students answer each question, you may wish to have them give all other possible answers based on their first one. (See answers in bottom margin.) You may extend this activity using real items of clothing.

19 Students may also wish to compare famous people.



Recycling

Activity 19 recycles vocabulary from Chapter 1.

Assessment

As an informal assessment, write the following on the board:

un chien et un chat
le français et l'anglais
une boutique et un grand magasin
le prof d'anglais et le prof de biologie

Call on students to make up sentences comparing them.

LEVELING

E: Activities 16, 17, 18

A: Activities 17, 18, 19

C: Activity 19

ANSWERS TO Comment dit-on?

17

1. Non, le blouson bleu n'est pas aussi cher que le blouson noir. (Le blouson bleu est moins cher que le blouson noir.)
2. Oui, le blouson bleu est moins beau que le blouson noir. (Non, le blouson bleu n'est pas moins beau que le blouson noir. Le blouson bleu est aussi beau que le blouson noir. Le blouson bleu est plus beau que le blouson noir.)
3. Oui, la jupe jaune est moins chère que la jupe grise. (La jupe grise est plus chère que la jupe jaune.)
4. Non, la jupe grise n'est pas plus courte que la jupe jaune. (La jupe jaune est plus courte que la jupe grise.)

18

Answers will vary but may include:

1. Ma sœur est plus grande que moi.
Je suis plus petit(e) qu'elle.
2. Je suis plus patient(e) que mon frère.
Mon frère est moins patient que moi.
3. Mes grands-parents ne sont pas aussi stricts que mes parents.
Oui, ils sont vraiment moins stricts qu'eux.
4. Mes copains sont plus sociables que moi.
Oui, je suis plus timide qu'eux.

Preparation



Bellringer Review

Use BRR Transparency 7.5 or write the following on the board. Make at least four comparisons between various members of your family.

Presentation



Les verbes voir et croire

Step 1 Voir and croire can be done quickly since there are only three oral forms.

Step 2 Have students read the information in the **Savez-vous que... ?** box. Give additional examples such as: **Je vois qu'il est avec Luc. Je crois qu'ils sont amis.**

Practice

Comment dit-on?

20 To emphasize that the questions refer to the plural "you," ask each question of two or more students who will answer the question together.



Les verbes voir et croire

Seeing and believing

Study the forms of the verbs **voir** (to see) and **croire** (to believe).

VOIR	CROIRE
je vois	je crois
tu vois	tu crois
il/elle/on voit	il/elle/on croit
nous voyons	nous croyons
vous voyez	vous croyez
ils/elles voient	ils/elles croient

Savez-vous que... ?

When **voir** and **croire** are followed by a clause, you must use **que (qu')**.

Je vois que vous êtes content.

Je crois qu'il est content aussi.

Comment dit-on?

20 **À votre avis** Répondez que oui. (Answer yes.)

1. Vos parents croient que vous êtes intelligents?
2. Votre professeur de français croit que vous travaillez bien?
3. Vos camarades de classe croient que vous êtes sympathiques?
4. Vos grands-parents croient que vous êtes adorables?

21 **Dans une boutique**

Répondez que oui. (Answer yes.)

1. Tu vois des choses que tu aimes dans la vitrine?
2. Tu crois qu'on peut entrer dans la boutique?
3. Tu crois que tu vas acheter le pantalon noir?
4. Tu crois qu'ils vont avoir ta taille?
5. Tu vois le prix?

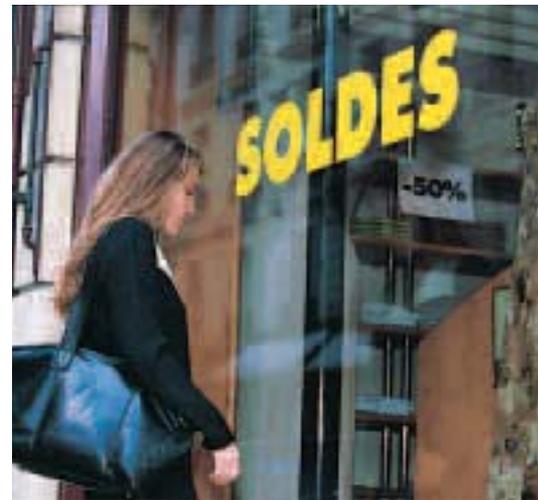
22 **Vraiment?** Conversez d'après le modèle. (Make up a conversation according to the model.)



—Il va bientôt arriver.

—Vous croyez?

1. Il va bientôt téléphoner.
2. Il va bientôt payer.
3. Il va bientôt rentrer.
4. Il va bientôt acheter une maison.



ANSWERS TO Comment dit-on?

20

1. Oui, nos parents croient que nous sommes intelligents.
2. Oui, notre professeur de français croit que nous travaillons bien.
3. Oui, nos camarades de classe croient que nous sommes sympathiques.
4. Oui, nos grands-parents croient que nous sommes adorables.

21

1. Oui, je vois des choses que j'aime dans la vitrine.
2. Oui, je crois qu'on peut entrer dans la boutique.
3. Oui, je crois que je vais acheter le pantalon noir.
4. Oui, je crois qu'ils vont avoir ma taille.
5. Oui, je vois le prix.

22

1. Il va bientôt téléphoner. Vous croyez? (Tu crois?)
2. Il va bientôt payer. Vous croyez? (Tu crois?)
3. Il va bientôt rentrer. Vous croyez? (Tu crois?)
4. Il va bientôt acheter une maison. Vous croyez? (Tu crois?)

23 Des opinions différentes! Complétez avec croire.

(Complete with croire.)

- Il _____ que tout est moins cher pendant les soldes. Et vous, vous _____ ça aussi?
- Julien _____ que l'examen va être facile, mais nous, on _____ qu'il va être difficile.
- Tu _____ que les chats sont plus intelligents que les chiens, mais moi, je _____ que les chiens sont plus intelligents que les chats.
- Alice _____ que Paris est près de Nice, mais nous, nous _____ que c'est loin de Nice.
- Moi, je _____ que la cousine de Sandra est française, mais mes copains _____ qu'elle est italienne.

Attention!

Pay particular attention to the spelling of verbs that end in **-yer**.

ESSAYER	j'essaie tu essaies il essaie	nous essayons vous essayez ils essaient
PAYER	je paie tu paies il paie	nous payons vous payez ils paient

Complétez. (Complete.)

- Vous _____ où? (payer)
- On _____ à la caisse. (payer)
- Je _____ parce que j'invite. (payer)
- Il va _____ la chemise? (essayer)
- Non, mais il _____ le pantalon. (essayer)



For more practice using the verbs **voir** and **croire**, do Activity 23 on page H24 at the end of this book.



Vous êtes sur le bon chemin. Allez-y!

deux cent trente-trois ✦ 233

ANSWERS TO Comment dit-on?

23

- croit, croyez
- croit, croit
- crois, crois
- croit, croyons
- crois, croient

ANSWERS TO Attention!

- payez
- paie
- paie
- essayer
- essaie

About the French Language

The verbs **payer** and **essayer** can also be written with **y**: **je paye**, **j'essaye**. ✦

Class Motivator

Qu'est-ce que tu vois?

Play "I Spy" using items in the room. The student describing a mystery item must use **voir**, and the student(s) guessing must use **croire** and **voir**. For example: **Je vois un petit objet jaune. (Je crois que tu vois un stylo-bille.) Non. (Je crois que tu vois un crayon.) Oui.**



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.



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.

LEVELING

- E:** Activities 20, 21, 22
A: Activities 23, Attention!
C: Activity 23

Preparation

Resource Manager

Audio Activities TE, pages 92–93
Audio CD 5
CD-ROM



Bellringer Review

Use BRR Transparency 7.6 or write the following on the board.

True or false?

1. Les jeunes français qui ont douze ans vont au collège.
2. Les élèves américains portent une cravate à l'école.
3. Un lycée en France, c'est une high school aux États-Unis.
4. En France il y a classes trois jours par semaine.

Presentation

Step 1 Have students open their books to page 234. Have them look at the photo and guess what the conversation is about.

Step 2 Have them watch the Conversation CD-ROM or listen to Audio CD 5 or the PowerTeach CD-ROM. Then have the class repeat the conversation after you or the CD. Call on two individuals to read it aloud with as much expression as possible.

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.

Dans une petite boutique

Vendeur: Bonjour, monsieur. Vous voulez voir quelque chose?

Fabien: Bonjour. Oui, je voudrais un jean, s'il vous plaît.

Vendeur: Oui, vous faites quelle taille?

Fabien: Je fais du 36.

Vendeur: Voilà un 36. La cabine d'essayage est juste là.
(Fabien essaie le jean dans la cabine d'essayage.)

Vendeur: Ça va, la taille?

Fabien: Pas vraiment. Je crois que c'est un peu petit.

Vendeur: Vous voulez la taille au-dessus?

Fabien: Oui, je veux bien.

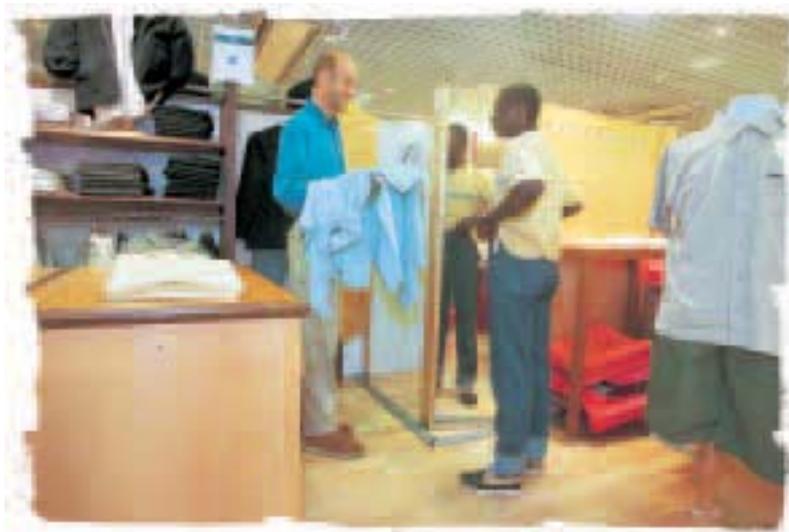
(Fabien essaie l'autre jean.)

Fabien: Ah oui, c'est bien.

Vendeur: Vous désirez autre chose?

Fabien: Oui, un polo bleu marine ou blanc.

Vendeur: Vous avez de la chance. Ils sont en solde.



Vous avez compris?

Répondez. (Answer.)

1. À qui parle Fabien?
2. Qu'est-ce qu'il veut voir?
3. Il fait quelle taille?
4. Où est-ce qu'il essaie son jean?
5. Le jean est trop grand ou trop petit?
6. Il veut la taille au-dessus ou la taille au-dessous?
7. Il veut acheter autre chose?

234 ♦ deux cent trente-quatre

CHAPITRE 7

ANSWERS TO

Vous avez compris?

1. Fabien parle au vendeur.
2. Il veut voir un jean.
3. Il fait du 36.
4. Il essaie son jean dans la cabine d'essayage.
5. Le jean est trop petit.
6. Il veut la taille au-dessus.
7. Oui, il veut acheter un polo.

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.

Parlons un peu plus

A **Au magasin** Work with a classmate. Take turns playing the role of the salesperson and the customer in the following situations.



- **Au rayon des vêtements pour hommes** You want to buy a shirt as a gift for your father or a friend. They have his size but not the color you want.
- **Au rayon des chaussures** You are looking for a pair of brown shoes. The ones the salesperson shows you are quite expensive.



B **Jeu** **Qu'est-ce qu'il/elle porte?** Have one student leave the room while others choose a classmate to describe. The student who left comes back in and has to guess which classmate the others have chosen by asking questions about his or her clothes.



Prononciation

Les sons /sh/ et /zh/

It is important to make a distinction between the sounds /sh/ as in **chat** and /zh/ as in **joli**. Put your fingers on your throat. When you say the sound /zh/ as in **joli**, you should feel a vibration, but not when you say /sh/ as in **chat**. Repeat the following words with the sound /sh/.

acheter	chaussure	chemise
chemisier	achat	short

Now repeat the following words with the sound /zh/.

large	jupe	orange
beige	joli	

Now repeat the following sentences that combine both sounds.

J'achète toujours mes chaussures au marché.
Le t-shirt jaune est joli, mais le short orange est moins cher.



chemise orange

Practice

Parlons un peu plus

A Have students work in pairs. You may wish to supply students with real clothing props to use. After students have practiced their dialogues several times, you may wish to choose a pair of students to do this activity for the class.

B **Jeu** This activity is a good one to end class with.

Prononciation

Step 1 Model the key phrase **chemise orange** and have students repeat chorally.

Step 2 Now model the other words and phrases in similar fashion.

Step 3 You may wish to give students the following **dictée**: **Le short orange est plus large que le short beige.**



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.

ANSWERS TO Parlons un peu plus

A **Au rayon des vêtements pour hommes**
Answers will vary depending upon the color and type of shirt students want to buy.

Au rayon des chaussures Answers will vary but may include:
—Je voudrais des chaussures marron, s'il vous plaît.

—Et vous faites quelle pointure?
—Du 28.
—Voilà.
—C'est combien?
—Cent cinquante euros.
—C'est très cher.

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: Reading



Resource Manager

Audio Activities TE, pages 95–96
Audio CD 5



Bellringer Review

Use BRR Transparency 7.7 or write the following on the board.

Complete.

1. Je _____ (vouloir) faire les courses mais je ne _____ (pouvoir) pas parce que je n'_____ (avoir) pas le temps.
2. Il ne _____ (aller) pas à l'école à pied.
3. Il _____ (prendre) le car scolaire.
4. Ses amis _____ (prendre) le car scolaire aussi.



National Standards

Cultures

This selection familiarizes students with several different types of clothes-shopping options that exist in France.

Comparisons

The readings make some comparisons between clothes shopping in France and in the United States.

Presentation

Pre-reading

Step 1 Ask students what types of clothing stores they prefer, and why.

Step 2 Share clothing ads from French magazines (*Elle*, *Marie-Claire*, *Homme*, etc.) with students.

Step 3 Read and discuss the Reading Strategy on page 236. Have students practice scanning for information by asking them to find the answers to questions 1 and 2, Activity A, page 237, before they begin their reading.

Reading Strategy

Scanning for specific information

Scanning for specific information means reading to find out certain details without concerning yourself with the other information in the passage. Some examples of scanning are searching a television listing to find out when certain programs are on or reading an ad to find out something specific, such as a store's hours.

On fait des courses où, à Paris?

Chez les grands couturiers¹

Les noms des grands couturiers français—Yves Saint-Laurent, Dior, Cardin, Givenchy, Coco Chanel—sont célèbres dans le monde entier. On peut voir les boutiques élégantes des grands couturiers dans l'avenue Montaigne ou dans la rue du Faubourg-Saint-Honoré. C'est là que les gens aisés (riches) vont acheter leurs vêtements et accessoires.



Rue du Faubourg-Saint-Honoré, Paris

Les petites boutiques et les grands magasins

Mais la plupart (la majorité) des Parisiens ne font pas leurs achats chez les grands couturiers. Partout à Paris, il y a de petites boutiques qui sont beaucoup moins chères que les boutiques des grands couturiers. Il y a aussi des grands magasins. À Paris, les grands magasins du Printemps et des Galeries Lafayette sont les plus renommés (célèbres). Il y a aussi des chaînes de magasins bon marché² comme le Prisunic.

Dans les grands magasins, on peut aller d'un rayon à un autre. Il y a souvent des articles en promotion³ et deux fois par an il y a des soldes—début janvier et début juillet.

¹ grands couturiers *designers*

² bon marché *inexpensive*

³ en promotion *on special*



Magasin de la Samaritaine, Paris

Learning from Photos

(page 236 top) The **rue du Faubourg-Saint-Honoré** is a very elegant shopping street. Many of the **grands couturiers** have their boutiques here.

(page 236 bottom) The Samaritaine department stores are not quite as upscale as the Galeries Lafayette.

LEVELING

E: Reading

A: Reading

Use your CD for more practice.

Les marchés aux puces⁴

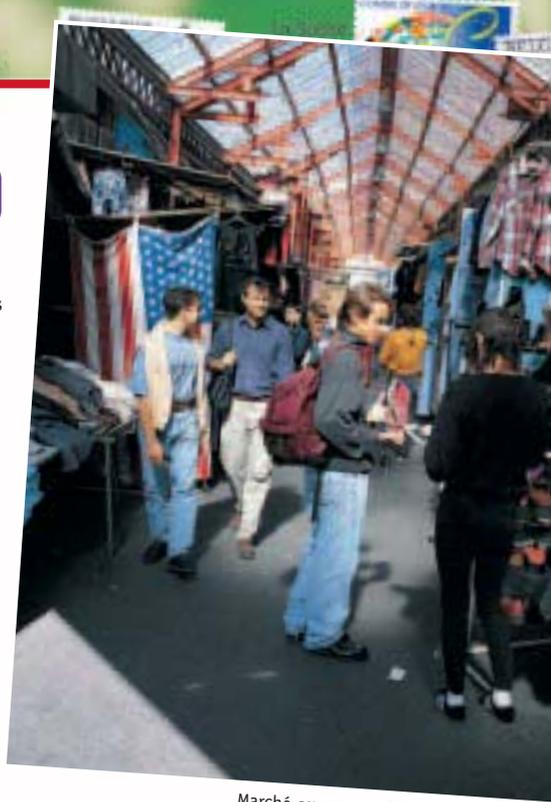
Les adolescents aiment bien aller aux puces. Ils y vont pendant le week-end parce que les marchés aux puces sont fermés⁵ pendant la semaine.

Les marchés aux puces sont de grands marchés où on trouve de tout—des vêtements, de la nourriture, des tables, des chaises, etc. On peut trouver un vêtement ou un accessoire avec la griffe⁶ d'un grand couturier très bon marché... ou très cher!

⁴ marchés aux puces flea markets

⁵ fermés closed

⁶ griffe label



Marché aux puces, Saint-Ouen, Paris

Vous avez compris?

A Des informations Donnez les informations suivantes. (Give the following information.)

1. les noms de quelques grands couturiers français
2. les noms de quelques rues très élégantes à Paris
3. là où la plupart des Parisiens vont faire leurs achats
4. le nom d'un grand magasin parisien assez élégant
5. le nom d'une chaîne de magasins aux prix plus modestes
6. là où les adolescents aiment faire leurs achats

B Les achats Vrai ou faux? (True or false?)

1. La plupart des Parisiens font leurs achats chez les grands couturiers.
2. Les petites boutiques sont plus chères que les boutiques des grands couturiers.
3. Les Galeries Lafayette, c'est le nom d'un grand magasin à Paris.
4. Les grands magasins n'ont pas de soldes.
5. On va souvent au marché aux puces le lundi.
6. On peut acheter beaucoup de marchandises différentes dans un marché aux puces.



Marché aux puces, Nice

Reading

Step 1 Have students read the selection once.

Teaching Tip

Adherence to preset time limits will encourage students to read all the material and not get “bogged down” and stop every time they think they don't know something. Encourage students to read for ideas, rather than word by word.

Step 2 Call on some students to read aloud individually. After a student has read half a paragraph, ask questions of other students to check comprehension.

Post-reading

Have students do the **Vous avez compris?** activities on page 237 orally after reading the selection in class. Then assign these activities to be written at home. Go over them again the following day.

Vous avez compris?

A Allow students to refer to the story to look up the answers or you may use this activity as a testing device for factual recall.

B Expansion: After doing Activity B, you may wish to have students correct each statement that is false in the activity.

Pre-AP SkillBuilder

As students read these cultural readings, they will develop the skills they need to be successful on the reading and writing sections of the AP exam. Listening to this reading will give students the tools they need to succeed on the listening portion of the AP exam.

LES VÊTEMENTS

deux cent trente-sept ✨ 237

ANSWERS TO

Vous avez compris?

- | | | | |
|----------|--|----------|------|
| A | 1. Yves Saint-Laurent, Dior et Cardin | B | 1. F |
| | 2. l'avenue Montaigne, la rue du Faubourg-Saint-Honoré | | 2. F |
| | 3. les petites boutiques et les grands magasins | | 3. V |
| | 4. le Printemps, les Galeries Lafayette | | 4. F |
| | 5. Prisunic | | 5. F |
| | 6. les marchés aux puces | | 6. V |

Learning from Photos

(page 237) The famous **marché aux puces de Saint-Ouen** is on the northern boundary of Paris. It is open on weekends and Mondays.

National Standards

Cultures

This selection familiarizes students with clothes and clothes shopping in French-speaking countries of Africa.

Learning from Photos

(page 238 top left) This photo is of the **souk** in Marrakech, Morocco. The souk is very often a covered market. Have students take note that the vendor is wearing Western clothes. The man is wearing a **djellaba**. The djellaba in Morocco very often has a hood as seen here. The woman is wearing a caftan.

(page 238 top right) Most djellabas in Tunisia do not have a hood. It is also less common to see a man with his head covered in Tunisia than in Morocco.

The shoes in the photo are called **babouches**, a type of slipper seen frequently in the Maghreb. Both men and women wear babouches. Men's babouches are often plain white, while women's are often decorated with embroidery. In their home many people take off their shoes and go barefoot.

The **sifsari** worn by Tunisian women resembles a cloak or shawl. Its loose folds wrap around the woman's head and shoulders. The sifsari is very practical, as it can be pulled across the face, which protects the person from the wind or sand that blows in from the desert.

(page 238 bottom left) The **boubou** is worn by both men and women in West Africa. A woman's elegant **grand boubou** is a long, regal floor-length dress, often embroidered.

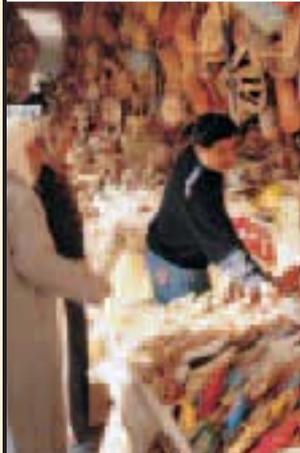
Les vêtements

En Afrique du Nord

Dans les pays du Maghreb (le Maroc, l'Algérie et la Tunisie), beaucoup de gens¹ vont dans les souks pour acheter leurs vêtements. Un souk est un grand marché, souvent situé dans la médina, le vieux quartier d'une ville arabe. Dans les pays du Maghreb, beaucoup d'hommes portent un pull et un jean. Beaucoup de femmes portent une jupe et un chemisier. Mais on voit souvent des vêtements plus traditionnels. On voit des hommes qui portent une djellaba, par exemple. En Tunisie, beaucoup de femmes ont un sifsari. Le sifsari est un type de voile². Le sifsari n'a pas de signification religieuse.



Deux hommes en djellaba, Tunisie



Un souk, Marrakech, Maroc

En Afrique Occidentale

Dans les pays d'Afrique Occidentale, les femmes portent souvent un boubou. Un boubou est une longue tunique ample. Les boubous sont très jolis. Les hommes aussi portent un boubou. Ils portent un boubou par-dessus³ un pantalon et une chemise.

¹ gens *people*

² voile *veil*

³ par-dessus *on top of, over*



Deux femmes en boubou, Sénégal

Vous avez compris?

Quel est le mot? Identifiez le mot. (Identify the word.)

1. un marché arabe
2. le vieux quartier d'une ville arabe
3. un vêtement masculin des pays du Maghreb
4. un type de voile tunisien
5. un vêtement porté par les hommes et les femmes en Afrique Occidentale

ANSWERS TO

Vous avez compris?

1. un souk
2. la médina
3. une djellaba
4. un sifsari
5. un boubou

LEVELING

- E:** Reading 2
A: Reading 1

Les tailles

En France et dans les autres pays d'Europe, les pointures et les tailles ne sont pas les mêmes qu'aux États-Unis. Voici des tableaux qui indiquent les correspondances.



FEMMES					
Chaussures					
États-Unis	6	7	8	9	
France	36	37	38	39	
Robes, Tailleurs, Pulls, Chemisiers					
États-Unis	6	8	10	12	14
France	38	40	42	44	46

HOMMES					
Chaussures					
États-Unis	9	10	11	12	
France	40	41	42	43	
Chemises					
États-Unis	14½	15	15½	16	16½
France	37	38	39	40	41

Si vous trouvez des chaussures que vous aimez et que vous voulez acheter, vous allez demander quelle pointure?
Si vous voyez une chemise ou un chemisier que vous voulez acheter, vous allez demander quelle taille?



Vous avez compris?

Moi Donnez des réponses personnelles.
(Give your own answers.)

1. Vous êtes en France. Vous voulez des chaussures. Vous faites quelle pointure?
2. Vous voulez une chemise ou un chemisier. Quelle est votre taille?

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.

Presentation

Step 1 Before doing the reading, have students make up a chart of their clothing and shoe sizes using the American system. Tell them to leave space between items—they will be making additions to their chart.

Step 2 Have students read the selection silently and study the chart. Beside each of their American sizes, have them write the equivalent European size. If their size isn't in the chart, they should extrapolate.

Step 3 Now have students answer the questions of the **Vous avez compris?** activity. You may wish to have students check labels on their athletic shoes. Many popular brands give both American and European sizes.

ANSWERS TO

Vous avez compris?

Answers will vary but may include:

1. Je fais du 38.
2. Je fais du 42.



National Standards

Connections

This reading about poetry in the French-speaking world establishes a connection with another discipline, allowing students to reinforce and further their knowledge of literature through the study of 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.

CONNEXIONS

Les lettres

La poésie

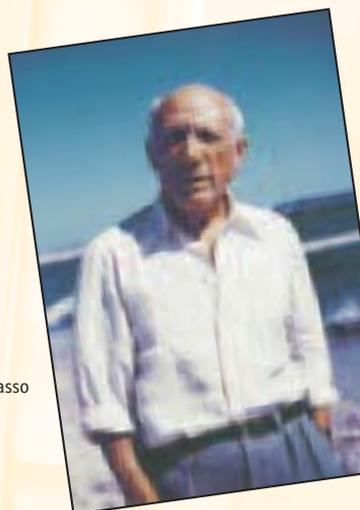
A poem is a literary piece most often written in verse. The poet uses images, meter, rhythm, and sounds to evoke or suggest ideas, sensations, and emotions in the reader. Many poets say a great deal in very few words. The poem we are about to read by the French poet Apollinaire is an example.

Apollinaire (1880–1918)

Guillaume Apollinaire a une vie¹ bohème. Sa poésie reflète sa vie. Il visite beaucoup de pays européens. Les mouvements intellectuels et artistiques de son époque intéressent Apollinaire. C'est une période (avant la guerre² de 1914) très riche en idées. Les poètes et les artistes peintres échangent leurs nouvelles idées. Apollinaire discute ses idées avec son bon ami, le peintre Picasso.

Apollinaire est un des premiers grands poètes modernes français. Certains de ses poèmes sont des calligrammes. Le poème a la forme de l'objet que le poète décrit³. Le poème «La cravate» est un exemple de calligramme.

- ¹ vie *life*
- ² guerre *war*
- ³ décrit *describes*



Pablo Picasso



Giorgio de Chirico *Guillaume Apollinaire*

Reaching All Students

Additional Practice Bring in a copy of *Calligrammes*, his poetic work that was published a few months before his death. Share some of the other poems, such as “Le jet d’eau,” with your students.

LEVELING

C: Reading



Presentation

Les lettres

La poésie

Step 1 Have students read the introduction in English on page 240.

Step 2 Tell students they are going to read about a famous poet who had a very interesting life. Have students read the selection quickly or have them skim it.

Step 3 Go over the many cognates that appear in the biographical introduction.

Step 4 Have students read the biography silently, then look at the poem to figure out the order in which the words should be read.

Step 5 Read the poem to the class; then have students read it silently.

Step 6 Have students tell you the message they get from the poem.

L A C R A V A T E

DOU

LOU

REUSE°

QUE TU

PORTES

ET QUI T'

ORNE Ô CI

VILISÉ

ÔTE- TU VEUX

LA° BIEN

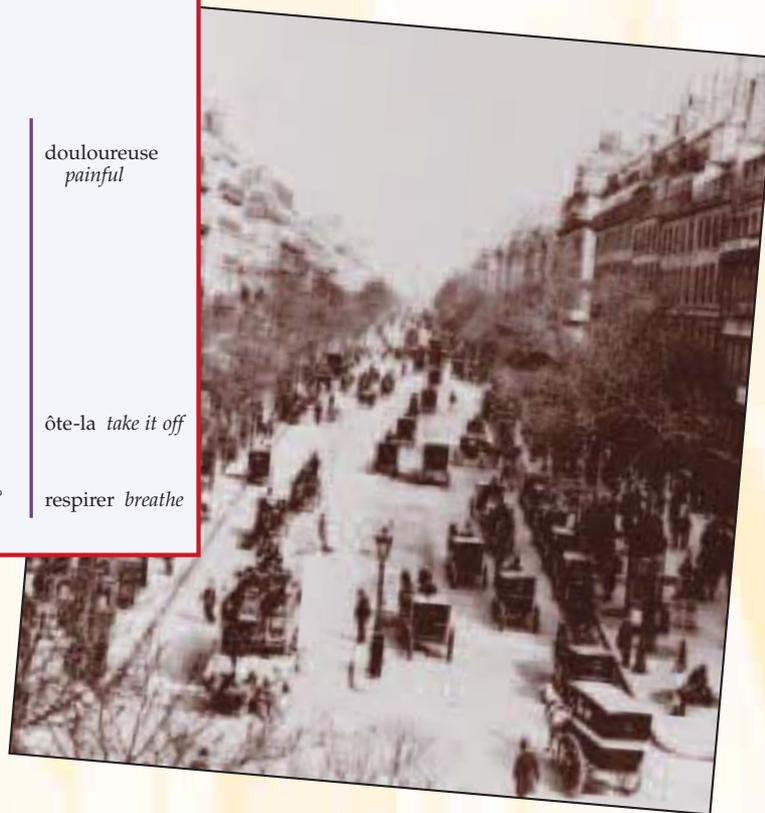
SI RESPI

RER°

douloureuse
painful

ôte-la take it off

respirer breathe



Paris vers 1900

Vous avez compris?

A Mes idées Répondez. (*Answer.*)

1. Si tu es un garçon, tu aimes mettre une cravate?
2. Si tu es une fille, tu trouves que c'est une bonne idée d'obliger un garçon à porter une cravate?
3. Apollinaire aime les cravates?
4. Il croit qu'on peut bien respirer si on porte une cravate?

B Explication du texte Explain in English Apollinaire's ideas and tell whether you agree with him.

LES VÊTEMENTS

deux cent quarante et un ♣ 241

Vous avez compris?

A Have students preview the questions and prepare to answer them orally.

B You may wish to have students write their response to this question.

Literature Connection



Apollinaire (1880–1918) was born of an Italian father and a Polish mother. He studied in lycées in Cannes and Nice. He revolutionized French poetry inventing new forms such as **poèmes conversations** and **calligrammes**. Some of his poems deal with themes such as modern art and modern city life. He often omitted all punctuation from his poems. His poetic experimentation inspired surrealist poets like André Breton and Paul Éluard.

ANSWERS TO

Vous avez compris?

A Answers will vary but may include:

1. Non, je n'aime pas mettre de cravate.
2. Non, ce n'est pas une bonne idée d'obliger un garçon à porter une cravate.
3. Non, il n'aime pas les cravates.
4. Non, il croit qu'on ne peut pas bien respirer si on porte une cravate.

B Answers will vary.

Reaching All Students

Visual Learners

Students may enjoy making a **mini-calligramme** of their own. Instead of a poem, students choose a vocabulary word or phrase, which they will rewrite in a form or shape that illustrates the word's meaning.

Use what you have learned



Bellringer Review

Use BRR Transparency 7.8 or write the following on the board.

Use these cues to write a conversation that might take place in a department store.

1. greet the salesperson
2. say what you are looking for
3. give the size, color, and style of an article of clothing
4. ask how much it is

Learning from Photos

(page 242) Ouagadougou, the capital of Burkina Faso, is very relaxed with lovely bicycle paths and an attractively landscaped central market, something quite unusual in West Africa. Ouagadougou is the capital of African film. The nine-day Pan-African film festival, FESPACO, is held every odd year at the end of February. It has become a major cultural event that attracts celebrities from around the world. Three famous **Burkinabé** filmmakers who enjoy international reputations are Idrissa Ouedraogo, Souleymane Cissé, and Gaston Kaboré. In the even-numbered years, this festival is held in Tunis.

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



Une fête

✓ *Identify and describe articles of clothing*



You are talking with a friend after school. You are both invited to a party, but you don't know what to wear. Discuss what kind of a party it is and what would be appropriate.



PARLER

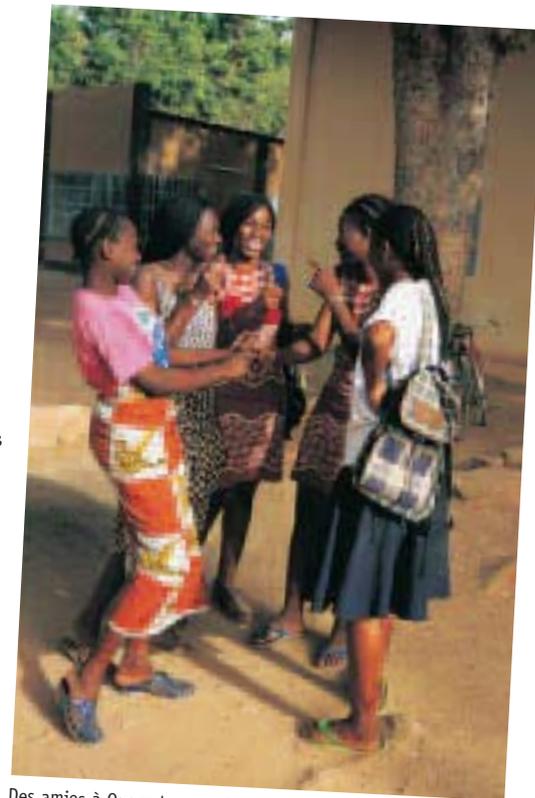


Un nouveau look

✓ *State your color and style preferences in clothes*



You and your partner have decided that you are going to change your style of clothes. Discuss what the new "you" is going to look like.



Des amies à Ouagadougou, Burkina Faso

PARLER



Des cadeaux

✓ *Shop for clothing*



You have just spent a few weeks in France and want to buy some gifts for family and friends back home. Make a list of what you want to buy. Go to different stores to buy the items you want. With a classmate, take turns being the customer and salesperson at the stores where you are purchasing the items on your list.



ANSWERS TO C'est à vous



Answers will vary but may include:

- Combien d'amis vont aller à la fête?
- Vingt, je crois....
- Alors, c'est une grande fête! Je ne vais pas mettre un t-shirt, un short et des baskets. Je vais mettre des vêtements habillés!
- Moi, aussi. Je vais mettre des vêtements très habillés: un jean, un polo et des sandales.
- Ce n'est pas habillé! C'est sport.
- Pour moi un jean, un polo et des sandales, c'est très habillé.



Answers will vary.

Students can use all the clothing vocabulary they know. Encourage them to be creative.

ÉCRIRE
4

On commande des vêtements.

✓ *Order clothing from a catalogue and give color preferences and size*

You want to order from the catalogue to the right. Write a letter stating which items you want, what color, what size.

ÉCRIRE
5

Le catalogue

✓ *Write descriptions of clothing*

Write five descriptions for an online clothing catalogue. Describe the items, tell the sizes they come in, the colors, the occasions they could be worn for, and the prices.



Writing Strategy

Clustering Most writers brainstorm ideas before they begin to write. The next logical step is to “cluster” these ideas. This is done by writing down your main ideas and drawing a box around each one. Then draw a line indicating which ideas are connected to each other. Once you do this, it is easy to add other details to each cluster of ideas. When beginning to write, sort out your clusters and present each in a logical and organized paragraph.



LES VÊTEMENTS

ÉCRIRE
6

Le look de ton école

Write a note to your French friend describing **le look** at your school. Tell him or her what boys and girls usually wear to school and what types of clothing and colors are “in” (à la mode).

Quel est leur look?

Reaching All Students

Kinesthetic Learners

- Have groups create a poster advertising a sale or a fashion show. They should use shopping vocabulary, colors, and the comparative of adjectives.
- Set up a clothing store in the room, using items of clothing or pictures from magazines. Have students make up skits between a salesperson and a customer.

About the French Language

Students will notice that the catalogue descriptions in Activity 4 include the word **coloris**. Explain that **coloris** is used instead of **couleur** when referring to a choice of colors, for example, in fabrics or paintings. **Coloris** is seldom used in spoken French. ✦

Tutorial

For non-mastery students, you can make these activities less open-ended. For example, to help them do Activity 5, give students the sample answer in the bottom margin or compose a sample answer of your own for students to use as a guideline.



National Standards

Communities

Students have learned about modes of dress among peoples in different areas of the French-speaking world. Have students put together all the information they have learned about dress. Have them add any additional information based on anything they have learned elsewhere.

ANSWERS TO C'est à vous

4

Answers will vary but may include:
Je voudrais commander une chemise bleue. Je fais du 40. Je voudrais aussi des sandales noires—modèle homme. Je fais du 42.

5

Answers will vary but may include:
Idéales pour les grandes fêtes
Robes habillées
Manches longues
Coloris assortis
Petites et grandes tailles
125 €

Resource Manager

Communication Transparency C 7
Quizzes, pages 33–38
Tests, pages 89–102
ExamView® Assessment Suite
Situation Cards
Performance Assessment, Task 7
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.

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.

Vocabulaire

1 Identifiez. (Identify.)



To review Mots 1, turn to pages 220–221.

To review Mots 2, turn to pages 224–225.

To review the verb mettre, turn to page 228.

To review the forms of these adjectives, turn to page 229.

2 Complétez. (Complete.)

5. —_____, le pantalon?
—Non, il est trop grand.
6. —Vous faites quelle _____?
—Je fais du 38, pour les chemises.
7. —De quelle _____ est la jupe?
—Elle est grise.
8. —Le jean est trop petit.
—Je voudrais la taille _____.

Structure

3 Complétez avec «mettre». (Complete with mettre.)

9. Les garçons ne _____ pas de cravate pour aller à l'école.
10. Après le dîner je _____ la télé.
11. Qu'est-ce que vous _____ quand vous faites du jogging?
12. Qu'est-ce que tu _____ dans ton sac à dos?

4 Complétez. (Complete.)

13. C'est ma boutique _____. (favori)
- 14–15. La chemise est _____ et le pantalon est _____ aussi. (blanc)
16. Elle met une robe _____. (long)

ANSWERS TO Assessment



1. Un anorak/blouson bleu et rouge
2. Un pull bleu (bleu clair)/vert
3. Une jupe verte
4. Un complet gris



5. Ça va
6. taille
7. couleur
8. au-dessus



9. mettent
10. mets
11. mettez
12. mets



13. favorite
14. blanche
15. blanc
16. longue

5 Complétez. (Complete.)

- 17. —Jean est très sympa.
—Oui. Mais il n'est pas ____ sympa ____ toi.
- 18. —Ce jean ne coûte pas cher.
—Non, il est ____ cher ____ les autres.
- 19. —Les deux frères sont très intelligents.
—C'est vrai. Paul est ____ intelligent ____ Loïc.

To review the comparative of adjectives, turn to page 230.

6 Récrivez chaque phrase. (Rewrite each sentence.)

- 20. Je crois que oui.
Vous ____.
- 21. Elle voit de jolies chaussures dans la vitrine.
Elles ____.
- 22. Vous voyez ça?
Tu ____?

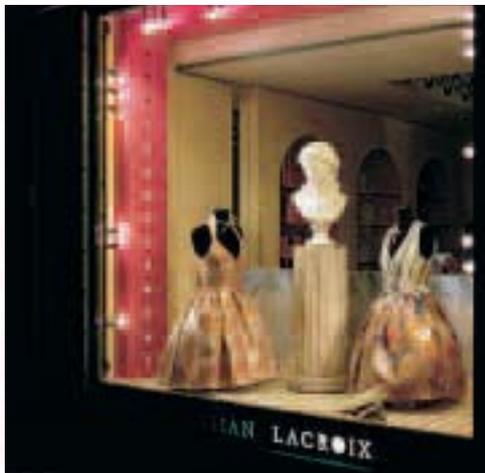
To review the verbs voir and croire, turn to page 232.

Culture

7 Vrai ou faux? (True or false?)

- 23. Les boutiques des grands couturiers sont très chères.
- 24. Un grand magasin a beaucoup de rayons différents.
- 25. On trouve les marchés aux puces dans les quartiers élégants de Paris.

To review this cultural information, turn to pages 236–237.



La boutique d'un grand couturier, Paris

French Online
For more Chapter 7 test preparation, go to the Chapter 7 Self-Check Quiz on the Glencoe French Web site at glencoe.com.

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.

Learning from Photos

(page 245) Have students answer the questions about the photo:

1. Qu'est-ce que tu vois dans la vitrine?
2. Les robes sont sport ou habillées?
3. Tu trouves que les robes sont belles?
4. Les robes sont de quelles couleurs?
5. Tu trouves que les robes sont chères? Pourquoi?

FOLDABLES™
Study Organizer

Dinah Zike's Study Guides

Your students may wish to use Foldable 4 in the Foldables booklet or in the PowerPoint® presentation on the PowerTeach CD-ROM to organize, display, and arrange data as they expand their French vocabulary. You may wish to encourage them to add information from each chapter as they continue to learn new words related to the chapter topics.

A *vocabulary book* foldable is an ideal reference, especially as students begin to make word associations and write simple passages in French.

Note: You may wish to have students store their foldables in a plastic bag in their notebooks.

ANSWERS TO **Assessment**

- 5**
- 17. aussi, que (plus, que)
 - 18. moins, que
 - 19. plus, que (aussi, que)

- 6**
- 20. Vous croyez que oui.
 - 21. Elles voient de jolies chaussures dans la vitrine.
 - 22. Tu vois ça?

- 7**
- 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 7.

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.

Identifying articles of clothing

les vêtements (<i>m. pl.</i>)	une veste	un polo	une basket
un jean	un pantalon	un manteau	une chaussure
un short	un t-shirt	un anorak	une chaussette
une casquette	une sandale	un blouson	
un pull	un sweat-shirt	un survêtement	

Identifying men's clothing

une chemise
une cravate
un complet

Identifying women's clothing

une jupe plissée
un chemisier

une robe
un tailleur



How well do you know your vocabulary?

- Choose words that describe an outfit you would like to have.
- Describe your shopping trip to look for the outfit.

Shopping

une boutique	un vendeur	cher (chère)	trouver
un centre commercial	une vendeuse	faire des courses	mettre
un grand magasin	un rayon	essayer	
une vitrine	des soldes (<i>m. pl.</i>)	entrer (dans)	
une cabine d'essayage	le prix	porter	

Describing clothes

large	sport	à manches	la pointure
serré(e)	joli(e)	longues	la taille
habillé(e)	favori(te)	courtes	au-dessus
			au-dessous

Identifying colors

De quelle couleur?	noir(e)	rouge	marron
blanc(he)	gris(e)	beige	orange
brun(e)	bleu(e)	rose	
vert(e)	jaune	bleu marine	

Other useful words and expressions

Vous faites quelle taille?	en solde	voir
Je fais du 40.	à mon avis	croire



VIDÉOTOUR

Épisode 7

In this video episode, you will visit a boutique with Chloé and Christine. See page 532 for more information.

LES VÊTEMENTS

deux cent quarante-sept ♣ 247

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 242–243, as well as for talking about the illustration on page 246. There are approximately sixteen 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 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 7.1, where you will find all these words listed 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.



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 7.

Preview

This section reviews the salient points from Chapters 5–7. In the **Conversation**, students will review **aller** + infinitive, irregular verbs, and food and clothing vocabulary. In the **Structure** sections, they will review the present tense of irregular verbs, the partitive, and the comparative structures.

Resource Manager

Workbook, Check-Up, pages 75–78
Tests, pages 103–111

Presentation

Conversation

Step 1 Have students open their books to page 248. Call on two students to read this short conversation aloud.

Step 2 Go over the activity in the **Vous avez compris?** section.

Learning from Photos

(page 248 bottom) This photo shows a part of the main Galeries Lafayette building on the boulevard Haussmann in Paris.



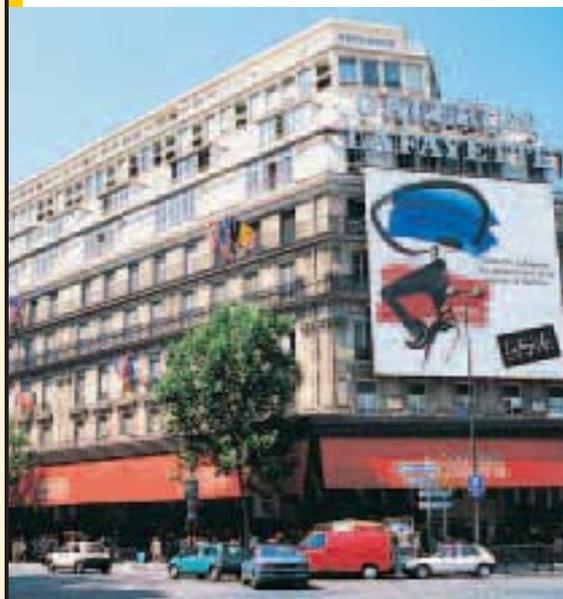
Paired Activity

Have students work together in pairs to make up their own conversations about food shopping, food preparation, and clothes shopping. Have several pairs present their conversation to the class.

Conversation

Faire la cuisine!

- Julie:** Tu vas préparer le déjeuner?
Miéna: Moi? Préparer le déjeuner? Tu rigoles! Je déteste faire la cuisine.
Julie: Tu veux aller au resto, alors?
Miéna: Non, je ne peux pas. Je n'ai pas le temps. Je vais manger une tranche de pizza.
Julie: Tu n'as pas le temps d'aller au resto? Pourquoi?
Miéna: Je veux acheter quelque chose pour samedi. Je vais à une fête chez une amie.
Julie: Qu'est-ce que tu vas acheter?
Miéna: Je crois que je vais acheter une robe.
Julie: Près de chez moi, il y a des soldes dans une petite boutique sympa.
Miéna: Merci, mais je vais aller aux Galeries. Je trouve toujours quelque chose là.



Galeries Lafayette, Paris

248 ♣ deux cent quarante-huit

Vous avez compris?

Répondez. (Answer.)

1. Miéna va préparer le déjeuner?
2. Elle aime faire la cuisine?
3. Elle veut aller déjeuner au restaurant?
4. Elle ne peut pas aller au restaurant?
5. Qu'est-ce qu'elle va manger?
6. Qu'est-ce qu'elle veut acheter?
7. Elle va où samedi?
8. Elle va aller dans quel magasin?

ANSWERS TO

Vous avez compris?

1. Non, elle ne va pas préparer le déjeuner.
2. Non, elle déteste faire la cuisine.
3. Non, elle ne veut pas aller déjeuner au restaurant.
4. Non, elle ne peut pas aller au restaurant.
5. Elle va manger une tranche de pizza.
6. Elle veut acheter une robe.
7. Samedi elle va à une fête.
8. Elle va aller aux Galeries Lafayette.

Checkup

You may wish to ask students personalized questions about their food and clothing habits. For example: **Qu'est-ce que tu aimes manger? Qu'est-ce que tu prends pour le petit déjeuner? Qu'est-ce que tu portes aujourd'hui? Tu aimes mettre des vêtements habillés?**

Structure



Les verbes irréguliers au présent

1. Review the following irregular verbs.

ALLER	je vais, tu vas, il/elle/on va, nous <u>a</u> llons, vous <u>a</u> llez, ils/elles vont
PRENDRE	je prends, tu prends, il/elle/on prend, nous prenons, vous prenez, ils/elles prennent
FAIRE	je fais, tu fais, il/elle/on fait, nous faisons, vous faites, ils/elles font
POUVOIR	je peux, tu peux, il/elle/on peut, nous pouvons, vous pouvez, ils/elles peuvent
VOULOIR	je veux, tu veux, il/elle/on veut, nous voulons, vous voulez, ils/elles veulent
METTRE	je mets, tu mets, il/elle/on met, nous mettons, vous mettez, ils/elles mettent
CROIRE	je crois, tu crois, il/elle/on croit, nous croyons, vous croyez, ils/elles croient
VOIR	je vois, tu vois, il/elle/on voit, nous voyons, vous voyez, ils/elles voient

2. Note that for all the preceding verbs except **aller**, the three singular forms sound alike. For all these verbs except **faire**, the **nous** and **vous** stems are the same.

Presentation



Les verbes irréguliers au présent

Step 1 Quickly go over the verb paradigms that appear here.

Step 2 You may also write all the verbs except **aller** on the board and underline the endings. Have students pronounce each form after you. Repeat the **je**, **tu**, **il/elle/on** forms, emphasizing that they are all pronounced the same way in spite of their spelling differences.

Learning from Photos

(page 250 top) You may wish to ask the following questions about the photo: **C'est quel grand magasin? C'est quel rayon? Il y a beaucoup de clients au rayon des vêtements pour femmes? Qui travaille dans le magasin?**

Presentation



Les contractions au et du

Step 1 Review the information regarding contractions. Have students repeat the examples after you.

Reaching All Students

Additional Practice Have students make up original sentences with **à** and or **de** using the following words:

le collègue	le magasin
le lycée	la papeterie
l'école	la caisse
la maison	le marché
le café	la boulangerie
le restaurant	la boucherie
la cantine	

1



Historiette On fait des courses. Répondez d'après les indications. (Answer according to the cues.)

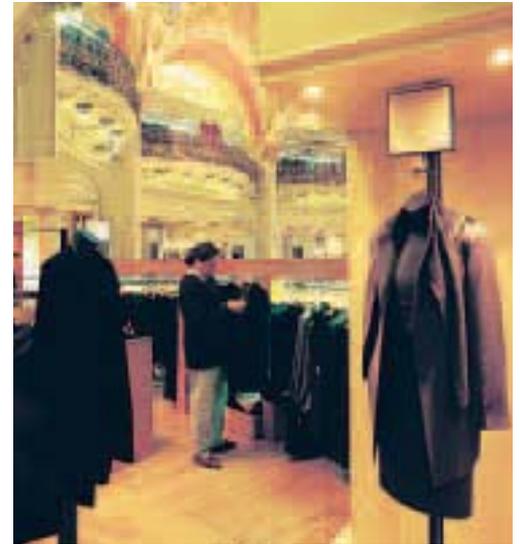
1. Tu vas aller où? (aux Galeries Lafayette)
2. Qu'est-ce que tu vas faire? (acheter un cadeau)
3. Qu'est-ce que tu veux acheter? (une chemise blanche)
4. C'est pour qui, la chemise? (mon père)
5. Il fait quelle taille? (du 39)
6. Tu vois un chemisier pour ta mère? (oui)
7. Qui met le chemisier dans un sac? (le vendeur)

2

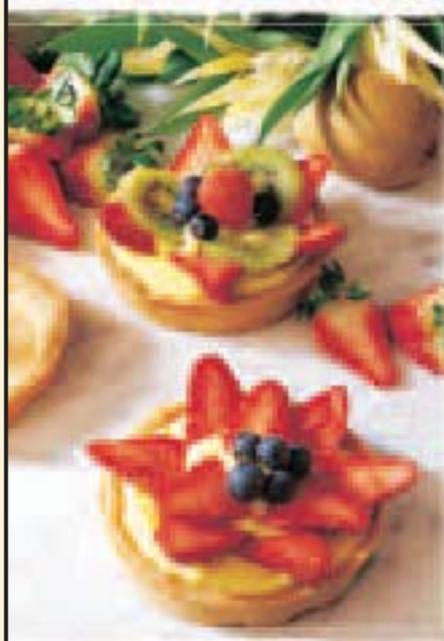


Historiette À l'école Mettez au pluriel. (Make the sentences plural.)

1. Je vais à l'école.
2. Je prends le car pour aller à l'école.
3. Je veux poser une question.
4. L'élève peut poser des questions.
5. Sandrine croit qu'elle a la bonne réponse.
6. Elle prend ses cahiers.



Galeries Lafayette, Paris



Des pâtisseries



Les contractions au et du

The prepositions **à** and **de** contract with **le** to form **au** and **du**, and with **les** to form **aux** and **des**.

à + le = au	Il va au collège.
à + les = aux	Le prof parle aux élèves.
de + le = du	Il rentre du collège.
de + les = des	Il parle des élèves.

3



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

1. On achète des tartes où? (pâtisserie)
2. Et du saucisson? (charcuterie)
3. Et de l'eau minérale? (épicerie)
4. Et du poisson? (marché)
5. On parle à qui au marché? (marchands)

ANSWERS TO Révision

1

1. Je vais aller aux Galeries Lafayette.
2. Je vais acheter un cadeau.
3. Je veux acheter une chemise blanche.
4. La chemise est pour mon père.
5. Il fait du 39.
6. Oui, je vois un chemisier pour ma mère.

7. Le vendeur met le chemisier dans un sac.

2

1. Nous allons à l'école.
2. Nous prenons le car pour aller à l'école.
3. Nous voulons poser une question.
4. Les élèves peuvent poser des questions.

5. Elles croient qu'elles ont la bonne réponse.
6. Elles prennent leurs cahiers.

3

1. On achète des tartes à la pâtisserie.
2. On achète du saucisson à la charcuterie.
3. On achète de l'eau minérale à l'épicerie.

4 D'où? Complétez en utilisant **de** + un article défini.
(Answer with *de* + a definite article.)

1. Mon frère rentre ____ lycée.
2. Mon autre frère rentre ____ collège.
3. Ma sœur rentre ____ école.
4. Mon autre sœur rentre ____ cantine.
5. Nous parlons tous ____ professeurs.



Le partitif

1. Remember that the partitive, "some," "any," is expressed in French by **de** + the definite article. **De** contracts with **le** to form **du** and with **les** to form **des**. In the negative, **du**, **de la**, **de l'**, and **des** all become **de** or **d'**.

Je veux **de l'**argent. Je ne veux **pas d'**argent.
J'ai **des** croissants. Je n'ai **pas de** croissants.

2. Remember that **un** and **une** also become **de** or **d'** after a negative expression.

Tu veux **un** couteau? Tu ne veux **pas de** couteau?
J'ai **une** serviette. Je n'ai **pas de** serviette.



5 Dans le chariot Dites ce qu'il y a dans le chariot. (Tell what is in the cart.)



6 Pas dans le chariot Dites ce qu'il n'y a pas dans le chariot de l'Activité 5. (Tell what is not in the cart in Activity 5.)



Presentation



Le partitif

Step 1 Go through Items 1 and 2 on page 251.

Step 2 You may wish to ask students whether they would like to eat certain items or not: **Tu veux manger du gâteau? Tu veux manger du porc?**

Expansion: You may wish to tell students that **de** is also used after a quantity. Give the following examples:

une bouteille d'eau
une tranche de jambon
un pot de confiture
une douzaine d'œufs

5 Have students answer first with partitives only (**du lait**) and then have them specify amounts of each item if possible (**deux bouteilles de lait**).

Reaching All Students

Kinesthetic Learners

Have students "fill" a shopping cart with drawings or photos cut from magazines. Then have them tell what they have in their cart or write a description of their purchases.

ANSWERS TO Révision

4. On achète du poisson au marché.
5. On parle aux marchands.



- 4
1. du
2. du
3. de l'
4. de la
5. des



Dans le chariot il y a du pain (trois baguettes), des œufs (une douzaine d'œufs), du lait (deux bouteilles de lait), des carottes, du jambon, des yaourts (trois pots de yaourt), des bananes.



6 Answers will vary but may include:
Dans le chariot il n'y a pas de glace, de crème, de tomates, de moutarde, etc.

Presentation



Le comparatif

Step 1 Review Items 1 and 2.

Step 2 Use stick figures and the adjective **grand** to illustrate the comparative construction, changing the size of the figures to illustrate the following:

Jean est aussi grand que Paul.

Jean est plus grand que Paul.

Jean est moins grand que Paul.

7

J'ai faim. Répondez d'après le modèle.
(Answer according to the model.)



—Tu veux du poisson?

—Non, je ne veux pas de poisson. Je n'aime pas le poisson!

1. Tu veux du bœuf?
2. Tu veux des œufs?
3. Tu veux des carottes à la crème?
4. Tu veux du poulet?
5. Tu veux de la salade?
6. Tu veux du gâteau au chocolat?



Le comparatif

1. You use the comparative to compare two people or two items.

**Aurélié est plus (aussi, moins) sportive que son frère.
Le pantalon est plus (aussi, moins) cher que le jean.**

2. You use the stress pronouns **moi, toi, lui, elle, nous, vous, eux,** and **elles** after **que (qu')** when comparing people.

Il est moins sympa qu'elle (que toi, qu'eux).



8

Cyril et moi Répondez d'après le modèle.
(Answer according to the model.)



Cyril est très sérieux. →

—Il est plus sérieux que moi?

—Non, il est aussi sérieux que toi.

1. Cyril est très timide.
2. Cyril est très grand.
3. Cyril est très amusant.
4. Cyril est très patient.
5. Cyril est très beau.
6. Cyril est très sympathique.

Marie est plus fatiguée que sa sœur.

ANSWERS TO Révision

7

1. Non, je ne veux pas de bœuf. Je n'aime pas le bœuf!
2. Non, je ne veux pas d'œufs. Je n'aime pas les œufs!
3. Non, je ne veux pas de carottes à la crème. Je n'aime pas les carottes à la crème!
4. Non, je ne veux pas de poulet. Je n'aime pas le poulet!
5. Non, je ne veux pas de salade. Je n'aime pas la salade!
6. Non, je ne veux pas de gâteau au chocolat. Je n'aime pas le gâteau au chocolat!

8

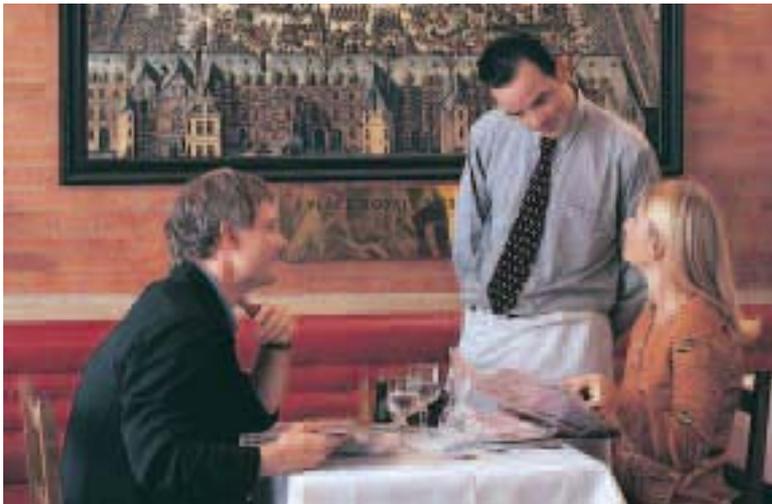
1. Il est plus timide que moi?
Non, il est aussi timide que toi.
2. Il est plus grand que moi?
Non, il est aussi grand que toi.

3. Il est plus amusant que moi?
Non, il est aussi amusant que toi.
4. Il est plus patient que moi?
Non, il est aussi patient que toi.
5. Il est plus beau que moi?
Non, il est aussi beau que toi.
6. Il est plus sympathique que moi?
Non, il est aussi sympathique que toi.

9 Christelle et moi Remplacez Cyril par Christelle dans l'Activité 8. (Replace Cyril with Christelle in Activity 8.)



10 Au restaurant With a classmate, make up a conversation between a server and a customer.



Un restaurant, Paris

11 Qu'est-ce que tu fais? Work with a classmate. Ask each other questions about the things you do or want to do. Use the following words in the conversation.



12 Des courses Work with a classmate. Each of you will make up a grocery list. Exchange lists. Then tell each other where you are going to go and what you are going to do.



LITERARY COMPANION You may wish to read the poem «Dors mon enfant» by Eloulongué Epanya Yondo, on pages 510–511. The activities for this reading will help you continue to practice your reading comprehension skills.

Learning from Photos

(page 253) The restaurant in this photo is on the Place des Vosges in the Marais section of Paris.



Literary Companion

When you finish this chapter, if you wish, have students read the excerpt from the poem «Dors mon enfant», on pages 510–511.

ANSWERS TO Révision

9

1. Elle est plus timide que moi?
Non, elle est aussi timide que toi.
2. Elle est plus grande que moi?
Non, elle est aussi grande que toi.
3. Elle est plus amusante que moi?
Non, elle est aussi amusante que toi.
4. Elle est plus patiente que moi?
Non, elle est aussi patiente que toi.

5. Elle est plus belle que moi?
Non, elle est aussi belle que toi.

6. Elle est plus sympathique que moi? Non, elle est aussi sympathique que toi.

10 Answers will vary but may include:

- Bonjour, monsieur.
- Bonjour, madame. Vous désirez?
- Je voudrais une omelette aux fines herbes, une salade verte et une bouteille d'eau minérale, s'il vous plaît.

Preview

This section, **Reflets de l'Afrique**, was prepared by the National Geographic Society. Its purpose is to give students greater insight, through these visual images, into the culture and people of French-speaking Africa. Have students look at the photographs on pages 254–257 for enjoyment. If they would like to talk about them, let them say anything they can, using the vocabulary they have learned to this point.

National Standards

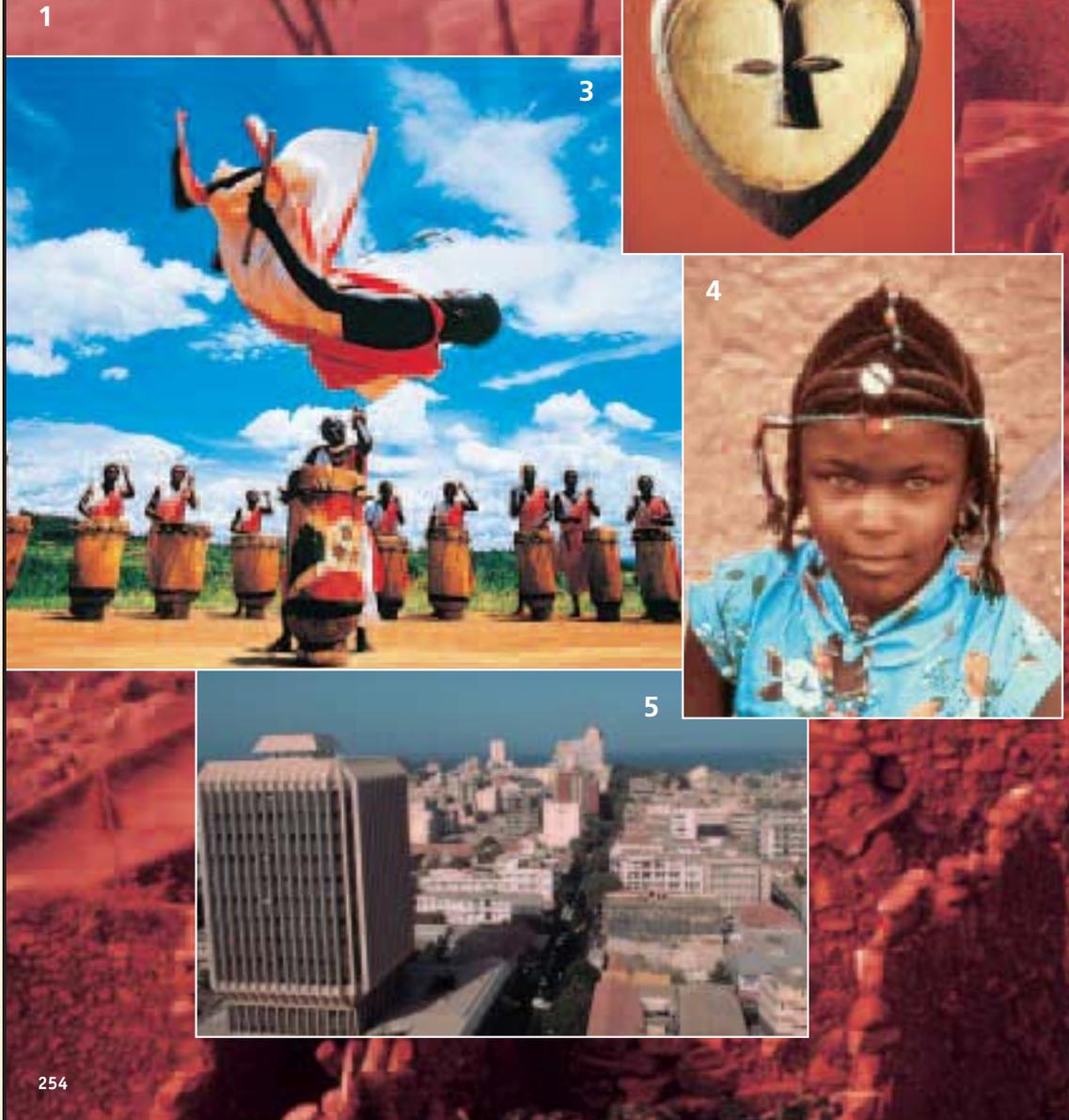
Cultures

The **Reflets de l'Afrique** photos and the accompanying captions allow students to gain insights into the people and culture of French-speaking Africa.

About the Photos

1. Maisons du pays Dogon au Mali The Dogon people of Mali are extremely industrious farmers who live on and around the very rocky Bandiagara Escarpment about 100 kilometers from Mopti. The Dogon first settled around the escarpment in the fifteenth century. The houses are made of mud, with flat roofs supported by beams. The smaller buildings in the photo that have conical straw roofs are granaries. They, unlike the houses, were assembled on the ground and hoisted into place. In recent times some of these cliff dwellings, which resemble those of cliff-dwelling native Americans in the Southwest, have been abandoned. The people have moved onto the plains at the foot of the escarpment. The Dogon Country, le pays Dogon, has been designated a World Heritage Site for its cultural and natural significance. The Dogon people are famous for their artistic abilities. The doors of many of their houses are elaborately carved and much sought after by art collectors.

1. Maisons du pays Dogon au Mali
2. Masque sénoufo de la Côte d'Ivoire
3. Danse rituelle et tambourinaires du Burundi
4. Une petite fille du Mali
5. Dakar, la capitale du Sénégal
6. Youssou N'Dour, le célèbre chanteur pop du Sénégal
7. Un griot raconte aux jeunes du village l'histoire de leurs ancêtres



2. Masque sénoufo de la Côte d'Ivoire The Sénoufo people live in the northern part of Côte d'Ivoire in an area called Korhogo. They are renowned artisans who are separated into specific castes, such as carvers, bronze workers, and welders. Sénoufo masks are highly stylized. They are known for their animal masks and their facial masks. The animal masks are often very scary. The human facial masks often have a very insipid expression. The thin eyes, such as in this mask, are typical.

3. Danse rituelle et tambourinaires du Burundi Les tambourinaires, as the players are called, play a very important role in the culture and folklore of the Burundi people. In this photograph we see a ritual dance being performed. It is a particularly interesting dance because some of the tambourinaires who accompany the dance beat to a basic rhythm, but others must observe the dancer because it is the dancer who imposes rhythm, not the accompanist. The dancer indicates the changes in rhythm with gestures.



NATIONAL
GEOGRAPHIC

REFLETS

de l'Afrique



7

255

4. Une petite fille du Mali The young girl in the photo is Fulani. The Fulani are also known as the Peul or Foulbé. They are widely spread across West Africa from Nigeria to Sénégal. This girl is from Mali. The Fulani are traditionally herders and semi-nomadic. For centuries they have been cattle raisers.

It is not certain where the Fulani came from, but it appears they migrated centuries ago from Egypt. There is conjecture that they may be of Jewish origin.

5. Dakar, la capitale du Sénégal Dakar is on the Cap Vert peninsula, in the western-most part of the African continent. Dakar is considered by many to be one of the nicest cities in Africa. It enjoys a temperate climate, has a wide variety of restaurants, some lovely hotels, and many interesting things to see and do. The relatively small downtown area has many tree-lined streets that are not extremely crowded, even though the city has over a million inhabitants. Many other areas of the

Center City, however, swarm with vendors and vehicular traffic.

6. Youssou N'Dour, le célèbre chanteur pop du Sénégal Youssou N'Dour is foremost among today's West African music stars. He was born in a poor section of the Medina in Dakar. Today, he is the principal interpreter of "fusion pop" music, a combination of traditional African, and Western pop, rock, and soul music. Because of his fame, N'Dour is often on tour, but when at home in Dakar he and his group, Super étoile, perform once a week at his nightclub, La Thiosanne.

The film *You Africa* tells of the great success of this musician during a tour of nine West African countries. N'Dour is also extremely popular in Europe.

7. Un griot raconte aux jeunes du village l'histoire de leurs ancêtres The Jeli (Jali) or griots in French are hereditary musicians. The griots have been around since the thirteenth century. The griots are musicians and songwriters. It is they who pass on the oral tradition and are usually the only ones who can recite family or village history. They used to entertain the royal families and sing the praises of the noble and wealthy. No festive occasion would be complete without the presence of a griot. Traditionally the kora, a harp-lute, can only be played by a griot.

The griots are members of a distinct caste. Many of Mali's modern singers are members of the griot caste. Some of these singers are women, including Tata Bembo Kouyaté, Ami Koita, and Fanta Damba.

In Sénégal, among the Wolof people, the griots are the lowest of the castes, but they are highly respected, since it is they who pass on the oral tradition and know so much about everyone. The griots have the ears of the people and any corrupt individual has to deal with them.

8. Baobab à Madagascar The republic of Madagascar is in the Indian Ocean and is made up of one large island, Madagascar, and a smaller one, Nosy-Bé. Madagascar was declared a French colony in 1896, and General Gallieni became governor general. The country became independent in 1960.

A great deal of the territory in Madagascar is covered with forests. The baobab tree seen in the photo has an enormous trunk, up to 20 meters in circumference. It grows in the tropical regions of Africa and Australia.

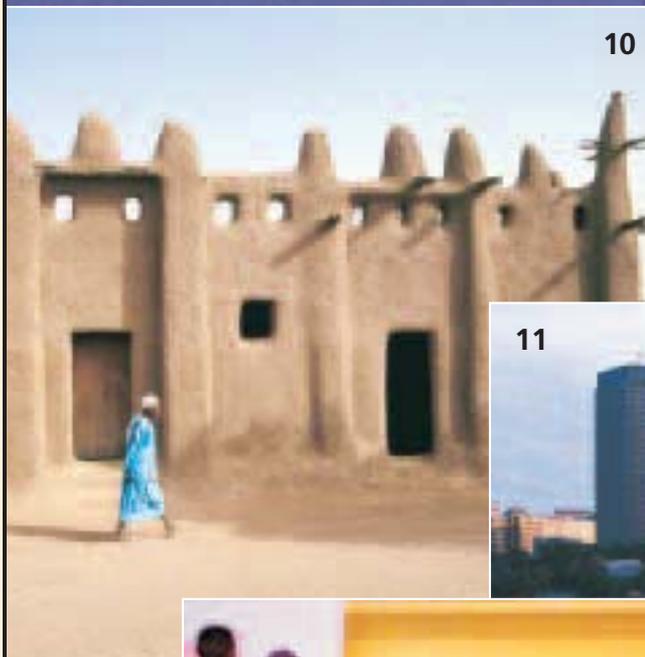
9. Cueillette du thé au Burundi The economy of the Republic of Burundi in Central Africa is based almost exclusively on agriculture. The crops vary depending on the altitude. The humid, temperate climate of the middle altitude (1500–2000 meters) is favorable for cultivating tobacco, coffee, and tea. These products account for a large percentage of Burundi's exports.

10. Mosquée à Djenné, au Mali Djenné is considered one of the most interesting and picturesque towns in West Africa. It is just off the main road from Bamako to Mopti. Djenné is built on an island in the Niger River. Founded in the ninth century, it is one of the oldest towns in West Africa. Little has changed over the centuries. Almost all the houses are made of mud with thatched roofs. This elegant mosque in Djenné was built in 1905. It is a classic example of Sudanese or Sahelian mud architecture. It is a major task to keep the mosque from disintegrating each year during the rainy season. In the interior there are some 100 massive columns.

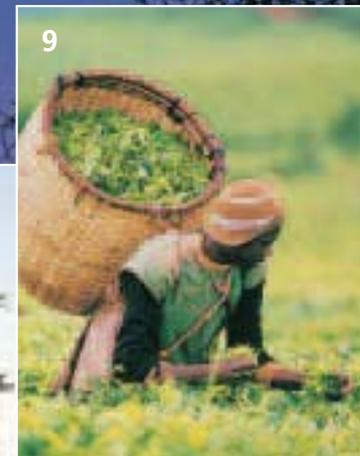
11. Abidjan en Côte d'Ivoire The coastal area of Côte d'Ivoire is unusual because of a lagoon, several kilometers inland. The lagoon starts at the Ghanaian border and stretches for some 300 kilometers along the entire eastern half of the coast of Côte d'Ivoire. Abidjan,

- 8. Baobab à Madagascar
- 9. Cueillette du thé au Burundi
- 10. Mosquée à Djenné, au Mali
- 11. Abidjan en Côte d'Ivoire
- 12. Match de la Coupe d'Afrique des Nations au Burkina Faso
- 13. Femme adioukrou en Côte d'Ivoire
- 14. Marchande de pain à Cotonou, au Bénin

8



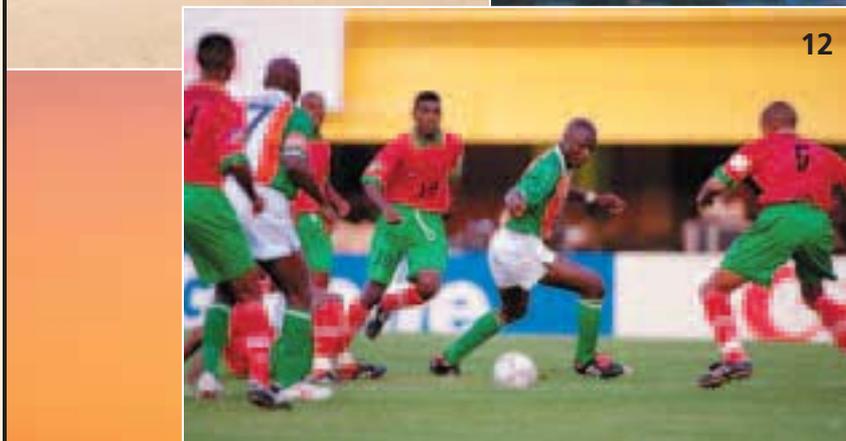
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Index to the NATIONAL GEOGRAPHIC MAGAZINE

The following related articles may be of interest:

- "Djenné: West Africa's Eternal City," by Karen Lange, June 2001.
- "In Focus: Central Africa's Cycle of Violence," by Mike Edwards, June 1997.
- "Hunting the Mighty Python," by Karen Lange, May 1997.
- "Morocco: North Africa's Timeless Mosaic," by Erla Zwingle, October 1996.
- "Below the Cliff of Tombs: Mali's Dogon," by David Roberts, October 1990.
- "Oasis of Art in the Sahara," by Henri Lhote, August 1987.



REFLETS

de l'Afrique

which is on the lagoon, was an unimportant town until 1951, when the French built the Vridi canal. This canal connects the lagoon with the ocean and gives Abidjan an excellent harbor. Since the opening of the canal, the population of the city has skyrocketed. It has grown from 100,000 to about 4 million people. The city spreads over four peninsulas around the lagoon.

Abidjan had been the capital of Côte d'Ivoire until 1983. In 1983 President Houphouët-Boigny declared Yamoussoukro, his native village, the official capital, but it is the capital in name only.

12. Match de la Coupe d'Afrique des Nations au Burkina Faso The game in this photo is between Côte d'Ivoire and Namibia. It is being played in Burkina Faso.

13. Femme adioukrou en Côte d'Ivoire In this photo we see an Adiokrou woman elegantly dressed with gold flecks on her face. She has dressed this way for a special occasion, such as a wedding or a birth. The Adiokrou people live in the Southern part of Côte d'Ivoire near the town of Dabou, 49 kilometers west of Abidjan.

14. Marchande de pain à Cotonou, au Bénin Street vendors and markets are commonplace in all West African cities and towns and Cotonou is no exception. The capital of Bénin, Cotonou was founded in 1830. The Beninese people are quite friendly. Over half the population are members of one of five ethnic groups: the Bariba, Betamaribé, Fon, Fulani, and Yorube. Most families support themselves through agriculture. As in some other West African countries, women control the distribution of food, from transporting the produce to market, to the final barter and sale.



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