

début

Salut!

## explorations

- \* Make some cultural comparisons
- \* See your own culture through new eyes
- \* Learn about comic books in France
- \* Find out about bread and bakeries in France
- \* Reflect on the *Oh, là, là!* gesture

Before you start, turn to page 1 of your Activity Book.

## interactions

- \* Greet and farewell people appropriately
- \* Ask someone's name and say what yours is
- \* Talk about where you live
- \* Say you are sorry
- \* Use the numbers 0 to 10

un 1

## Unit focus

Students reflect on the idea that learning a language involves learning about culture. They notice, compare and reflect on their own ways of greeting as well as those of people in France. They are encouraged to see themselves through the eyes of others and to realise that everyone 'has culture'.

They notice some linguistic differences between French and English in oral and written language and reflect on what it would be like to learn English as a foreign language.

They use first and second person to exchange names and talk about where they live.

Note: the **Unité Début** is an introductory unit, the intention being to cover the remaining four units within the year.

## What do you notice?

Images on the unit opening pages have been selected for their relevance to unit themes. Their authenticity provides opportunity for observation, reflection and deduction and invites discussion on cultural similarities and differences.

Aim to promote discussion rather than find 'correct' answers. Suggested prompts:

- What do you think each photo is of? Why do you think this?
  - 1 Medieval (14th century) bridge over the Lot river at Cahors, SW France
  - 2 Boy students greeting each other at collège, Montauban
  - 3 Farming land (with vines) in Languedoc
- Do you think any of these photos could have been taken in your country? Why? Why not?
  - Look at architecture, houses, young boys shaking hands.
- What do you think is happening in the illustration?
- Where do you think this incident is taking place? Why do you think this?
- What do the photos and illustration suggest this unit will be about?
- Compare your ideas with the points listed under **Explorations/Interactions**. How accurate were your predictions?

## Before you start ...

The purpose of this Activity Book task is to focus students so they are more receptive to key issues presented in the unit. Noting down what they know, believe or imagine before beginning the unit makes them more observant of what follows. Their notes also provide a benchmark that can be used in the last task of the unit to measure their intercultural learning.

- Give students a short time (5–10 mins) to think about and write down their individual answers to the Activity Book questions.

- Emphasise that this is not about being right or wrong; they should write their own thoughts.
- Follow up with sharing and comparing ideas but not correcting at this stage.

## QDN1 resources



## Bande dessinée

La bande dessinée (BD) is the foundation text of the unit. It has been scripted and illustrated to serve a number of purposes:

- to introduce the theme and language focus of the unit
- to showcase the linguistic elements in a realistic, lively context to appeal to the age group of your students
- to display cultural information in context
- to present visual clues to meaning
- to provide listening comprehension practice when combined with the Audio CD recording
- to establish oral skill development through structured oral practice, including rehearsed performance.

There are many ways of working with the BD. However you do it, you'll need to revisit the BD over a number of lessons.

## Suggested introduction to the BD

- Get students to observe the BD without looking at the speech bubbles. Ask:
  - How many different characters do you see?
  - Where are they?
  - What do you think they are doing?
- Play the whole track without pause while looking at the BD.
- Check comprehension of gist with the 'What's happening?' questions below. Avoid translation of detail at this point.

## Alternative introduction to the BD

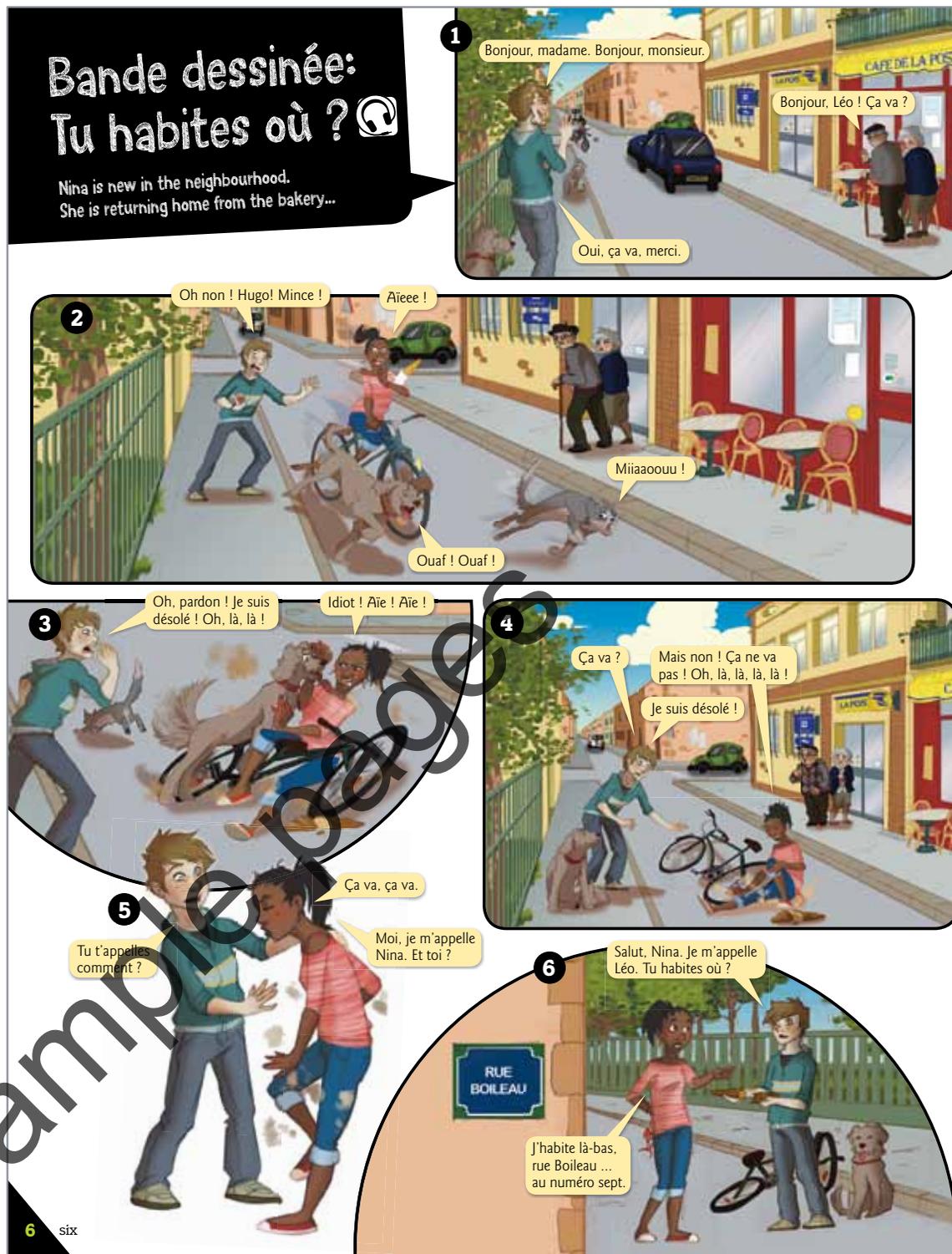
If you have an interactive whiteboard or a projector, you might want to use the BD from Pearson Reader.

- Tell students to close their books. Project the BD without text in the speech bubbles. Direct students to observe the BD and ask the same questions as above.
- Play the whole track without pause.
- Check comprehension of gist within the 'What's happening?' questions.
- Play the whole track once more, sharing the text.

## QDNI resources



SB: CD 1, track 1



## What's happening?

Suggested questions to allow students to arrive at a general understanding of the events:

- What is the boy's name? **Léo**
- Does Léo know the elderly couple? **Yes**
- What causes the accident?  
**Léo's dog chases a cat across the road in front of the girl on the bike.**
- Do the boy and girl already know each other?  
**No**
- What's the girl's name? **Nina**
- Do they part on good terms? **Yes**



Do you read comic books? In France, comics are very popular and are read by people of all ages. You may have read the adventures of **Astérix**, **Tintin** or **Lucky Luke**, all of which were originally written in French. If you visit a library or bookshop in France, you will find an extensive **bande dessinée** or **BD** section with hundreds of different comic titles.



Clémentine Bouvier, a graphic artist from Lyon in France, has drawn the **BD** for *Quoi de neuf?*



### Remarquez !

- Take a closer look at the **BD**. What details can you see that suggest this is not an Australian street scene?
- Look again at the elderly man in Frame 4. What do you think his body language is saying? You'll learn more about this gesture on the next page.

## Suivez la piste

With some classmates, you are soon going to choose roles and act out all or part of the **BD** for the class. To ensure you fully understand the **BD** and give your best possible performance, prepare by working through steps 1-4 on the following pages.

sept 7

## Comics

- Have students look at the photos and comment.
- Ask: The artist in the photo is sketching a rough for this **BD**. Can you find her final illustration in the **BD**? **Frame 3**
- Get students to pronounce **bande dessinée** (graphic novel) and its abbreviation **BD**.
- Explain the literal meaning for **bande dessinée** (drawn strip).

### ICLL prompts



- Who is familiar with Asterix / Tintin / Lucky Luke?
- Do you know any other cultures where comics are popular?  
**Manga comics are very popular in Japan, for example.**
- Why do you think people like reading comic books?
- How do they differ from novels?

Elicit from students that comics give visual clues and context that aid understanding. Point out that in the same way, the illustrations, realia and photos in their Student Books will help them understand and learn.

### Cultural note

The biggest comic convention in Europe is held in Angoulême, France, each January. It began in 1974 and is attended by thousands of people and hundreds of journalists. **Le festival international de la bande dessinée d'Angoulême** has become an international institution. The second festival for **BD** in France is **Quai des Bulles**. Created in 1981, it is held in Saint Malo, in Brittany, each October.

### QDNI resources



**Festivals de BD**  
Go to Pearson Places for websites featuring **le festival international de la bande dessinée d'Angoulême** and **Quai des Bulles**.

### Suivez la piste

At this stage, it is not expected that students fully understand the **BD**.

Explain that their task now is to follow a four-part trail, looking for clues and gathering information until they arrive at a complete understanding of what's happening in the **BD**. Ask:

- What do you think **Suivez la piste** might mean? Look for visual clues.  
**Follow the trail.**

### ICLL Student Book answers



The details designated (CC) below are discussed in **Connexions culturelles** on page 8. Delay discussion of this point until then.

- Possible observations that suggest this isn't happening in Australia (or New Zealand):
  - vehicles parked on opposite side of street** – Frames (F) 1, 2, 4, 8
  - signs above café and post office** – F 1, 4, 7
  - shops and houses look different (bars on windows, balconies)** – F 1, 2, 4, 7, 8
  - Nina is carrying a French loaf (CC)** – F 2, 3, 4, 6, 7
  - street sign is different** – F 6
  - Nina has no bike helmet** – F 2, 3, 4

- Replicate M. Lenoir's **Oh là là** gesture in Frame 4: shake your hand in front of you saying 'oh là là (là là)' looking alarmed / worried. Discuss students' suggestions.

**The man is worried / alarmed.**

Students will discover more about this gesture in **Sans mot dire** on page 8.

### Cultural note

Wearing bike helmets is recommended but not compulsory in France. Helmets are worn by **décret**, not by law, meaning it is up to individuals to decide for themselves.

## IcLL prompts



First look at the three photos on the left. Ask:

- What do you think a **boulangerie** is?
- Do these photos look like the bakery where you live? What's similar / different?
- Where do you get your bread?

Explain that people also buy bread at supermarkets in France.

**Baguette** actually means 'stick', which explains why it is also the word for chopstick and conductor's baton.

## IcLL prompts

Look at the photo on the right before reading the text. Ask:

- What does it show?  
**A café at street level. A hire bike station in front of café.**
- What is upstairs?  
**Residential quarters**

Read the paragraph. Point out that the **boulangerie** photo also shows living quarters above.

- Is it common where you live to have residences above commercial properties?

## IcLL scaffold

- Start **Sans mot dire** by discussing the questions in **Réfléchissez !**  
**Examples of communication without words: sign language (for the hearing impaired), smoke signals (American Indians), Morse code, semaphore (flag signals used by navy), hand gestures, facial expressions**
- Ask: How would you communicate these messages with your hands? Stop. / Come forward. / Go away. / Slow down. / Don't speak.
- Ask: How would you use facial expression to show: boredom / interest / exasperation?

## IcLL prompts

- Have you seen people of different cultural backgrounds use gestures that you don't understand?  
**French people rub their cheek with the back of their fingers to indicate that something is boring. Italians and Chinese indicate to come closer by pointing their hand down and flicking their fingers inwards. This can be misinterpreted by English people as 'Get lost'. The Indian sideways nodding of the head to indicate 'yes' can be misinterpreted by English people as 'Don't know and don't care.'**
- Are you aware of any body language you use that is not understood by people of different cultural background?

# 1 Connexions culturelles



## La boulangerie et la baguette

Nina was on her way back from **la boulangerie** when she ran into Léo. The **boulangerie** is an important part of daily life in France and French bakers bake several times a day to ensure there's always a supply of really fresh bread. In France, most people eat bread with every meal, and you will often see people queued at the **boulangerie** prior to mealtimes. They like their bread fresh and crusty in France, which explains why the long thin loaf, known as a **baguette**, is a favourite – it offers the maximum amount of crust. There are thinner and fatter versions of the **baguette** (each type with its own name), as well as a multitude of other bread shapes and varieties.



## Café ou résidence ?

Léo's mother manages the **Café de la Poste** and the family lives above the café. In the older parts of French cities and towns, it is common for buildings to have a shop or café on the ground floor and apartments above.



## Sans mot dire

### Oh là là !

We often use body language to show what we are thinking and feeling, but does the same body language have the same meaning in different countries? Do all cultures have the same gestures? For example, how did you interpret the man's gesture in Frame 4 of the BD?

→ French speakers use this gesture to show alarm, concern or distress. To mean the same thing, younger people may simply put their hand to their mouth with a sharp intake of breath. You can say **Oh là là !** with either gesture, but the gesture alone will convey the meaning.

8 huit



## Et chez vous ?

Is there a gesture you use when you are alarmed or concerned?

## Réfléchissez !

Do we always need spoken language to communicate? Can you think of any instances when we communicate without words?



Practise the **Oh là là !** gesture with students.

- Think of some situations where you might use this gesture.  
**When someone does something wrong and is going to get into trouble for it ('Now you'll cop it!'). Or when you see someone get hurt or you see a near-miss accident.**

# 2 Pronunciation

début

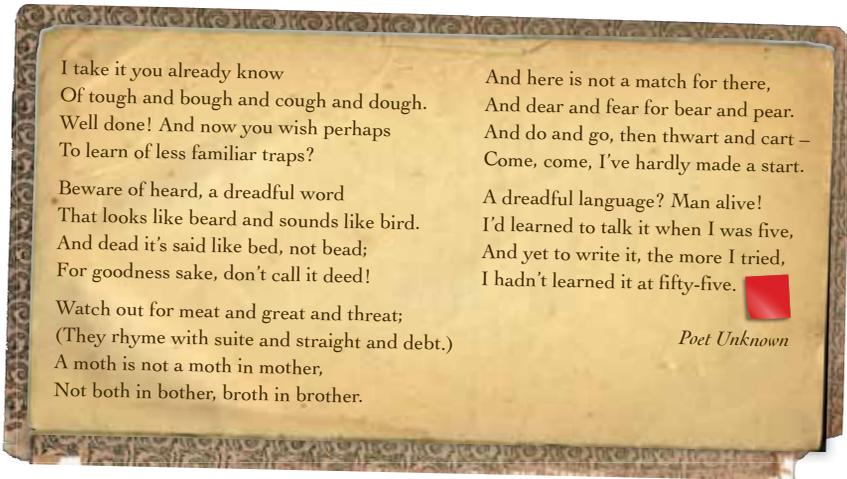
Take a look at these French words – you'll find it easy to guess the meanings.

adorable attention chocolat famille grand-parent horrible numéro pardon

Now listen to how your teacher pronounces them in French.

Surprised? Although French and English share the same alphabet and many words look the same, we don't pronounce them the same way. French has its own rules of pronunciation, but at least it *does* follow some rules!

Read this poem and imagine you're a French speaker trying to learn English:



What point is the poet making about English?

## Pronunciation

This section looks at letters and letter groups that English speakers are most likely to mispronounce in French. The aim is to facilitate both correct pronunciation and correct spelling by giving students a grasp of sound-symbol correspondence. This needs to be done as a class with the teacher modelling the sounds and words. From here, it is a natural progression to the pronunciation practice of the vocabulary.

### Reading the poem

After reading the poem, ask:

- In verse 1, how many different pronunciations are there of the letters 'ough'? **Four**
- Pick out the rhyming words in verses 2 and 3 and compare their spellings.  
**heard / word / bird; dead / bed; bead / deed; meat / suite; great / straight; threat / debt**
- According to the poet, in verse 3, what is illogical about the way we pronounce 'mother', 'brother' and 'bother' in English?

### Student Book answers

The poet's point is that English pronunciation is very inconsistent and follows few rules, which makes it very hard to know how to say and spell words correctly.

Emphasise that although French has different rules of pronunciation, it does largely follow the rules.

French spelling and pronunciation is quite easy, once you make some basic observations.

- a** For example, how is the letter 'a' pronounced in French? Listen to your teacher say these words:

ça ne va pas salut oh là, là je m'appelle là-bas

➔ 'a' is usually pronounced 'ah' as in the English 'rather'. Now you try.

- oi** How are the letters 'oi' pronounced in French? Listen to your teacher again.

quoi (de neuf) moi toi au revoir Boileau

➔ 'oi' is pronounced 'wah'. Now you try the same words.

### Silent last letters

You may have already noticed that the final 's' of some French words is not pronounced, for example: **tu t'appelles** and **tu habites**. In French, the final letters of words are often silent.



### Pronunciation of **a**

- How many different pronunciations of the letter **a** can you think of in English? Compare pronunciation of **a** in: **able**, **apple**, **bath**.

### Pronunciation of **oi**

- How do we usually pronounce **oi** in English: **spoil**, **boil**, **toil**?
- Why do we have two ways of pronouncing the words 'abattoir' and 'reservoir' in English? **They were originally French words. Original pronunciation has been corrupted over the years of English usage.**

### Silent last letters

- Does English have any examples of silent letters?  
**debt**, **night**, **castle**, **psychology**, **knock**, **plumber**, **pneumonia** ...

### QDNI resources

p. 6, task C

AB, task C: CD 1, tracks 2 and 3

## Vocabulary

- The focus here is on pronunciation, not meaning. Emphasise the point about *listening* and *imitating* what you hear rather than *looking*.
- Have students repeat words and expressions until they are reasonably confident before doing the **Qu'est-ce que ça veut dire ?** task in the Activity Book.

### Learning how to learn

Some ways to make repetition lively and fun:

- Vary the volume.
- Vary the speed.
- Vary the tone.
- Vary the student target – whole class, half class, rows, pairs, individuals.

### Qu'est-ce que ça veut dire ?

The Activity Book task **Qu'est-ce que ça veut dire ?** actively engages students in developing their own French–English vocabulary list by deducing meaning from a range of clues.

The new vocabulary from the **BD** is organised in meaningful categories. Students are required to match the French words to their English equivalents. The process of deduction aids memorisation of meaning and is more engaging than rote-learning.

Students can work individually or in pairs.

### Learning how to learn

- Before students start the task, ask what clues there are to help them match up meanings.
  - List students' suggestions on the board. Include the following ideas:
    - similarities to English words
    - how the word is used in the cartoon story (the context)
    - the heading for each group of words
    - the punctuation used (for example, question or exclamation marks).
  - Students should write in the numbers only at this stage.
- Correct **Qu'est-ce que ça veut dire ?** and have students write in the English meanings. Explain they now need to *memorise* the new words and their meanings. Point out **Inspecteur Lepif** on page 4 with his learning tips.
- Return to **BD** and read and listen again, aiming at a more detailed understanding.

Learning to speak a new language means *listening* and *imitating* what you hear.

With your teacher's help, try saying these new words and expressions from the **BD**. See if you can find any more examples of silent final letters.

#### Greetings

bonjour  
salut  
au revoir  
à bientôt

#### Talking about yourself

moi  
je suis  
je m'appelle  
j'habite

#### Talking to someone else

toi  
Tu t'appelles comment ?  
Tu habites où ?

#### Useful words

madame	où
monsieur	ici
et	là-bas
mais	(au) numéro
oui	(la) rue
non	
merci	
alors	

#### Asking and saying how you are

Ça va ?  
ça va  
ça ne va pas

#### Exclamations and expressions

Mince !  
Aïe !  
Oh là, là, (là, là) !  
Idiot(e) !  
Oh pardon !  
Je suis désolé(e) !  
Ah bon ?

### 3 Qu'est-ce que ça veut dire ?

When you can confidently pronounce these words, do the **Qu'est-ce que ça veut dire ?** task in your Activity Book. You'll remember the meanings better if you work out as many as possible using your powers of deduction.

But first, have a class discussion about what sort of clues there are to help you do this.

As a last resort, you can use the vocabulary section at the back of the book to look up any meanings you can't guess.

### 4 Jouez un rôle

Now return to the **BD** and listen several more times, imitating the voices until you are confident. Then choose roles and rehearse with some friends before you perform for the class. Remember to include the gesture.

10 dix

### QDNI resources

 pp. 4–5, task B

### Jouez un rôle

- When students are confident, let them choose roles and work in pairs or small groups towards performing part or all of the **BD** for the class (preferably without the text).
  - To conclude their work on the **BD**, make performance day a bit of a treat. Encourage them to dress up and use props.
  - If assessing the performance, discuss your criteria with students first. See the list on page 20 of this Teacher Companion.
- Revisit the **BD** over a number of lessons for students to repeat (with and/or without the text) after the paused recording. Short practice sessions could serve as 'warm-ups' over a number of lessons.

# Ça, c'est le français

début

## ① Greeting people

Would you greet all of these people in exactly the same way? Why?/Why not?

- your school principal
- your best friend
- a high court judge
- your grandmother
- an adult you're meeting for the first time



There is also more than one way to greet people in French. Look again at the **BD** to see what greetings and farewells you can find.

- **Bonjour** can be used with people you don't know well and with friends. It can mean 'Hello', 'Good morning' or 'Good afternoon'.
- **Salut** is more casual – like 'Hi' – and is used among friends. You can also use **Salut** to say goodbye to friends – a bit like 'See you!' or 'Bye'.
- If you expect to see someone again soon, you can use **À bientôt** to say 'See you soon'.
- **Au revoir** is also used to say 'Goodbye' and can be used in both formal and informal situations.

Why not give yourself a French name? See page 14 for some ideas.

### À vous

With a partner, practise some French greetings.

Then try using your own names instead of those in **bold**. Change roles. Practise more by changing partners.

- A Bonjour, **Nina** ! Ça va ?
- B Salut, **Léo**. Oui, ça va, merci.
- A Au revoir, **Nina**.
- B Au revoir, **Léo**. À bientôt.

## ② Forms of address

How would you translate the words **monsieur** and **madame** here?



How would you translate the words **Monsieur** and **Madame** here?



- All these forms of address can be used with or without a surname.
- The capital 'M' and the abbreviations are used only with a surname.

- **Monsieur (M.)** can mean 'Mr' or 'Sir'.
- **Madame (Mme)** can mean 'Ms' or 'Mrs' or 'Madam'.
- **Mademoiselle (Mlle)** is another title like 'Miss', used to address younger females.

The words **monsieur**, **madame** and **mademoiselle** are used far more often in French than 'sir', 'madam' and 'miss' are in English.

onze 11

## Cultural note

- There is no French equivalent of the title 'Ms'. Younger people tend to call women who are thirty onwards **madame** (whether they are married or not), as a form of respect, and older people tend to call younger women under thirty **mademoiselle**. Women in their thirties may feel flattered to be called **mademoiselle**.
- Emphasise how useful **madame** and **monsieur** are, being usable with or without a surname. For example, it is quite usual to greet 'Messieurs-dames' when entering or leaving small shops and cafés or to other diners in a restaurant in France.

## QDNI resources

- p. 6, task D; p. 7, task E
- AB, task D: CD 1, track 4

## ICLL prompts

- Can you think of other forms of address in addition to those in the word clouds?
- Why do we greet different people in different ways?  
**To show respect/friendship/familiarity. The way we greet reflects our relationship with that person.**
- What happens if you are too familiar greeting someone you hardly know?  
**Reaction of disapproval / Will be considered rude.**

## À vous

Have students move around the classroom holding their name cards (see page 14) and greeting each other. Encourage correct pronunciation of each other's names by having them start the greeting with:

- A **Je m'appelle** [French name].
- B **Et moi, je m'appelle** [French name].

## ICLL prompts

- Discuss why it's hard to come up with a natural English equivalent for **madame/monsieur** in Leo's speech bubble. Ask:  
• Would we say 'Good morning, sir/madam?' Why/Why not?  
**Only in more formal situations for someone you didn't know well (e.g. shop assistant to customer). Not if you knew someone as Léo does here.**
- Would we say 'Good morning, Mr/Mrs?'  
**Not without a surname following.**

## ICLL prompts

- How do you think the abbreviations **Mme/Mlle** came about?  
**First and last letters**
- How would you write **Madame Lenoir** and **Monsieur Lenoir** as abbreviations?
- What are the English 'Mr' and 'Mrs' abbreviations of?  
**'Mister' and 'Mistress'. 'Ms' (combination of 'Mrs' and 'Miss') was a later title intended to do away with the distinction between married (Mrs) and unmarried (Miss).**
- Are the capital 'M' and abbreviations used only with a surname in English as well?