

Planning for Chapter 1

SCOPE AND SEQUENCE, PAGES 16–47

Topics

- ✦ Asking about others
- ✦ Describing yourself and others

Culture

- ✦ Nicolas, a student from France
- ✦ Valérie, a student from Martinique
- ✦ Diane and Karim, students from Africa
- ✦ The French artist Toulouse-Lautrec

Functions

- ✦ How to describe people
- ✦ How to count from 30–60

Structure

- ✦ Singular forms of definite and indefinite articles
- ✦ Adjective agreement
- ✦ Singular forms of the verb *être*
- ✦ Negation

National Standards

- ✦ Communication Standard 1.1: pp. 16, 20, 21, 24, 25, 29, 30, 31, 32, 33, 35, 42
- ✦ Communication Standard 1.2: pp. 16, 20, 21, 24, 25, 27, 29, 32, 33, 36–37, 38, 39, 40–41
- ✦ Communication Standard 1.3: pp. 20, 21, 25, 29, 31, 32, 33, 43
- ✦ Cultures Standard 2.1: pp. 36–37, 38, 504
- ✦ Connections Standard 3.1: pp. 40–41
- ✦ Comparisons Standard 4.1: pp. 19, 23, 29
- ✦ Comparisons Standard 4.2: pp. 36–37, 38

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 ① recommended ○ optional

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

Vocabulaire (required)

Days 1–4

- Mots 1
 - Comment est la fille?
 - Comment est le garçon?
- Mots 2
 - Une sœur et un frère
 - Une école et un collège

Structure (required)

Days 5–7

- Les articles au singulier
- L'accord des adjectifs
- Le verbe *être* au singulier
- La négation

Conversation (required)

Day 8

- Il est d'où, Luc?

Prononciation (recommended)

- ① L'accent tonique

Lectures culturelles

- ① Un garçon et une fille (recommended)
- Le français en Afrique (optional)
- Un artiste français (optional)

Connexions (optional)

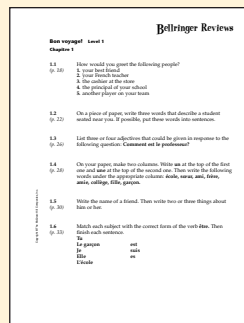
- La géographie
- ① **C'est à vous** (recommended)
- ① **Assessment** (recommended)
- **On parle super bien!** (optional)

TEACHER RESOURCE GUIDE

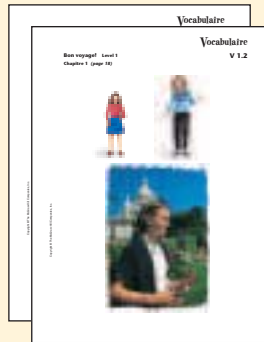
SECTION	PRINT RESOURCES	TECHNOLOGY RESOURCES
Vocabulaire <i>Mots 1</i>		
Comment est la fille? (p. 18) Comment est le garçon? (pp. 19–21)	Audio Activities TE (pp. 14–15) Workbook (pp. 1–2) Quiz 1 (p. 1)	Vocabulary Transparencies 1.2–1.3 Audio CD 2 ExamView® Assessment Suite PowerTeach Vocabulary PuzzleMaker
Vocabulaire <i>Mots 2</i>		
Une sœur et un frère (p. 22) Une école et un collègue (pp. 22–25)	Audio Activities TE (pp. 15–17) Workbook (pp. 3–4) Quiz 2 (p. 2)	Vocabulary Transparencies 1.4–1.5 Audio CD 2 ExamView® Assessment Suite Vocabulary PuzzleMaker
Structure		
Les articles au singulier (pp. 26–27) L'accord des adjectifs (pp. 28–30) Le verbe être au singulier (pp. 30–32) La négation (p. 33)	Audio Activities TE (pp. 17–21) Workbook (pp. 5–7) Quizzes 3–6 (pp. 3–6)	Audio CD 2 ExamView® Assessment Suite PowerTeach
Conversation		
Il est d'où, Luc? (p. 34)	Audio Activities TE (pp. 21–22)	Audio CD 2 Interactive Conversations PowerTeach
Prononciation		
L'accent tonique (p. 35)	Audio Activities TE (p. 22)	Pronunciation Transparency P 1 Audio CD 2
Lectures culturelles		
Un garçon et une fille (pp. 36–37) Le français en Afrique (p. 38) Un artiste français (p. 39)	Audio Activities TE (p. 23) Tests (pp. 3, 6, 7)	Audio CD 2 PowerTeach
Connexions		
La géographie (pp. 40–41)	Tests (p. 7)	
C'est à vous		
(pp. 42–43)		Bon voyage! Video, Episode 1 Video Activities, Chapter 1 French Online Activities glencoe.com
Assessment		
(pp. 44–45)	Quizzes 1–6 (pp. 1–6) Performance Assessment, Task 1 Tests (pp. 1–12) Situation Cards, Chapter 1	Communication Transparency C 1 ExamView® Assessment Suite MindJogger Videoquiz

Using Your Resources for Chapter 1

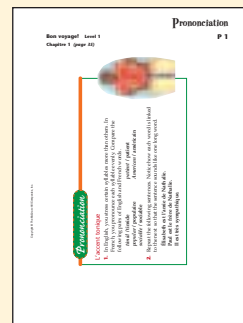
Transparencies



Bellringer 1.1–1.8



Vocabulary 1.1–1.5

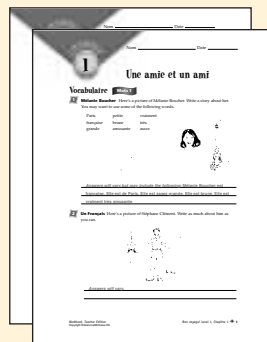


Pronunciation P 1

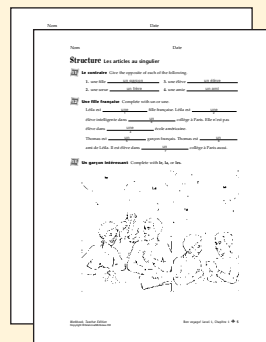


Communication C 1

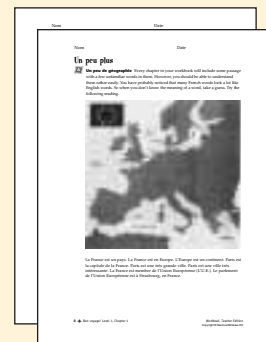
Workbook



Vocabulary,
pages 1–4



Structure,
pages 5–7

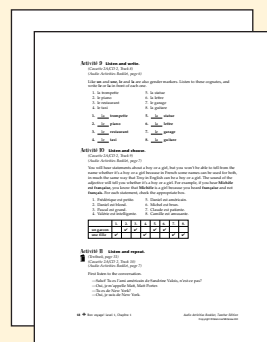


Enrichment,
pages 8–10

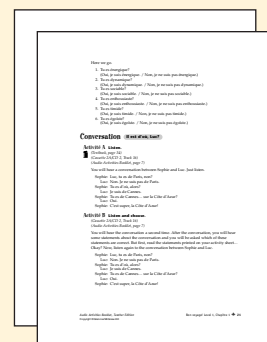
Audio Activities



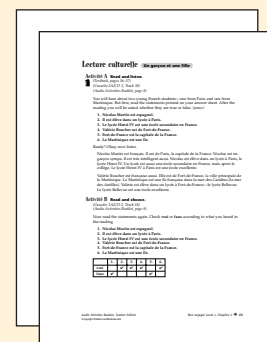
Vocabulary,
pages 14–17



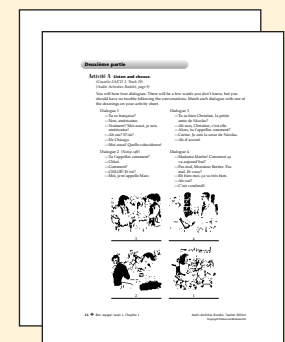
Structure,
pages 17–21



Conversation,
Pronunciation,
pages 21–22



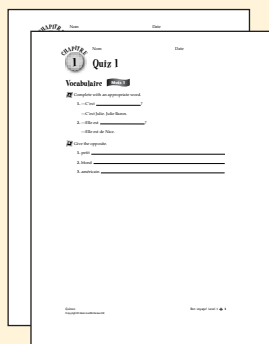
Cultural Reading,
page 23



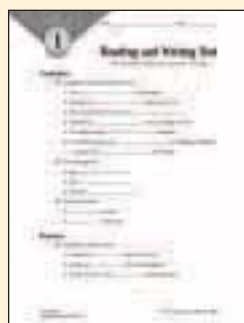
Additional Practice,
pages 24–25



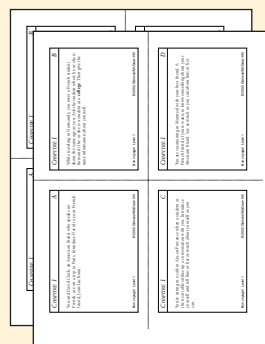
Assessment



Vocabulary and
Structure Quizzes,
pages 1–6



Chapter Tests,
pages 1–12



Situation Cards,
Chapter 1



MindJogger Videoquiz,
ExamView® Assessment
Suite, Chapter 1

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

CHAPITRE 1

Preview

In this chapter, students will learn to describe themselves as well as a friend, using the singular forms of the verb **être** and high-frequency descriptive adjectives. The plural forms of the verb **être** will be presented in Chapter 2 to avoid introducing an overwhelming number of forms in this initial chapter.



National Standards

Communication

In Chapter 1, students will communicate in spoken and written French to:

- identify and describe themselves and others
- find out where people are from and say their nationality

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



Spotlight on Culture

Photograph The students in this photograph are walking in the Jardin du Luxembourg. The Luxembourg Garden has many fountains, formal gardens, and gravel walks. The beautiful seventeenth-century Palais du Luxembourg is also in the garden.

Painting This painting, *Enfants jouant au cerceau*, was done by the French painter Victor Gabriel Gilbert (1847–1933). Gilbert's paintings depict realistic scenes of common people going about their daily activities.

CHAPITRE 1

Une amie et un ami

Objectifs

In this chapter you will learn to:

- ✓ ask or tell what someone is like
- ✓ ask or tell where someone is from
- ✓ ask or tell who someone is
- ✓ describe yourself or someone else
- ✓ talk about students from France and Martinique



Victor Gabriel Gilbert *Enfants jouant au cerceau*

French **online**

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



dix-sept ✨ 17

About the French Language

- In conversational French, the most common way to form a question is to raise one's voice at the end of the sentence. This rising intonation pattern can be used with *yes/no* questions and many question words: **Richard est français?** Note that in spoken French the question word is often placed at the end of a sentence: **Richard est d'où?**
- Another way to ask a question is to begin a statement with **est-ce que**: **Est-ce que Marie est française? Où est-ce qu'elle habite?**
- A question can also be formed using inversion: **D'où est Jean?**

In the early chapters, questions are formed in the above three ways. Most frequently, the rising intonation pattern is used. The only form not used in the early chapters is the formal inversion: **Où Robert va-t-il?** We have not used this inversion, since it is not often used in conversation.

Tell your students that they will hear questions in the three ways outlined above. When they ask questions, they can use any option they please. ✨

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.

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 1 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 1.2–1.3
Audio Activities TE, pages 14–15
Audio CD 2
Workbook, pages 1–2
Quiz 1, page 1
ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 1.1 or write the following on the board.

How would you greet the following people?

1. your best friend
2. your French teacher
3. the cashier at the store
4. the principal of your school
5. another player on your team

Attention!

You will note that we start the descriptive sentences with the feminine form first using adjectives in which the final consonant sound is heard in the feminine form, but not in the masculine form. Students find it easier to drop the final sound when talking about a boy than to add the sound when talking about a girl. They also find it easier to remember to drop the *e* when writing than to add it.

Presentation

Step 1 Present the vocabulary first with books closed using Vocabulary Transparencies 1.2–1.3.



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

CD-ROM for additional vocabulary instruction and practice.

LEVELING

E: Vocabulary

Use your  CD for more practice.

Comment est la fille? 



brune

petite



amusante

grande

C'est qui?
C'est Julie Lacroix.
Julie est française.

Elle est d'où, Julie?
Julie est de Paris.



18  dix-huit

Reaching All Students

Total Physical Response Before doing this activity, make sure students understand each of the following commands by acting them out: **levez-vous, promenez-vous, arrêtez-vous, montrez-moi, asseyez-vous.** (Student 1), **levez-vous, s'il vous plaît. Promenez-vous dans la salle de classe. Arrêtez-vous.**

Montrez-moi un garçon blond.
Montrez-moi une fille blonde.
Montrez-moi un garçon brun.
Montrez-moi une fille brune.
Montrez-moi un garçon amusant.
Montrez-moi une fille amusante.

Comment est le garçon? 🎧



brun

petit



amusant

grand



C'est qui?
C'est Olivier Charpentier.
Olivier est français aussi.

Il est d'où, Olivier?
Il est de Nice.

Note 🎧

Many words in French and English look alike even though they are pronounced differently. These words are called "cognates." You can use the following cognates to describe people.

américain	intelligent
blond	intéressant
patient	

Here are some words used to express degree.

Il est amusant.
Il est **assez** amusant.
Il est **très** amusant.
Il est **vraiment** amusant.

Step 2 Present one word or phrase at a time and build to a complete sentence. For example, point to Julie as the class says **Julie**. Point to a map of France as you and the class say **française**. Then have the class say the entire sentence: **Julie est française**. Point to each individual on pages 18–19 and model the accompanying word or phrase. Have students repeat each word or phrase in unison.

Step 3 After the initial presentation with the overhead transparencies, have students open their books and look at the new vocabulary words as they repeat either after you or Audio CD 2.

Step 4 You may wish to ask the following types of questions during the vocabulary presentation. **C'est Julie? C'est Julie ou Olivier? Julie est française? Qui est française?** (as you point to Julie). These questions that build from easy to more complex permit you to take into account the varying abilities of your students.

Teaching Tips

- Call on students to use gestures and facial expressions to help convey the meaning of words they repeat such as: **intelligent, amusant, grand, petit**.
- Have students use intonation and expression to illustrate the difference between **assez, très,** and **vraiment**.

Attention!

It is extremely important that students be able to use and respond correctly to interrogatives from the early stages of language acquisition. In this chapter, the interrogative words **qui, d'où,** and **comment** are introduced.

Learning from Photos

(page 18) The girl in the photo is in Paris. The building is the **basilique du Sacré-Cœur** in the Montmartre area.

(page 19) The boy in the photo is in Nice, a resort town on the French Riviera (Côte d'Azur). You can see the **port de plaisance**, a yacht marina.

Vocabulary Expansion

When students ask for additional related vocabulary in the very early chapters, it is strongly recommended that you not give them more words at this point. This will complicate or confuse the language concepts being presented. For example, in this section students are using only those adjectives with a final consonant sound in the feminine form that is dropped in the masculine form.

Practice

Quel est le mot?

Attention!

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

Historiette

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

Do these activities first with books closed. Ask the questions and call on a different student to answer each one. Then have students open their books and do the activities again. You may wish to have students work in pairs when doing Activities 1 and 2. They may take turns as one reads the question and the other answers.

Note: Point out that **Français** and **Américain** as nouns referring to nationalities are capitalized.



Paired Activity

After completing the activities on pages 20 and 21, reinforce the lesson with the following:

- Have students work in pairs to write sentences describing two other students in the class—one male and one female.
- Have students compare two other students. For example: **Robert est brun. Marc est brun aussi.**

Quel est le mot?

1

Historiette Une fille française

Inventez une histoire. (Make up a story.)



1. Sophie est française ou américaine?
2. Elle est de Paris ou de New York?
3. Elle est brune ou blonde?
4. Elle est amusante?
5. Elle est grande ou petite?

2

Historiette Un garçon français

Inventez une histoire. (Make up a story.)



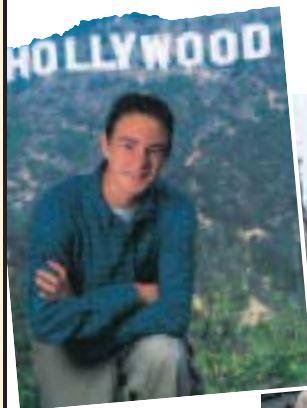
1. Christophe est américain ou français?
2. Il est de Lyon ou de Houston?
3. Il est brun ou blond?
4. Il est amusant?
5. Il est très intelligent?
6. Il est assez patient?



Sophie Legrand



Christophe Gaudin



Bill



Henri

3

Un Français ou un Américain?

Répondez d'après les photos.

(Answer according to the photos.)

1. Qui est américain?
2. Qui est français?
3. Qui est de Paris?
4. Qui est de Los Angeles?
5. Qui est blond?
6. Qui est brun?

ANSWERS TO Quel est le mot?

1

1. Sophie est française.
2. Elle est de Paris.
3. Elle est brune (blonde).
4. Oui, elle est amusante.
5. Elle est grande (petite).

2

1. Christophe est français.
2. Il est de Lyon.
3. Il est blond.
4. Oui, il est amusant.
5. Oui, il est très intelligent.
6. Oui, il est assez patient.

3

1. Bill est américain.
2. Henri est français.
3. Henri est de Paris.
4. Bill est de Los Angeles.
5. Henri est blond.
6. Bill est brun.

LEVELING

E: Activities 1, 2

A: Activities 3, 5

C: Activity 4



4 Il est... ? Elle est... ? Look at the following people and say two things about each of them. Then, find out who they are. They are all famous.



5 C'est qui? Think of a student in the class. A classmate will ask you questions about the person and try to guess who it is. Take turns.



For more practice using words from **Mots 1**, do Activity 1 on page H2 at the end of this book.

UNE AMIE ET UN AMI

vingt et un 21

ANSWERS TO Quel est le mot?

4

Answers will vary but may include:

Elle est blonde. Elle est amusante. Elle est américaine. C'est Meg Ryan.
Il est grand. Il est intelligent. Il est français. C'est Charles de Gaulle.
Elle est brune. Elle est assez petite. Elle est vraiment intelligente. C'est Oprah Winfrey.
Il est très petit. Il est français. Il est intéressant. C'est Napoléon.

5

Answers will vary but may include:

— Elle est grande ou petite? — Elle est de New York.
— Elle est petite? — Elle est amusante?
— Elle est blonde ou brune? — Oui, elle est amusante.
— Elle est brune. — C'est Marie?
— Elle est d'où? — Oui!

Writing Development

Have students write answers to Activities 1 and 2 in paragraph form to illustrate how the answers to all the items tell a story. Have students write the answers to Activity 3; you may wish to have them write two paragraphs, one to describe Bill and one to describe Henri.

Learning from Photos

(page 20) Sophie Legrand is in Paris. The monument behind her is the Arc de Triomphe. Christophe Gaudin is standing in front of a lycée in Lyon. Bill is in Hollywood, California, and Henri is on a street in the 7^e arrondissement of Paris. The monument in the background is the famous Eiffel Tower.

(page 21) These photographs are of Meg Ryan (an American actress), Charles de Gaulle (French general and former head of state), Oprah Winfrey (TV talk show host), and Napoleon Bonaparte (French Emperor).

Attention!

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

Preparation

Resource Manager

Vocabulary Transparencies 1.4–1.5
Audio Activities TE, pages 15–17
Audio CD 2
Workbook, pages 3–4
Quiz 2, page 2
ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 1.2 or write the following on the board.

On a piece of paper, write three words that describe a student seated near you. If possible, put these words into sentences.

Presentation

Step 1 Have students close their books. Present the vocabulary, using Vocabulary Transparencies 1.4–1.5 or student models.

Step 2 Model each new word or phrase. Have students repeat each word or phrase after you or Audio CD 2. Emphasize the difference between **un/une, le/la**.

Step 3 If you have a male student whose pronunciation is good, call him to the front of the room. Say to the class: **C'est Mark**. Explain to students, in English, that Mark is going to tell them something about himself. Then have the student take the role of Mark and read Mark's lines on page 23.

Use your CD for more practice.

Une sœur et un frère



Voilà Nathalie et Luc Simonet.
Nathalie est la sœur de Luc.
Luc est le frère de Nathalie.



Voilà Philippe.
Philippe n'est pas le frère de Nathalie.
Philippe est un ami de Nathalie.

Une école et un collègue



Carol est élève dans une école américaine.



Bruno est élève dans un collège français.
Un collège est une école secondaire en France.

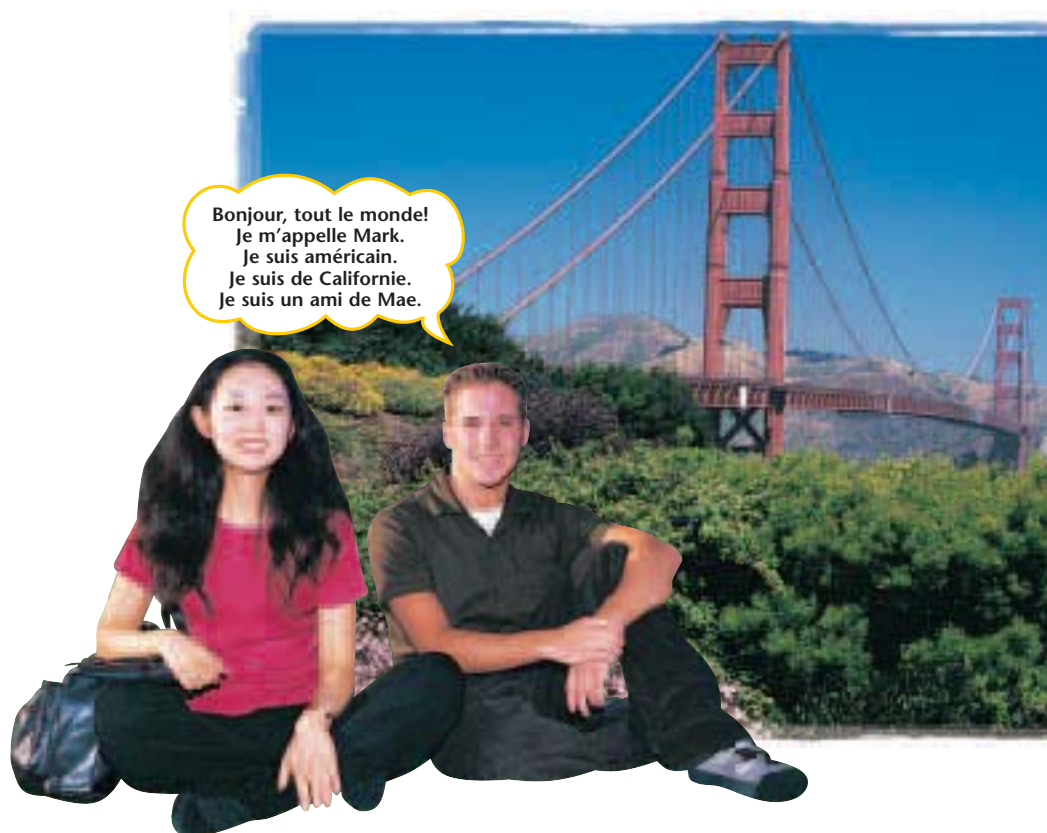
Reaching All Students

Total Physical Response Before doing this activity, make sure students understand the following command by acting it out: **Retournez à votre place.**

(Student 1), **levez-vous, s'il vous plaît. Promenez-vous un peu dans la classe. Arrêtez-vous et montrez-moi un ami (un élève).**

C'est qui? C'est (Student 2). Promenez-vous encore dans la classe. Et maintenant, arrêtez-vous. Montrez-moi une amie (une élève). C'est qui? C'est (Student 3). Très bien. Et merci. Retournez à votre place. Asseyez-vous, s'il vous plaît.

Step 4 Have students give the opposite of the following nouns: **une sœur, une amie, une élève**, etc.



Mae est une amie de Mark.
Mae est très sympathique.
Mark est très sympa aussi.

Les nombres de 30 à 60

30	trente	35	trente-cinq	40	quarante
31	trente et un	36	trente-six	50	cinquante
32	trente-deux	37	trente-sept	60	soixante
33	trente-trois	38	trente-huit		
34	trente-quatre	39	trente-neuf		

Note

You can also use the following cognates to describe people.

dynamique	égoïste
énergique	enthousiaste
populaire	sociable
timide	

Assessment

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

Nathalie est la sœur ou le frère de Luc?

Luc est la sœur ou le frère de Nathalie?

Bruno est élève?

Carol est élève dans une école américaine ou un collège français?

Mae est la sœur ou une amie de Mark?

Attention!

The numbers 1–30 were presented in the **Bienvenue** section. Note that in this lesson we stop at 60. The numbers from 70 to 100 will be presented in the next chapter to avoid teaching too many numbers at once. It is suggested that you not stress the spelling of numbers, since students will very seldom, if ever, have to spell them out in real-life situations.

- Have students repeat the numbers after you.
- Write some numbers from 1–60 in random order on the board and call on individuals to give the number in French.



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.

Cognate Recognition

Since students tend to anglicize the pronunciation of cognates, have them first repeat the cognates on page 23 carefully after you with books closed. Then, pronounce them again with books open.

Practice

Quel est le mot?

6 After students complete Activity 6, have one student summarize all the information about Céline in his or her own words.

7 Have students look at the map as they answer each question. Note that this activity reinforces the interrogatives **qui** and **d'où**.

Learning from Photos

(page 25 top) This photograph is of La place de l'Hôtel de Ville in Lyon. Lyon is the second largest city in France. It is known for its many bridges spanning the Rhône and Saône rivers and its massive stone houses. Lyon is quite a bustling, industrial city. It is also known for its many restaurants and excellent cuisine—**la cuisine lyonnaise**.

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

Quel est le mot?

6 Historiette Une élève française Choisissez la bonne réponse.
(Choose the right answer.)

- _____ est française.
 - Céline Dupont
 - Thomas Duhamel
- Céline est élève dans _____.
 - une école américaine
 - un collège français
- Elle est _____.
 - de Paris
 - de Miami
- Céline est _____ de Karim.
 - un ami
 - une amie
- Karim est _____ de Céline.
 - un ami
 - un élève
- David est _____ de Céline.
 - la sœur
 - le frère
- Céline est _____ de David.
 - le frère
 - la sœur

7 Qui est d'où? Répondez d'après la carte.
(Answer according to the map.)



- Qui est de Bordeaux?
- D'où est Maïa?
- Et Olivia, elle est d'où?
- Et Ahmed, il est d'où?



Maïa



Paul



Ahmed



Olivia

ANSWERS TO Quel est le mot?

6

- a
- b
- a
- b
- a
- b
- b

7

- Paul est de Bordeaux.
- Maïa est de Paris.
- Olivia est de Cannes.
- Ahmed est de Strasbourg.

LEVELING

E: Activities 6, 8, 10, 11, 12

A: Activities 7, 9

Reteaching

Bring to class a magazine photo of a well-known personality all the students will recognize. Have them describe the person, using vocabulary they know.

8 Historiette David Williams, un garçon américain

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

1. Qui est américain, David Williams ou Serge Legrand?
2. D'où est David Williams? Il est de New York ou de Paris?
3. Il est de quelle nationalité? Il est français ou américain?
4. David est élève dans un collège français ou dans une école américaine?
5. Comment est David? Il est timide ou sociable?

9 Historiette Sophie est vraiment amusante. Complétez. (*Complete.*)

Sophie Bellecour est de Lyon. Elle est 1.
Elle n'est pas américaine. Sophie est blonde. Elle
n'est pas 2. Elle n'est pas timide. Pas du tout!
Elle est très 3. Elle est très sympa aussi.
Elle est 4 dans un collège à Lyon.



Lyon, France



Pascal Denjean

- 10 Pascal Denjean** Here is a photo of Pascal Denjean. He is a student from Bordeaux. Say a few things about Pascal.



- 11 Élodie Denjean** The blonde girl in the photo is Élodie Denjean. She is Pascal's sister. She is also a student in Bordeaux. Say a few things about Élodie.



Élodie Denjean

- 12 Jeu Un nombre secret** Think of a number between 1 and 60. Your partner tries to guess the number you have in mind. Use a hand gesture to indicate whether the number you are thinking of is higher or lower. Continue until your partner guesses the correct number. Take turns.



For more practice using words from **Mots 2**, do Activity 2 on page H3 at the end of this book.

- 8** You may wish to do Activity 8 with books closed the first time.

Oral Development: Have one student retell the story in his or her own words.

- 9** Activity 9 must be done with books open. You may wish to go over it a second time and have one student read the entire activity.

- 10 and 11** These activities provide an opportunity for students to recycle and recombine all vocabulary they have learned to this point to describe people. Encourage them to write or tell as much as they possibly can about each photo.

Note: Activities 10 and 11 encourage students to use the chapter vocabulary in open-ended situations. It is not necessary to have all students do all activities. Let students choose the ones they wish to do.

- 12** You may wish to divide the class into two teams to play Activity 12 as a class competition after the students have practiced in pairs.

Reteaching

Bring to class a magazine photo of a well-known personality all the students will recognize. Have them describe the person, using vocabulary they know.



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

ANSWERS TO Quel est le mot?

- 8** Answers will vary but may include:
1. David Williams est américain.
 2. Il est de New York.
 3. Il est américain.
 4. Il est élève dans une école américaine.
 5. Il est sociable (timide).

- 9**
1. française
 2. brune
 3. sociable
 4. élève

- 10** Answers will vary but may include:
- Pascal est français. Il est de Bordeaux. Pascal est le frère d'Élodie. Il est élève dans un collège français. Il est brun. Il est petit. Il est intelligent et amusant. Il est assez sociable.

- 11** Answers will vary but may include:

Élodie est française. Elle est de Bordeaux. Élodie est la sœur de Pascal. Elle est élève dans un collège français. Elle est blonde. Elle est grande. Elle est intelligente et amusante. Elle est très sociable.

Preparation

Resource Manager

Audio Activities TE, pages 17–21
Audio CD 2
Workbook, pages 5–7
Quizzes 3–6, pages 3–6
ExamView® Assessment Suite



Bellringer Review

Use BRR Transparency 1.3 or write the following on the board.
List three or four adjectives that could be given in response to the following question: **Comment est le professeur?**

Presentation



Les articles au singulier

Step 1 Read Items 1–3 aloud.

Step 2 Have students repeat the examples in Items 2 and 3. Practice the pronunciation of the examples given in the **Attention!** section.

Step 3 Contrast the use of a definite article to refer to a specific person with the indefinite article to refer to any person. Say: **le garçon brun** and have students point to a specific boy in the class. Say: **un garçon brun** and have students look around the class and say: **Qui? Robert ou Luc?** Do the same thing with **une fille**.



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

CD-ROM for additional grammar instruction and practice.



Les articles au singulier Talking about a person or a thing

1. A noun is the name of a person, place, or thing. In French, every noun has a gender, either masculine or feminine. Except for people, you cannot tell what the gender of a noun is by just looking at it. You need other clues.
2. Many words that accompany nouns can indicate gender. They are called “gender markers.” **Une** and **un** are gender markers. They are indefinite articles and correspond to *a (an)* in English. **Une** accompanies a feminine noun and **un** accompanies a masculine noun.

LES ARTICLES INDÉFINIS

Féminin	Masculin
une amie	un ami
une sœur	un frère
une école	un collègue

3. **Le, la, and l’** are definite articles and often correspond to *the* in English.

LES ARTICLES DÉFINIS

Féminin	Masculin
la fille	le garçon
la sœur	le frère
l’amie	l’ami

Attention!

Note that the definite articles **le** and **la** are shortened to **l’** when they accompany a noun that begins with a vowel. When pronounced, the vowel sound is dropped. This is called “elision.”

l’a amie → **l’amie**
l’é ami → **l’ami**

The **n** of the indefinite article **un** is pronounced when it accompanies a noun beginning with a vowel. This is called “liaison.”

un ami **un** élève



Une sœur et un frère

Chapter Projects

L’école Have one or more students research in as much detail as possible the French educational system. Have students find out what some of the major differences are between schools in the United States and those in France.

Les pays francophones

Have one or more students do a research project on a French-speaking country or region and prepare a brief introduction to it. Some possibilities include: Martinique, Tahiti, Tunisia, Ivory Coast, Quebec, Morocco, Haiti, French Guyana, or any others they choose from pages xxiv–xxxi (French 1A, 1B: pages xviii–xxiii).

Comment dit-on?

13 Historiette Olivier et Marie Complétez avec **un** ou **une**.
(Complete with un or une.)

Olivier est 1 garçon très sympa. Olivier est 2 ami de Christophe.
Christophe est 3 élève très intelligent. Il est élève dans 4 école
secondaire à New York.

Marie est 5 amie de Christophe. Marie est 6 élève intelligente aussi.
Marie est 7 fille vraiment amusante.

14 Historiette Brendan Jones et Sabine Morel
Complétez avec **le, la** ou **l'**. (Complete with le, la, or l'.)

1 garçon, Brendan Jones, est américain, mais 2 fille, Sabine Morel,
n'est pas américaine. Elle est française. Sabine est 3 amie de Ludovic Girard
et 4 sœur de Luc Morel. Brendan n'est pas 5 ami de Sabine; il est de
Miami et Sabine est de Strasbourg. Brendan est 6 ami de Karen Miller et
7 frère de Melissa Jones. Brendan est élève et Sabine est élève aussi.
8 école de Brendan est à Miami. 9 collège de Sabine est à Strasbourg.



Strasbourg, France

UNE AMIE ET UN AMI

vingt-sept 27

Practice

Comment dit-on?

13 and **14** These activities must be done with books open. Have one student complete two or three sentences before you call on the next student. If a student makes an error, call on another to give the correct response. Return to the student who made the error and see if he or she can now give the correct response.

Oral Development: After calling on several individuals to complete Activities 13 and 14, have one student do each of the activities in its entirety. Call on other students in the class to ask questions about the information in the activities. This allows them to form their own questions. You can answer the questions or have students answer them.

Learning from Photos

(page 27) Strasbourg is the capital of Alsace. It is a city full of interest, known for its medieval streets with carved timbered houses similar to those of many areas of nearby Germany. This photo was taken in the beautiful district known as **la Petite France**, which is crisscrossed by the river Ill. This river gave its name to the whole region once known as Ill-Sass—thus Alsace.

ANSWERS TO Comment dit-on?

13

1. un
2. un
3. un
4. une
5. une
6. une
7. une

14

1. Le
2. la
3. l'
4. la
5. l'
6. l'
7. le
8. L'
9. Le

LEVELING

E: Activities 13, 14

Preparation



Bellringer Review

Use BRR Transparency 1.4 or write the following on the board.
On your paper, make two columns. Write **un** at the top of the first one and **une** at the top of the second one. Then write the following words under the appropriate column: **école, sœur, ami, frère, amie, collègue, fille, garçon.**

Presentation



L'accord des adjectifs

Step 1 Draw two stick figures on the board. Name them Marie and Paul. Point to Marie as you say: **blonde, française, intelligente.** Point to Paul as you say: **blond, français, intelligent.** Ask students if they hear a difference in the sound and why there is a difference.

Step 2 Model the examples given in the structure explanation and have students repeat after you.

Step 3 To demonstrate that adjectives ending in **e** can refer to feminine or masculine words, have female and male students come to the front of the class. Each pair will hold his or her own adjective card with the same word written on each one. Make statements about each student and then ask questions. For example: **André est sympathique. Yvonne est sympathique aussi. Qui est sympathique? (André) Qui est sympathique aussi? (Yvonne)**



L'accord des adjectifs

Describing a person or a thing

1. An adjective is a word that describes a noun. The highlighted words in the following sentences are adjectives.
La fille est blonde. Le garçon est blond aussi. Jeanne est française. Vincent aussi est français.
2. In French, an adjective must agree with the noun it describes or modifies. Adjectives that end in a consonant such as **blond** and **français** have two forms in the singular. Study the following.

Féminin	Masculin
La fille est blonde.	Le garçon est blond.
La fille est française.	Le garçon est français.
La fille est brune.	Le garçon est brun.
La fille est intelligente.	Le garçon est intelligent.
L'école est grande.	Le collège est grand.

3. Adjectives that end in **e**, such as **énergique** and **sympathique**, are both feminine and masculine.

Féminin	Masculin
Charlotte est très énergique.	Nicolas est très énergique.
Elle est sympathique.	Il est sympathique.



La fille est blonde. Le garçon est brun.

Attention!

When a final consonant is followed by an **e**, you pronounce the consonant. When a word ends in a consonant, you don't pronounce it.

petite	petit
française	français
intéressante	intéressant



For a fun way to review this grammar point and the Chapter 1 vocabulary, go to the **eGame** on the Glencoe French Web site at glencoe.com.

Attention!

- You may wish to explain to students that the adjectives in Item 2 can also serve as gender markers because they provide a clue as to the gender of the noun they modify: **L'école est grande.** The **e** on **grande** lets you know that **école** is feminine.
- Explain to students that most French adjectives follow the noun: **La fille blonde est française. Le garçon brun est intelligent.** A few very commonly used adjectives come before the noun. **Petit** and **grand** are examples. **C'est une petite école. C'est un grand collège.**

Comment dit-on?

15 Historiette Chloé et Adrien Chancel Répondez d'après le dessin. (Answer according to the illustration.)

1. Chloé est française ou américaine?
2. Elle est blonde ou brune?
3. Elle est grande ou petite?
4. Elle est amusante?
5. Adrien est le frère de Chloé?
6. Adrien est blond ou brun?
7. Il est grand ou petit?
8. Il est amusant?
9. Chloé est élève dans un collège français ou dans une école américaine?
10. Et le frère de Chloé, il est élève dans un collège français ou dans une école américaine?



16 Historiette Maïa, Emmanuel et moi Complétez. (Complete.)

1. Maïa est une amie ____ et _____. (amusant, sympathique)
2. Emmanuel est le frère de Maïa. Il est ____ aussi. Il est ____ et très _____. (sympathique, amusant, sociable)
3. Maïa est _____. (français)
4. Et moi, je m'appelle ____ (your name). Je suis _____. Je ne suis pas _____. (américain, français)
5. Je suis élève dans une école _____. (secondaire, américain)
6. Je ne suis pas élève dans un collège _____. (français)



17 Jeu Devinez. You often hear French teenagers talk about their friends' younger siblings and say something like: «Oh, la petite sœur de Corinne, elle est vraiment casse-pieds!» (literally, a foot-breaker). Can you guess what expression we use in English?

18 Un ami idéal ou une amie idéale



What are some qualities an ideal friend would have? With a classmate, discuss what you think an ideal friend is like.

UNE AMIE ET UN AMI

vingt-neuf ♣ 29

Practice

Comment dit-on?

15 You can do this activity with books closed and then with books open.

Expansion

- Have students substitute the names of students in the class for the names in the activity and have them ask the questions about people in their class.
- Have students give a description of Chloé and another description of Adrien in their own words.



Recycling

Activity 18 recycles and recombines the vocabulary from Chapter 1.

Assessment

As an informal assessment, give students a masculine or feminine adjective and have them describe someone in the class using that adjective. For example, you say **blonde**. Students must say: **Marie est blonde**.

Reaching All Students

Non-Mastery Students

Using large cards labeled with feminine adjectives, call girls to the front of the class to hold the cards. Pronounce the words in unison with the class. Give the boys cards with the letter **e** crossed out. Ask them to stand next to the girls to form the masculine adjective forms. Now pronounce the masculine forms of the words.

LEVELING

E: Activity 15

A: Activities 16, 17

C: Activity 18

ANSWERS TO Comment dit-on?

15

1. Chloé est française.
2. Elle est brune.
3. Elle est petite.
4. Oui, elle est amusante.
5. Oui, Adrien est le frère de Chloé.
6. Il est brun.
7. Il est grand.
8. Oui, il est amusant.

16

9. Elle est élève dans un collège français.
10. Il est élève dans un collège français.

1. amusante, sympathique
2. sympathique, amusant, sociable
3. française
4. (student's name), américain(e), français(e)
5. secondaire, américaine
6. français

17

casse-pieds a nuisance,
pain in the neck

18

Answers will vary but may include:
Une amie idéale est amusante et sympa. Un ami idéal est amusant et patient. Une amie idéale est vraiment intéressante. Un ami idéal est vraiment intéressant aussi.

Preparation



Bellringer Review

Use BRR Transparency 1.5 or write the following on the board. Write the name of a friend. Then write two or three things about him or her.

Presentation



Le verbe être au singulier

Step 1 Before presenting the verb **être**, have students do the following:

- point to themselves as they say **je**
- look at a neighbor as they say **tu**
- point to a boy as they say **il**
- point to a girl as they say **elle**

Step 2 Present the verb forms in Item 1. Write them on the board and have students repeat them.

Step 3 Have students look at the illustrations as they read the sentences in Item 2 aloud.

Step 4 Read the explanatory material in Item 3 to the students and have them read the sentences in unison.

19

C'est qui? Work with a classmate. Say three things that describe someone in the class. First your partner will tell you whether you're describing a boy or a girl. Then, he or she will guess who it is. Take turns.



- brun, grand, amusant
- C'est un garçon. C'est Marc.



Le verbe être au singulier

Identifying people and things

1. The verb *to be* in French is **être**. Study the following forms.

ÊTRE

je suis
tu es
il est
elle est

2. You use **je** to talk about yourself.

Je suis française.



You use **il** to talk about a boy or a man.

Il est blond.



You use **tu** to address a friend.

Tu es américain?



You use **elle** to talk about a girl or a woman.

Elle est brune.



3. You also use **il/elle** when referring to things.

Le collège? Il est grand.

L'école? Elle est petite.

ANSWERS TO Comment dit-on?

19 Answers will vary but may include:

- petite, intelligente, brune
- C'est une fille. C'est Anne.
- petit, patient, blond
- C'est un garçon. C'est Marc.

Reaching All Students

Additional Practice Tell where a student is seated in the classroom, using his or her name and **devant** or **derrière**. **Marie est devant Mark.** First have students replace the noun subject with the correct subject pronoun: **Elle est devant Mark.** Then increase the difficulty by asking: **Où est Marie?** Have students respond with the correct subject pronoun: **Elle est devant Mark.**

Comment dit-on?

20 Historiette Sylvie Latour Voici une photo de Sylvie Latour. Décrivez Sylvie d'après les indications. (Here is a photo of Sylvie Latour. Describe Sylvie using the cues.)

1. canadienne
2. blonde
3. amusante et intelligente
4. sociable
5. de Montréal



21 En France Répétez la conversation. (Repeat the conversation.)



Salut! Tu es l'ami américain de Sandrine Valois, n'est-ce pas?

Oui, je m'appelle Matt, Matt Porter.



Tu es de New York?

Oui, je suis de New York.



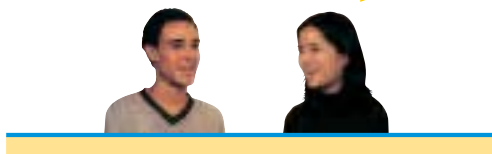
22 Historiette Matt Porter Parlez de Matt. (Say all you can about Matt.)

23 Pardon! Répondez d'après le modèle. (Answer according to the model.)



Je suis de Paris.

Pardon, tu es d'où?



1. Je suis de Nice.
2. Je suis d'Antibes.
3. Je suis de Lille.
4. Je suis de Strasbourg.

Practice

Comment dit-on?

20 This activity reviews the third person form. Have students read the answers aloud, telling about Sylvie.

21 The purpose of this miniconversation is to let students hear, see, and use the singular forms of the verb **être** in context before they use them on their own. Read the conversation to the class, or use Audio CD 2, having students repeat after you or the recorded speaker. Next, ask several students to take the roles.

22 This activity reinforces once again the third person. Students will now tell all about Matt, based on what they learned about him in the conversation in Activity 21.

23 You can do this activity in pairs. Note that it gives students practice using the **je/tu** exchange.

FOLDABLES™ 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.

LEVELING

E: Activities 20, 21, 23

A: Activity 22

ANSWERS TO Comment dit-on?

20 Answers will vary but may include:

1. Elle est canadienne.
2. Elle est blonde.
3. Elle est amusante et intelligente.
4. Elle est sociable.
5. Elle est de Montréal.

22 Answers will vary but may include:

Il est sociable et amusant. Il est brun. Il est de New York. Il est très énergique et sympa aussi.

23

1. Pardon, tu es d'où?
2. Pardon, tu es d'où?
3. Pardon, tu es d'où?
4. Pardon, tu es d'où?

Structure

Practice (continued)

25 This activity gives students the opportunity to hear the **tu** form and respond with **je**.

27 This activity makes students use all singular forms of **être**. Have them write the activity in paragraph form.

Learning from Photos

(page 32) Marseilles is the third largest city in France after Paris and Lyon. It has been an important port in the Mediterranean for over 2,500 years since it was first settled by the Greeks. This photo was taken from le Vieux Port, a very popular area in the city that has changed little over time. The church on the hill is the basilique de Notre-Dame-de-la-Garde, built in 1853 and consecrated in 1864.

Memory Aid

For students who need extra help, dramatize the negative concept on page 33 by comparing the **ne... pas** construction with a sandwich. The **ne... pas** is the bread, and the verb is the filling.

About the French Language

When teaching the negative on page 33, you may point out that in spoken French today, the **ne** is often not used. **Je suis français**.

In **Bon voyage!** we do use the **ne** in all activities and practice material. However, we do omit the **ne** in some very colloquial conversations. ✨

LEVELING

E: Activities 24, 25, 26, 28

A: Activities 26, 29

C: Activities 27, 30

Structure

24 Je suis... Donnez des réponses personnelles. (Give your own answers.)

Je m'appelle 1 (name). Je suis de 2 (place). Je suis 3 (nationality).
Je suis 4 (occupation).

25 Une interview Posez des questions à un(e) ami(e).
(Ask a friend the following questions.)



1. Tu es français(e) ou américain(e)?
2. Tu es d'où?
3. Tu es élève dans une école secondaire?
4. Tu es sociable ou timide?

26 Rémi Voici une photo de Rémi Tonon. Il est de Nîmes. Posez des questions à Rémi d'après le modèle. (Ask Rémi questions according to the model. Your partner will answer as Rémi.)



français →

—Rémi, tu es français?

—Oui, je suis français.

- | | |
|-----------------------------------|----------------|
| 1. de Nîmes | 3. sociable |
| 2. élève dans un collège de Nîmes | 4. intelligent |



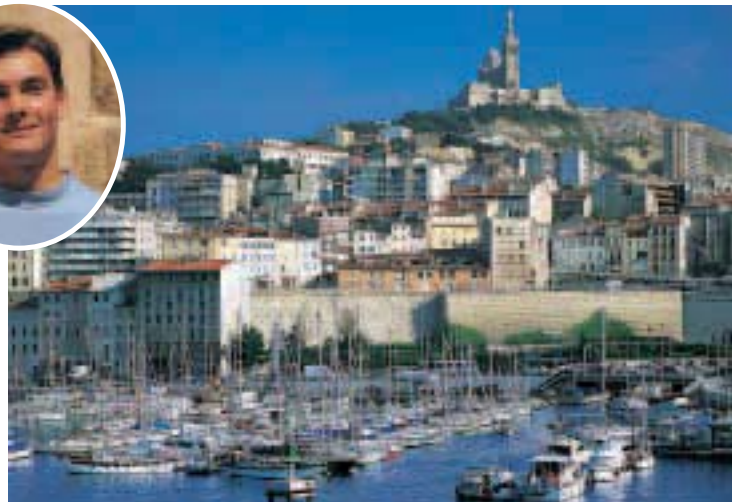
Rémi Tonon

27 Historiette Antoine Delcourt Complétez. (Complete.)

Voici Antoine Delcourt. Il 1 français. Il est de Marseille. Moi aussi, je 2 de Marseille. Marseille 3 un port important en France. Antoine 4 élève dans un collège à Marseille. Le collège est assez grand.
Et toi, tu 5 français(e) ou américain(e)? Tu 6 d'où? Tu 7 élève dans une école secondaire? L'école 8 petite?



Marseille, France



32 ♦ trente-deux

ANSWERS TO Comment dit-on?

24 Answers will vary but may include:

Je m'appelle (name). Je suis de (place).
Je suis américain(e). Je suis élève.

25 Answers will vary but may include:

1. Je suis américain(e).
2. Je suis de _____.
3. Oui, je suis élève dans une école secondaire.
4. Je suis (sociable/timide).

26

1. Rémi, tu es de Nîmes?
Oui, je suis de Nîmes.
2. Rémi, tu es élève dans un collège de Nîmes?
Oui, je suis élève dans un collège de Nîmes.
3. Rémi, tu es sociable?
Oui, je suis très sociable.
4. Rémi, tu es intelligent?
Oui, je suis assez intelligent.

27

- | | |
|---------|--------|
| 1. est | 5. es |
| 2. suis | 6. es |
| 3. est | 7. es |
| 4. est | 8. est |



La négation

Making a sentence negative

To make a sentence negative in French, you put **ne... pas** around the verb. Note that **ne** becomes **n'** before a vowel.

Affirmatif	Négatif
Je suis américain.	Je ne suis pas français.
Tu es amusant.	Tu n'es pas timide.
Il est sociable.	Il n'est pas égoïste.
Elle est de Lyon.	Elle n'est pas de Paris.

Comment dit-on?

28 Non, Justine n'est pas américaine.

Mettez à la forme négative. (*Change to the negative.*)

- Justine est américaine.
- Elle est de San Francisco.
- Et moi, je suis français(e).
- Je suis de Paris.
- Je suis élève dans un collège à Paris.

29 Tu es français(e)?

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

- Tu es français(e)?
- Tu es de Lyon?
- Tu es timide?
- Tu es l'ami(e) de Justine?

30 Un petit ami ou une petite amie

A classmate will pretend that he or she has a new boyfriend or girlfriend. Ask as many questions as you can to find out who it is.



For more practice using the verb **être**, do Activity 3 on page H4 at the end of this book.



Lycée Henri IV, Paris



Vous êtes sur le bon chemin. Allez-y!

trente-trois 33

ANSWERS TO Comment dit-on?

28

- Justine n'est pas américaine.
- Elle n'est pas de San Francisco.
- Et moi, je ne suis pas français(e).
- Je ne suis pas de Paris.
- Je ne suis pas élève dans un collège à Paris.

29

Answers will vary but may include:

- Non, je ne suis pas français(e). Je suis américain(e).
- Non, je ne suis pas de Lyon. Je suis de _____.
- Non, je ne suis pas timide. Je suis très sociable.
- Non, je ne suis pas l'ami(e) de Justine. Je suis l'ami(e) de _____.

30

Answers will vary but may include:

- Elle est américaine?
- Oui, elle est américaine.
- Elle est sociable?
- Non, elle n'est pas sociable. Elle est assez timide.
- C'est Anne?
- Oui!!

Preparation



Bellringer Review

Use BRR Transparency 1.6 or write the following on the board. Match each subject with the correct form of the verb **être**. Then finish each sentence.

Tu	
Le garçon	est
Je	suis
Elle	es
L'école	

Presentation



La négation

Step 1 Explain how to make sentences negative by choosing a student to read the affirmative statements on page 33. After each one, model the corresponding negative statement.

Step 2 Repeat the procedure. This time, model the affirmative statements and have the class say the negative version in unison.



Allez-y!

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

Conversation

Preparation

Resource Manager

Audio Activities TE, pages 21–22
Audio CD 2
CD-ROM



Bellringer Review

Use BRR Transparency 1.7 or write the following on the board.

On a sheet of paper, answer the following questions in the negative.

1. Tu es français(e)?
2. Tu es égoïste?
3. Paris est une ville américaine?
4. Un collège est une école primaire?

Presentation

Step 1 Tell students they will hear a conversation between Sophie and Luc, who are meeting each other for the first time.

Step 2 Ask students to open their books to page 34. Have them follow along as you read the conversation or play the recorded version on Audio CD 2.

Step 3 Have students work in groups of two to practice the conversation. Then have several groups present it to the class.

Step 4 After presenting the conversation, go over the **Vous avez compris?** activity. Students should not be expected to memorize the conversation.



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

CD-ROM to have students listen to and repeat the conversation. Additional activities are also provided.

Conversation

Il est d'où, Luc?



Interactive
Conversations

Sophie: Luc, tu es de Paris, non?

Luc: Non. Je ne suis pas de Paris.

Sophie: Tu es d'où, alors?

Luc: Je suis de Cannes.

Sophie: Tu es de Cannes... sur la Côte d'Azur?

Luc: Oui.

Sophie: C'est super, la Côte d'Azur!



Vous avez compris?

Répondez. (Answer.)

1. Luc est de Paris?
2. Il est d'où?
3. Où est Cannes?
4. Comment est la Côte d'Azur?



34  trente-quatre

CHAPITRE 1

ANSWERS TO

Vous avez compris?

1. Non, Luc n'est pas de Paris.
2. Il est de Cannes.
3. Cannes est sur la Côte d'Azur.
4. La Côte d'Azur est super.

Pre-AP SkillBuilder

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

Learning from Photos

(page 34) This photo is of Vieux Port in Cannes. In the nineteenth century, Cannes became a resort for the British aristocracy. Today, Cannes is a year-round resort but is most popular in the summer. The famous International Film Festival takes place in Cannes every May.

Practice

Parlons un peu plus

A Have students work in pairs. You may wish to choose a pair of students to do this activity for the class.

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

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.

Pronunciation

Step 1 Have students repeat the words after you or the recording on Audio CD 2.

Step 2 Have students open their books to page 35. Call on individuals to read the sentences carefully.

Step 3 All model sentences on page 35 can be used for dictation.

Learning from Photos

(page 35) Antibes is located halfway between Cannes and Nice. The fortifications seen here in the old city were built by the military architect Vauban. The area around Antibes is known for its flowers, particularly roses that are used to make perfume. Antibes is also a resort.

LEVELING

E: Conversation

Parlons un peu plus

A **Au café** You've just met a student your own age at a café in Antibes, near Cannes. Have a conversation to get to know each other better.

B **Jeu** **Tu es... !**
Play a guessing game. Think of someone in the class. Pretend you are this person and describe yourself. Your classmates have to guess who you are.



Antibes, France

Pronunciation

L'accent tonique

1. In English, you stress certain syllables more than others. In French, you pronounce each syllable evenly. Compare the following pairs of English and French words.

<i>timid</i> / <i>timide</i>	<i>patient</i> / <i>patient</i>
<i>popular</i> / <i>populaire</i>	<i>American</i> / <i>américain</i>
<i>sociable</i> / <i>sociable</i>	

2. Repeat the following sentences. Notice how each word is linked to the next so that the sentence sounds like one long word.

Élisabeth est l'amie de Nathalie.
Paul est le frère de Nathalie.
Il est très sympathique.



ANSWERS TO Parlons un peu plus

A Answers will vary but may include:

—Salut!
—Salut! Tu t'appelles comment?
—Je m'appelle David.
—Et je m'appelle Sylvie.
—Tu es de quelle nationalité?
—Je suis française.

B Answers will vary but may include:

—Je suis très intelligente et amusante.
—Tu es Élisabeth?
—Non, je ne suis pas Élisabeth. Et je suis de San Francisco.
—Tu es Anne?
—Oui, je suis Anne.

Resource Manager

Audio Activities TE, page 23
Audio CD 2



Lectures culturelles



National Standards

Cultures

This short, simple reading introduces students to two of their peers in two very different areas of the French-speaking world.

Comparisons

The readings make some comparisons between schools in the French-speaking world and those in the United States.

Communication

Students can say as much as they can in their own words about Nicolas Martin and Valérie Boucher.

Reading Strategy

Cognates

Words that look alike and have similar meanings in French and English are called "cognates." Look for cognates whenever you read in French. Recognizing cognates can help you figure out the meaning of many words in French and will help you understand what you read.



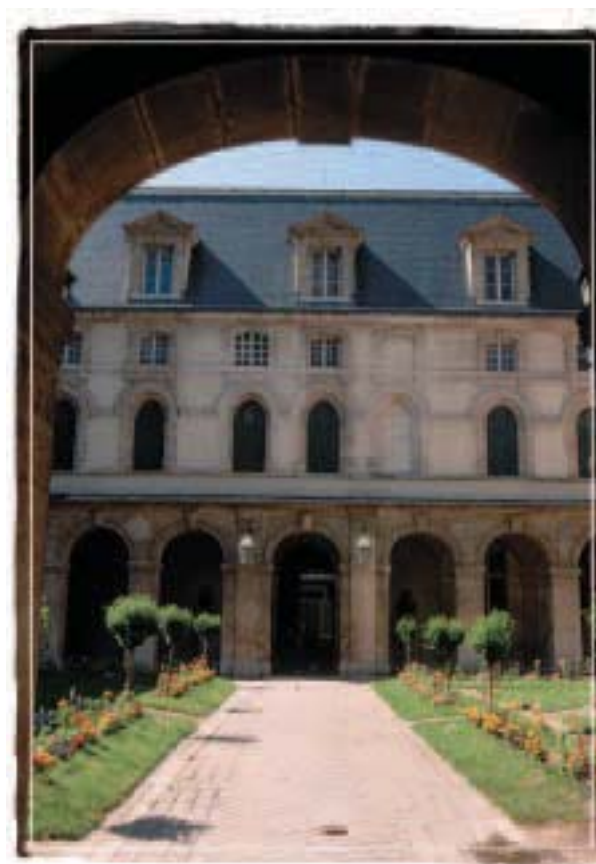
Un garçon et une fille



Un Parisien

Nicolas Martin est français. Il est de Paris, la capitale de la France. Nicolas est un garçon sympa. Il est très intelligent aussi. Nicolas est élève dans un lycée à Paris, le lycée Henri IV. Un lycée est aussi une école secondaire en France, mais après¹ le collège. Le lycée Henri IV à Paris est une école excellente.

¹ après after



Lycée Henri IV, Paris

Presentation

Pre-reading

Step 1 Have students locate Paris and Martinique on the world map, pages xxii–xxiii (French 1A and 1B, pages xvi–xvii). You may wish to have students look at the photos on pages 36–37 now.

Step 2 Read and discuss the Reading Strategy. Have students name some cognates that they have encountered already.

Step 3 Have students scan the reading quickly and silently.

Reading

Step 1 Lead students through the Lecture on pages 36–37 by reading it aloud. Have students repeat each sentence after you.

Step 2 After every two or three sentences, ask questions such as:
D'où est Nicolas Martin?
Comment est Nicolas? Il est élève dans une école américaine?

Learning from Photos

(page 37) Martinique is a beautiful island in French Antilles. Martinique is a volcanic island. Fort-de-France, its major city, is home to about one third of the island's 433,000 inhabitants. The Bellevue district mentioned in this reading is a very pleasant district of the city located in the hills.

LEVELING

E: Reading

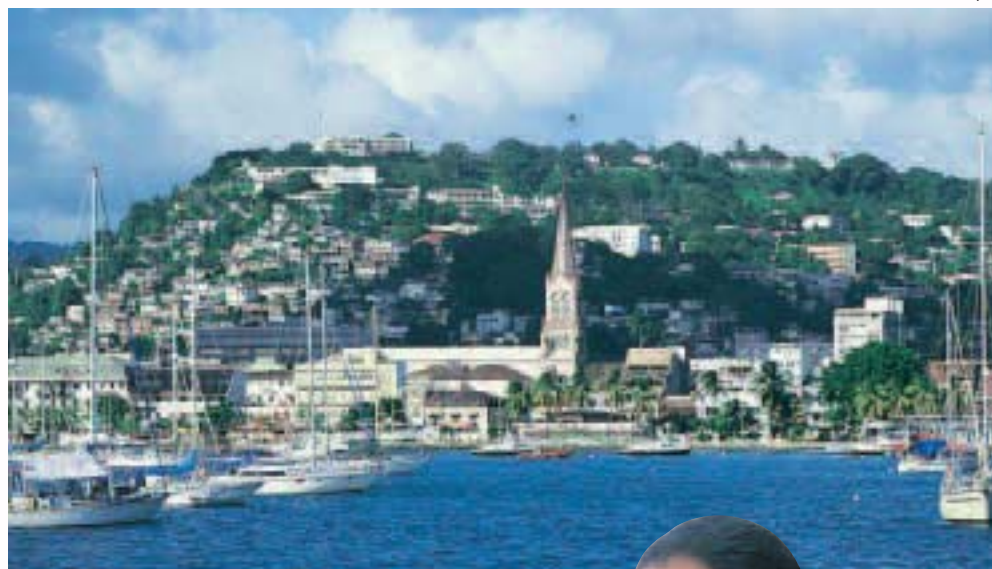
Une Martiniquaise

Valérie Boucher est française aussi. Elle est de Fort-de-France, la ville² principale de la Martinique. La Martinique est une île³ française dans la mer des Caraïbes (la mer des Antilles). Valérie est élève dans un lycée à Fort-de-France—le lycée Bellevue. Le lycée Bellevue est une école excellente.

² ville city ³ île island

Use your CD for more practice.

Fort-de-France, Martinique



Vous avez compris?

A Un Parisien Répondez. (Answer.)

1. Nicolas Martin est de quelle nationalité?
2. Il est d'où?
3. Quelle est la capitale de la France?
4. Comment est Nicolas?
5. Il est élève où?

B Une Martiniquaise Vrai ou faux? (True or false?)

1. Valérie Boucher est espagnole.
2. Elle est de Pointe-à-Pitre.
3. La Martinique est une île portugaise.
4. Valérie est élève dans une école américaine.



Step 3 Call on some students to read aloud individually. After a student has read about three sentences, ask questions of other students to check comprehension.

Post-reading

Have students do the **Vous avez compris?** activities on page 37 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 Either allow students to refer to the story to look up the answers or use this activity as a testing device for factual recall.

B Expansion: After doing Activity B, you may wish to have students correct each false statement made in the activity. For example: **1. Valérie Boucher est française.**

Pre-AP SkillBuilder

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

ANSWERS TO

Vous avez compris?

A

1. Nicolas Martin est français.
2. Il est de Paris.
3. Paris est la capitale de la France.
4. Nicolas est sympa et intelligent.
5. Nicolas est élève dans un lycée à Paris.

B

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

FUN FACTS

When a student graduates from a lycée in Martinique, he or she may attend a university in France, but many students go to the University of the West Indies in Schoelcher, a suburb of Fort-de-France.



National Standards

Cultures

This selection familiarizes students with two French-speaking countries in Africa.

Presentation

Step 1 Have students read the selection quickly as they look at the photos that accompany it.

Step 2 Ask what they learned about Côte d'Ivoire and Tunisia.

Vous avez compris?

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

Learning from Photos

(page 38 top) Known as the "Paris of West Africa," Abidjan has a population of about 4 million today compared to 100,000 in 1951. Once a favorite showcase in Africa, the Côte d'Ivoire has recently been facing some severe economic and political problems. Abidjan is a beautiful city with modern skyscrapers in the central district called le Plateau and posh residential streets in Cocody and les Deux Plateaux. Until 1983, Abidjan was the capital of the Côte d'Ivoire until the then president moved it to his native village of Yamoussoukro, which continues as the capital in name only.

Le français en Afrique

Bonjour! Je m'appelle Diane Koffi. Je suis d'Abidjan. Abidjan est la ville principale de la Côte d'Ivoire. La Côte d'Ivoire est un pays¹ d'Afrique Occidentale². C'est un pays francophone³.

Moi, je m'appelle Karim Ashour. Je suis tunisien. Je suis de Tunis, la capitale de la Tunisie. La Tunisie est un pays nord-africain sur la mer Méditerranée. La langue officielle de la Tunisie est l'arabe. Le français est la deuxième⁴ langue.

¹ pays country

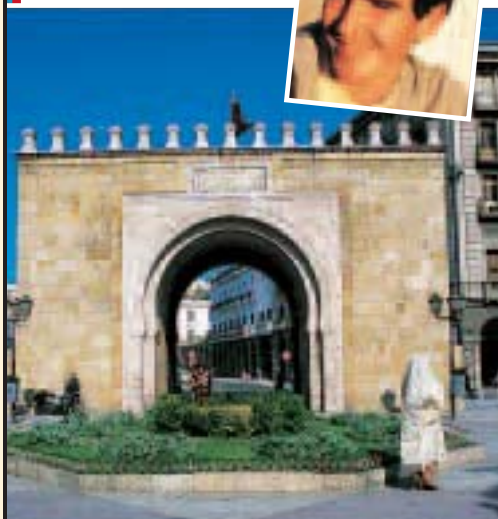
² Occidentale Western

³ francophone French-speaking

⁴ deuxième second



Abidjan, Côte d'Ivoire



Tunis, Tunisie

Vous avez compris?

A Diane Complétez. (Complete.)

1. Diane Koffi est d' _____.
2. Abidjan est la ville principale de la _____.
3. La Côte d'Ivoire est un pays d' _____ Occidentale.

B Karim Vrai ou faux? (True or false?)

1. Karim Ashour est une fille.
2. Karim est algérien.
3. Karim est de Tunis.
4. Tunis est la capitale de la Tunisie.
5. La Tunisie est en Europe.
6. La langue officielle de la Tunisie est le français.

Learning from Photos

(page 38 bottom) Tunis is an attractive city with many boulevards. This photo is of the Place de la Victoire, and the gate, la porte de France, is one of the seventeen gates that formed the original medieval ramparts. Although Tunisia gained its independence from France in 1956, one can still find there an interesting blend of Islamic and occidental cultures.

ANSWERS TO

Vous avez compris?

A

1. Abidjan
2. Côte d'Ivoire
3. Afrique

B

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

Un artiste français

Henri de Toulouse-Lautrec est un peintre français. Il est d'Albi, une petite ville dans le sud de la France. La famille d'Henri est noble et assez riche.

Le jeune Henri est très petit. Il est boiteux¹. Le petit garçon souffre de beaucoup de² fractures. Mais le jeune Henri possède un grand talent. Il adore la peinture³.

Un sujet favori de Toulouse-Lautrec est la vie⁴ parisienne.

Un autre sujet favori de Toulouse-Lautrec est le cirque. Le clown est très amusant, n'est-ce pas?

¹ boiteux lame

³ peinture painting

² beaucoup de many

⁴ vie life



Vous avez compris?

A Un peintre français

Répondez. (Answer.)

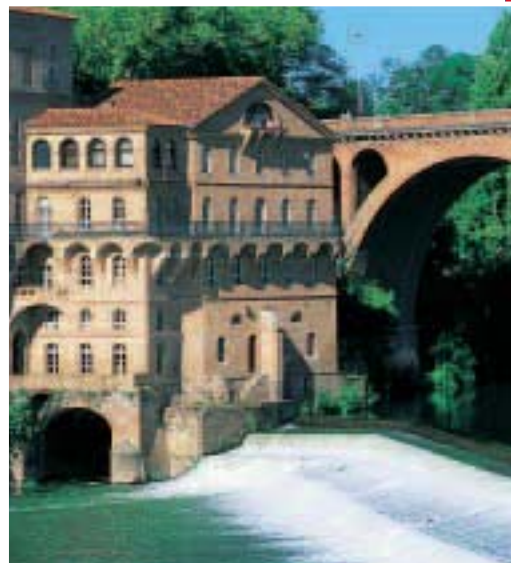
1. Qui est Toulouse-Lautrec?
2. Il est d'où?
3. Comment est la famille Toulouse-Lautrec?
4. Comment est le jeune Henri?
5. Il souffre de beaucoup de fractures?
6. Il adore la peinture?
7. Il adore le cirque?

B Stratégie de lecture

Trouvez les mots apparentés dans la lecture.

(Find the following cognates in the reading.)

- | | |
|------------|-------------|
| 1. family | 5. possess |
| 2. talent | 6. favorite |
| 3. rich | 7. circus |
| 4. subject | 8. painter |



Albi, France

Attention!

The readings on pages 38–39 are optional. You may skip them completely, have the entire class read them, have only several students read them and report to the class, or assign either of them for extra credit.

Presentation

Step 1 Have students read the selection to themselves.

Step 2 Now have students do the **Vous avez compris?** activities.

Learning from Photos

(page 39) The beautiful, small city of Albi is on the banks of the river Tarn. The city is dominated by towering red walls. The famous Albi episcopate today houses a museum with the world's best collection of works by Toulouse-Lautrec.

Art Connection



Many of the works of Toulouse-Lautrec depict life in Montmartre in his day. However, the circus was another theme that fascinated Toulouse-Lautrec from the first moment he was taken to the circus at age sixteen by the painter of animals René Princeteau. Toulouse-Lautrec loved to paint the clowns, acrobats, and circus riders (**écuyères**).

ANSWERS TO

Vous avez compris?

A

1. Toulouse-Lautrec est un peintre français.
2. Il est d'Albi.
3. La famille est noble et assez riche.
4. Il est très petit et boiteux.
5. Oui, il souffre de beaucoup de fractures.
6. Oui, il adore la peinture.
7. Oui, il adore le cirque.

B

1. la famille
2. le talent
3. riche
4. le sujet
5. possède
6. favori
7. le cirque
8. le peintre

LEVELING

E: Reading 1

A: Reading 2



National Standards

Connections

This reading establishes a connection with another discipline—geography. Knowledge students already have from previous study of the subject will enable them to read this selection with ease as they increase their vocabulary in French and learn more about the geography of France.

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 sciences sociales

La géographie

Geography is the study of the earth. It deals with all the earth's features, such as mountains, rivers, and seas. It is also the study of where people live and how the earth's features affect their lives. It is a subject that has interested human beings since the earliest of times.

Look at the map of France. Notice how many geographical terms you are able to recognize in French. See how easy it is to read about geography in French.



Le Rhône à Avignon



La Seine à Paris



40 ◆ quarante

Learning from Photos

(page 41 top) The musée du Louvre is one of the most famous museums in the world. The Louvre once served as the palace of the French kings. It was first built as a fortress in the thirteenth century. The glass pyramid serves as an entrance to the Louvre. It is surrounded by three smaller pyramids. Designed by the architect I. M. Pei, it was unveiled in

1989. The startling contrast between the modern glass pyramid and the classical architecture of the Louvre caused a furor. The initial outrage has faded, as it did with the Eiffel Tower.

(page 41 bottom) Orléans is about an hour's train ride from Paris. This city is famous because it is the home of the French heroine Joan of Arc (Jeanne d'Arc), who saved the city from the English and Burgundian armies in 1429.



La France

Villes

La France est en Europe. La France est un pays important dans le monde¹. La capitale, Paris, est une ville culturelle. Lille, dans le nord, est une ville industrielle. Marseille, dans le sud, est un port important sur la mer Méditerranée.

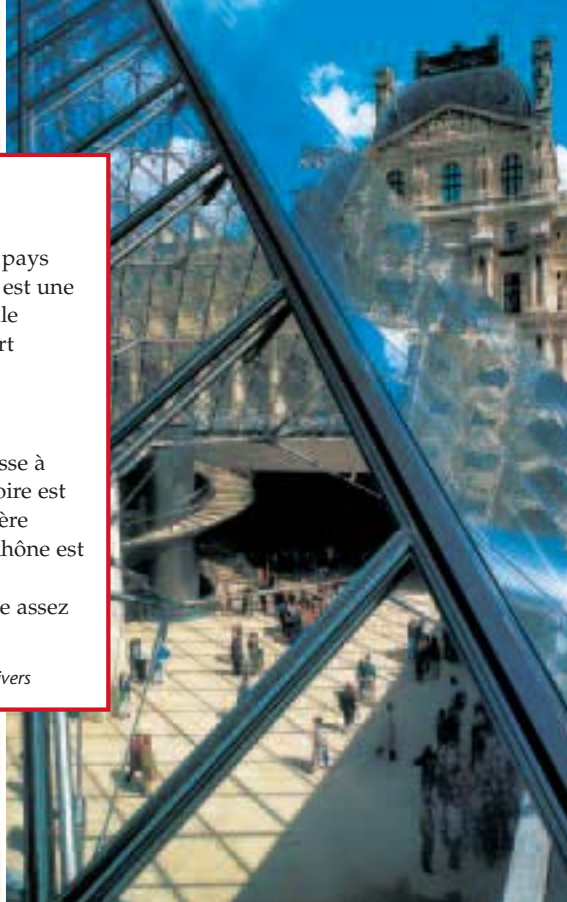
Fleuves

Il y a² cinq fleuves³ en France. La Seine passe à Paris. La Seine est un fleuve très calme. La Loire est un fleuve très long. Le Rhin forme une frontière naturelle entre la France et l'Allemagne. Le Rhône est un fleuve important: c'est une grande source d'énergie électrique. La Garonne est un fleuve assez violent.

¹ monde world

² Il y a There are

³ fleuves rivers



Musée du Louvre, Paris



La Loire à Orléans

Vous avez compris?

Un peu de géographie

Vrai ou faux? (True or false?)

1. La France est un continent.
2. Paris est une ville industrielle.
3. Lille est dans le sud de la France.
4. Marseille est un port.
5. La Seine est un fleuve violent.
6. La Loire est un fleuve très long.
7. Un fleuve forme une frontière naturelle entre la France et l'Allemagne.

Presentation

Les sciences sociales

La géographie

Step 1 Have students read the introduction in English on page 40.

Step 2 Have students read the selection quickly or have them skim it.

Step 3 You may wish to have them find and repeat all the cognates. Explain to students that there are two important strategies to use when reading unfamiliar material—learn to recognize cognates and try to derive meaning from context.

Vous avez compris?

Have a student read the sentence aloud and indicate whether it is true or false. Call on more able students to correct the false statements.

LEVELING

A: Reading

ANSWERS TO

Vous avez compris?

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

Assessment

You may wish to give the following quiz to students who have done the **Connexions** section.

Find the following information.

1. Les noms de trois fleuves en France
2. Une ville industrielle
3. Une grande source d'énergie électrique
4. Un port sur la mer Méditerranée

C'est à vous

Use what you have learned

Preparation



Bellringer Review

Use BRR Transparency 1.8 or write the following on the board.

Copy the following sentences, supplying the missing words.

1. _____ est le professeur.
2. C'est _____? C'est Marie!
3. Chantal Dubois est _____.



Recycling

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

Presentation

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

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

LEVELING

These activities encompass all three levels. All students will be able to do them at a sophistication level commensurate with their ability in French. Some students will be able to speak for several minutes, and others may be able to give just a few sentences. This is to be expected when students are functioning completely on their own, generating their own language to the best of their ability.

C'est à vous

Use what you have learned

PARLER

1

Un ami

✓ Describe a male friend and answer questions about him



Work with a classmate. Here's a picture of Vincent Terrier, a friend of yours from Paris, France. Say as much as you can about him. Answer any questions your partner may have about Vincent.

PARLER

2

Une élève

✓ Ask a female friend questions and tell her about yourself



Jeanne Marin (a classmate) is a new girl in your school. She is from Montreal, Canada. You want to get to know her better and help her feel at home. Find out as much as you can about her. Tell Jeanne about yourself, too.



Jeanne Marin



Saint-Tropez, France

42 ♦ quarante-deux

PARLER

3

Dis donc, c'est qui?

✓ Ask someone questions about another person



You and a friend (a classmate) are at a sidewalk café in Saint-Tropez, on the French Riviera. You see an attractive girl or boy sitting a few tables away. It just so happens that your friend knows the person. Ask your friend as many questions as you can to find out about the boy or girl you're interested in.

ANSWERS TO C'est à vous

1

Answers will vary but may include:

- C'est Vincent Terrier.
- Il est sympa?
- Oui, il est sympa et patient, aussi.
- Il est d'où, Vincent Terrier? Il est de New York ou de Paris?
- Il est de Paris.
- Alors, il est français!
- Oui!

Learning from Photos

- (page 42 middle) This photo was taken in Montreal, the major city of Quebec. Montreal is the second largest French-speaking city in the world.
- (page 42 bottom) St. Tropez was once a small fishing village like many other villages in the south of France. Today it is a summer resort whose harbor is full of yachts.



Un ami français

✓ Write a postcard to a friend about yourself



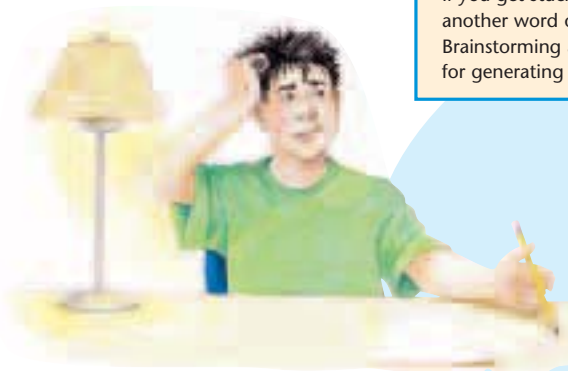
Here's a postcard you just received from a new pen pal. First read his message. Then answer it. Give Christophe similar information about yourself.



Salut!
Je m'appelle Christophe Lagueux. Je suis de Paris, la capitale de la France. Je suis français. Je suis élève dans un collège à Paris—le collège Eugène Delacroix. C'est un collège marrant.
Je suis brun et assez grand. Je suis très sociable. Je ne suis pas timide. Pas du tout!
À bientôt,
Christophe

Writing Strategy

Freewriting One of the easiest ways to begin any kind of personal writing is simply to begin—to let your thoughts flow and write the first thing that comes to mind. Sometimes as you think of one word, another word you know will come to mind. If you get stuck, take several minutes to think of another word or phrase you have already learned. Brainstorming and freewriting are often methods for generating ideas when writing about yourself.



Moi

On a piece of paper, write down as much as you can about yourself in French. Your teacher will collect the descriptions and choose students to read them to the class. You'll all try to guess who's being described.



UNE AMIE ET UN AMI

quarante-trois 43

ANSWERS TO C'est à vous



Answers will vary but may include:

- Tu t'appelles comment?
- Jeanne. Je suis de Montréal.
- Et moi, je m'appelle Paul. Je suis américain. Je suis élève dans une école secondaire à _____. Tu es élève?
- Oui, je suis élève dans un collège à Montréal.
- Le collège, il est grand?
- Non, le collège n'est pas grand. Il est très petit!



Answers will vary but may include:

- Le garçon brun, c'est qui?
- C'est Luc. Il est très sympathique.
- Il est français?
- Non, il n'est pas français; il est ____.
- Il est élève?
- Oui, il est élève dans un collège à ____.
- Il est timide?
- Non, il est vraiment sociable!

Writing Development

Have students keep a notebook or portfolio containing their best written work from each chapter. These selected writings can be based on assignments from the Student Textbook and the Workbook. The two activities on page 43 are examples of writing assignments that may be included in each student's portfolio. In the Workbook, students will develop an organized autobiography (**Mon autobiographie**). These workbook pages may also become a part of their portfolio.

Writing Strategy

Freewriting Have students read the Writing Strategy on page 43. If students have difficulty thinking of words to describe themselves, have them use the vocabulary list on page 47.

Learning from Realia

(page 43) Construction on Notre-Dame was started in 1163 and continued for 170 years. The cathedral is particularly noted for its three magnificent portals in the front, its two rose windows, gargoyles, and flying buttresses.

Tutorial

For non-mastery students, you can make these activities less open-ended. For example, in Activity 1 you may wish to list sample questions and have the partners take turns asking and answering them:

- C'est qui?**
- Il est français?**
- Il est d'où?**
- Il est brun ou blond?**
- Il est amusant?**
- Il est élève dans un lycée français?**

Assessment

Resource Manager

Communication Transparency C 1
Quizzes, pages 1–6
Tests, pages 1–12
ExamView® Assessment Suite
Situation Cards
Performance Assessment, Task 1
MindJogger Videoquiz

Assessment

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

Glencoe Technology



MINDJOGGER VHS/DVD

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

Assessment

Vocabulaire

1 Répondez d'après la photo.

(Answer according to the photo.)

1. Jeanne est française ou américaine?
2. Elle est de Paris ou de Boston?
3. Elle est blonde ou brune?

2 Choisissez. (Choose.)

4. Guillaume est ____ dans un collège français.
a. ami b. élève
5. Guillaume est ____ de Françoise.
a. le frère b. la sœur



Paris, France

FrenchOnline

For more Chapter 1 test preparation go to the Chapter 1 Self-Check Quiz on the Glencoe French Web site at glencoe.com.

Structure

3 Complétez avec «un» ou «une».

(Complete with un or une.)

6. Sylvie est élève dans ____ collège français.
7. Sylvie est ____ fille très sympa.
8. Paul est ____ ami de Sylvie.
9. Paul est ____ garçon sympa aussi.

4 Complétez avec «le», «la» ou «l'».

(Complete with le, la, or l'.)

10. ____ fille, Sylvie, est de Lyon.
11. Jean-Pierre est ____ frère de Sylvie.
12. ____ école de Sylvie est grande.

5 Complétez. (Complete.)

13. C'est une école assez _____. (petit)
14. Martine est une fille très _____. (dynamique)
15. Le garçon ____ est amusant. (américain)
16. Robert est un élève _____. (intelligent)

To review Mots 1,
turn to pages 18–19.

To review Mots 2,
turn to pages 22–23.

To review these
gender markers,
turn to page 26.

To review agreement
of adjectives, turn to
page 28.

ANSWERS TO Assessment

1

1. Jeanne est française.
2. Elle est de Paris.
3. Elle est brune.

2

4. b
5. a

3

6. un
7. une
8. un
9. un

4

10. La
11. le
12. L'

6 Complétez avec «être». (Complete with être.)

17. Dominique, tu ____ français?
18. Oui, je ____ de Bordeaux.
19. La fille blonde, elle ____ américaine?
20. Non, elle ____ canadienne.

7 Répondez au négatif. (Answer in the negative.)

21. Alain Gérard est américain?
22. Il est timide?
23. Alain est le frère de Julie?

Culture

8 Choisissez. (Choose.)

24. Un lycée est ____ secondaire en France.
a. un collège b. un élève c. une école
25. La ville principale de la Martinique est ____.
a. Bellevue b. Fort-de-France c. Paris

To review the verb **être**, turn to page 30.

To review making a sentence negative, turn to page 33.

To review this cultural information, turn to pages 36–37.

Learning from Photos

(page 45) Grand-Rivière is a small village located on the northern coast of Martinique. The fishermen's boats painted in bright colors are called **des yoles**.

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.



Grand-Rivière, Martinique

ANSWERS TO Assessment

5

13. petite
14. dynamique
15. américain
16. intelligent

6

17. es
18. suis
19. est
20. est

7

21. Non, Alain Gérard n'est pas américain.
22. Non, il n'est pas timide.
23. Non, Alain n'est pas le frère de Julie.

8

24. c
25. b

On parle super bien!

This unique page gives students the opportunity to speak freely and say whatever they can, using the vocabulary and structures they have learned in the chapter. The illustration serves to remind students of precisely what they know how to say in French. There are no activities that students do not have the ability to describe or talk about in French. The art depicts the vocabulary and content of this chapter. This illustration is also on Communication Transparency C 1.

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

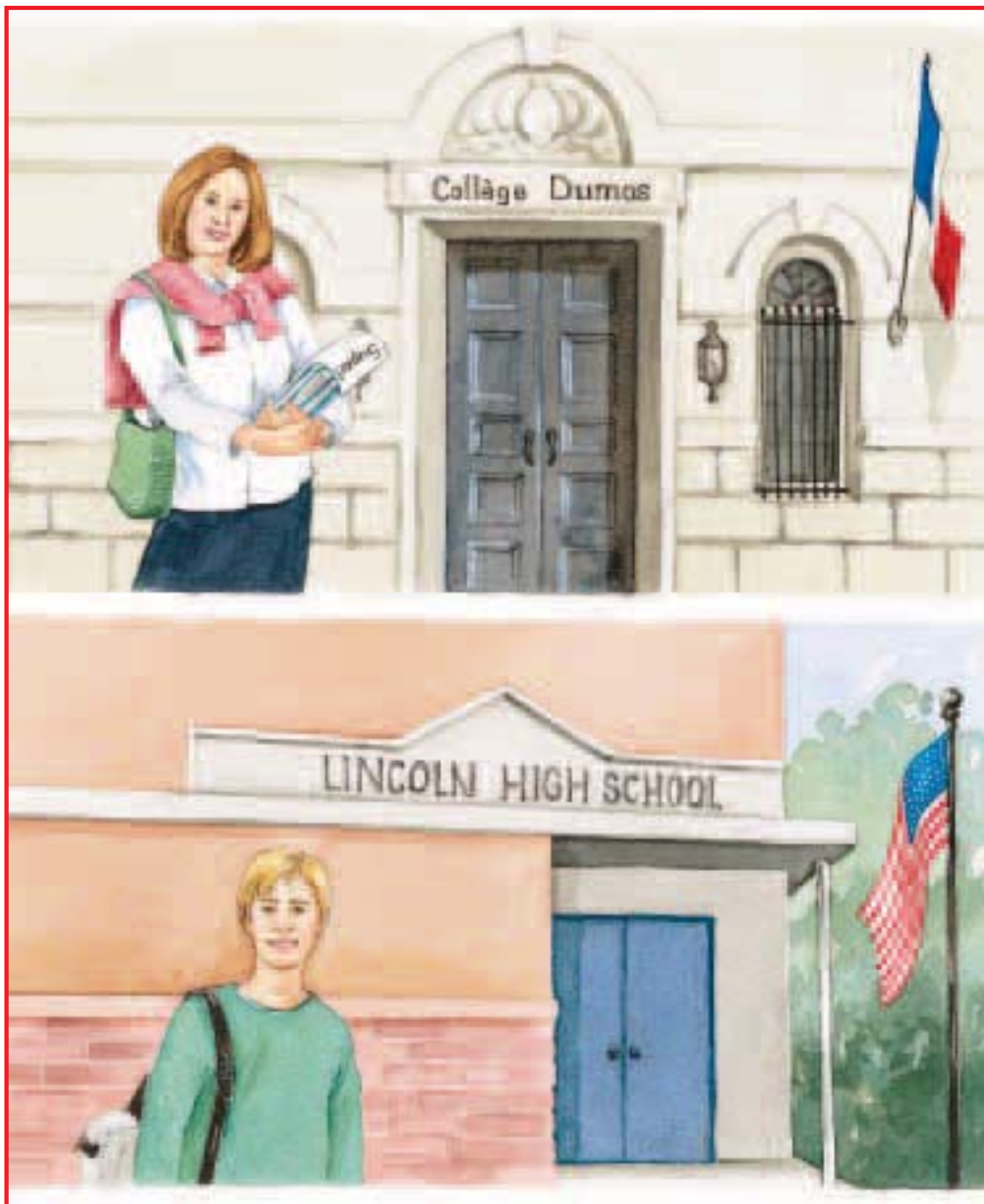
1. Look at the illustration and identify items by giving the correct French words.
2. Make up sentences about what they see in the illustration.
3. Make up questions about the illustration. They can call on another class member to respond if you do this as a class activity, or you may prefer to allow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

Differentiation

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

On parle super bien!

Tell all you can about this illustration.



book 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 sequence to give a coherent story based on the illustration.

Identifying a person or thing

un garçon	un frère
une fille	une sœur
un ami	une école
une amie	un collègue
un(e) élève	être

Describing a person

petit(e)	sympa(thique)
grand(e)	timide
brun(e)	énergique
blond(e)	égoïste
amusant(e)	dynamique
patient(e)	populaire
intelligent(e)	sociable
intéressant(e)	enthousiaste

Stating nationality

français(e)
américain(e)

Finding out information

Qui?	C'est qui?
D'où?	De quelle nationalité?
Comment?	

Expressing degrees

assez
très
vraiment

Other useful words

voilà
aussi
secondaire



UNE AMIE ET UN AMI

How well do you know your vocabulary?

- Choose five words that describe a good friend.
- Use these words to write several sentences about him or her.



VIDÉOTOUR

Épisode 1

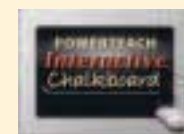
In this video episode, Vincent and Chloé, each hoping to get a great shot of **le Sacré-Cœur**, bump into each other on the steps below the church. See page 526 for more information.

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 42–43, as well as for talking about the illustration on page 46. There are approximately twelve cognates in this vocabulary list. Have students find them.

Attention!

You will notice that the vocabulary list here is not translated. This has been done intentionally, since we feel that by the time students have finished the material in the chapter they should be familiar with the meanings of all the words. If there are several words they still do not know, we recommend that they refer back to the **Mots 1** and **2** sections in the chapter or go to the dictionaries at the back of this book to find the meanings. However, if you prefer that your students have the English translations, please refer to Transparency V 1.1, where you will find all these words with their translations.



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

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



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 1.