

# QUOI DE NEUF?

Nom de famille : \_\_\_\_\_

Prénom : \_\_\_\_\_

Classe : \_\_\_\_\_



# 1

**ACTIVITY BOOK**  
2ND EDITION

FRENCH LANGUAGE

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# Introduction

Your *Quoi de neuf ? Activity Book 1* is where you will practise and consolidate the key language and learning from your Student Book. You will develop your language skills as well as your knowledge of French and **francophone** cultures.

**Before you start ...** is the first activity of every chapter. Complete it before you start the **Bande dessinée** (comic strip) in your Student Book. It gives you a chance to think about the themes of the chapter in relation to your own culture and reflect on the similarities and differences you would expect in French-speaking cultures.

In **Qu'est-ce que ça veut dire ?**, you will help Inspecteur Lepif work out the meaning of the new words and expressions in your Student Book, by looking for clues and using your deductive skills. In return, he will help you with some useful strategies and tips for remembering and expanding your vocabulary.

Other activities such as **Tu comprends la BD ?**, **Prononciation**, **Tu comprends ?**, **Quiz**, **Un peu de lecture** and **Le mot juste** will help you consolidate what you learn in your Student Book, as well as boosting your creativity and your literacy and numeracy skills.









You have the opportunity to check and record your progress during and at the end of each chapter with the interaction activities **Et maintenant, parlez !** and **Maintenant, je peux...**

The eBook has interactive games and worksheets to help your language learning. You can record your achievement in **Mes activités numériques**.

In the last activity, **Reflections**, take the opportunity to look back at what you have been learning over the chapter. Think about any changes in your knowledge and attitudes, and record the progress you have made towards becoming a brilliant intercultural communicator!

Each activity has icons telling you which skills you will be practising.

## Icons used in your *Quoi de neuf ? Activity Book*

-  Listen to the voices of French native speakers and practise your comprehension skills.
-  Take part in interactions and become a confident *speaker*.
-  Develop your *reading* skills and enjoy looking at different text types.
-  Write your answers in French. Remember to check your work for accuracy!
-  Develop your *intercultural* awareness. Observe, explore, notice, compare, reflect and record your point of view.
-  Work out the correct answers or patterns using your deductive and *critical thinking* skills.
-  Learn to use a bilingual dictionary and the **Dictionnaire (français–anglais; anglais–français)** section of your book.
-  Develop your 21st century skills with activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

**Alors, on y va !**

Languages and their rules can change over time, and French is no exception. The spelling of words in *Quoi de neuf ?* follows updated official spelling changes. In the **Dictionnaire** section at the back of the book, you will see the old spelling provided as reference too, as both are correct.

Alors, on y va ?

Super ! Allons-y !

Cool !



# Qui est-ce ?

## Before you start ...

- 1 Complete the first two columns in this table. When you have finished this chapter, return to complete the last column.

What I know about cafés in France	What I want to learn	What I learnt

- 2 Someone visiting you from another country asks you what people say and do when they greet each other here. What would you tell them?

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- 3 Write down some different ways people in other cultures greet each other.

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- 4 How do you think French people might greet each other?

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To help me remember important information in this chapter, I will:

☐ create a poster of the numbers 11–30 and pin it up in a location where I will see it every day.

☐ create tongue twisters using the days of the week.

☐ \_\_\_\_\_ (my own idea)

# A • Qu'est-ce que ça veut dire ?

STUDENT BOOK • PAGES 16–17

Help Inspecteur Lepif work out the meaning of the note he's found.

By yourself or with a partner, match the English words and expressions on the note to the French equivalents in the tables.



- |                                    |  |  |
|------------------------------------|--|--|
| 1 his/her name is                  | 13 greedy  | 26 funny, fun                                  |
| 2 very bad(ly),<br>not well at all | 14 the lady, the woman                             | 27 Can I help you with<br>something? (in shop) |
| 3 intelligent                      | 15 the boy   | 28 Let's go!                                   |
| 4 the man                          | 16 nasty   | 29 See you Sunday!                             |
| 5 How are you?<br>(formal)         | 17 nice  | 30 cool  |
| 6 the waitress                     | 18 <del>Who is it?</del><br><del>Who's that?</del> | 31 the girl                                    |
| 7 the baker                        | 19 at your place                                   | 32 bad(ly), not well                           |
| 8 not bad(ly)                      | 20 the (street) cleaner                            | 33 he/she is                                   |
| 9 What's he/she like?              | 21 he/she loves                                    | 34 well  |
| 10 not much                        | 22 it's, that's                                    | 35 he/she lives                                |
| 11 um ...                          | 23 he/she hates                                    | 36 How are you?<br>(familiar)                  |
| 12 a bit                           | 24 the florist                                     | 37 at my place                                 |
|                                    | 25 very well                                       | 38 near  |
|                                    |  | 39 great                                       |
|                                    |  | 40 the dog                                     |
|                                    |  | 41 What's new?                                 |
|                                    |  | 42 hard, difficult                             |

Open your Student Book at the **BD** pages 16–17 and use the *visual clues* and the *context* to help you guess the meanings. Remember to watch out for other clues like *headings*, *punctuation* and *similarities to English*.

- For each word or expression, write the number of the English meaning to the left of the French.
- After checking the answers with your teacher, write the correct English meaning to the right of the French.

**Notice!** A French expression will not always have the same number of words as its English equivalent. The best translation is not necessarily 'word for word'; it's what you would say in English in a similar situation.



## Talking about others

18	Qui est-ce ?	Who is it? Who's that?
	c'est	
	Il/Elle est comment ?	
	il/elle est	
	il/elle s'appelle	
	il/elle habite	
	il/elle déteste	
	il/elle adore	

Saying how you feel	
bien	
très bien	
pas mal	
mal	
très mal	
Nouns (naming words)	
le chien	
le garçon	
le monsieur	
le balayeur	
le/la fleuriste	
la boulangère	
la dame	
la fille	
la serveuse	
Adjectives (describing words)	
amusant/e	
gourmand/e	
intelligent/e	
méchant/e	
difficile	
cool	
super	
sympa(thique)	
Useful expressions	
Comment allez-vous ?	
Comment vas-tu ?	
Vous désirez quelque chose ?	
Quoi de neuf ?	
pas grand-chose	
À dimanche !	
chez moi	
chez toi	
euh...	
On y va !	
près de	
un peu	

Work with a partner and test each other on both English and French equivalents. Share the tricks you use to help you to learn new French words. Write the French word on your partner's back. Get them to guess it and say what it means.





## B • Tu comprends la BD ?

### Part A Comment sont-ils ?

STUDENT BOOK • PAGES 16–17

BD stands for  
bande dessinée  
(comic books)

Read through the **BD** on pages 16–17 of your Student Book. Show you have understood what was said about these people by ticking the appropriate boxes.



	Michelle Santi	Monsieur Grognon	Madame Brioche	Monsieur Bosquet	Quentin Legrand	Hugo
cool						
a bit difficult						
funny						
great						
nasty						
very nice						
very clever						
greedy						

### Part B La fiche d'identité

STUDENT BOOK • PAGES 16–17

Re-read the **BD** and complete the profiles below in French.



- 1 Elle s'appelle \_\_\_\_\_ (name)
- 2 Elle est \_\_\_\_\_ (character)
- 3 Elle est \_\_\_\_\_ (occupation)



- 1 Il s'appelle \_\_\_\_\_ (name)
- 2 Il est \_\_\_\_\_ (character)
- 3 Il est \_\_\_\_\_ (occupation)



- 1 Elle \_\_\_\_\_ (name)
- 2 Elle \_\_\_\_\_ (character)
- 3 Elle \_\_\_\_\_ (occupation)



- 1 Il \_\_\_\_\_ (name)
- 2 Il \_\_\_\_\_ (character)
- 3 Il \_\_\_\_\_ (occupation)



What clues do **elle** and **il** give you? Is it the same in English?

## C • Quiz

Circle the most appropriate answer.

**1** **La bise** is a:

- a** popular sport in France.
- b** way of greeting people in France.
- c** strong wind coming from the Alps.

**7** To whom would you say « **Salut !** »?

- a** a teammate
- b** a shopkeeper
- c** a ticket inspector

**2** **Un café** is not:

- a** a hot drink.
- b** a card game.
- c** a meeting place.

**3** In France, small dogs cannot:

- a** travel on public transport.
- b** go into restaurants.
- c** go to the cinema.

**8** A French person places their finger against their mouth to:

- a** give directions to a stranger.
- b** order another drink in a café.
- c** keep something secret.

**4** If you call a French person **monsieur**, you are addressing a:

- a** man.
- b** woman.
- c** young girl.

**9** In New Caledonia it is common for people to greet each other with a:

- a** hug.
- b** handshake.
- c** kiss on each cheek.

**6** **Une baguette** is a:

- a** school bag.
- b** bread stick.
- c** comic strip.

**10** In Mauritius, village people often meet at:

- a** a café.
- b** a park.
- c** small grocery stores called *tabajies*.

**5** **L'Hexagone** is:

- a** what the French also call France.
- b** a famous French cartoon character.
- c** the river that flows through Paris.

**11** What would you do with **une BD**?

- a** read it.
- b** listen to it.
- c** play it.

## D • Tu comprends ?

Listen to these people and choose what is happening each time.

- 1** **a** The boy is asking the girl's name.  
**b** The boy is asking what the girl is like.  
**c** The boy is asking where the girl lives.

- 2** **a** The girl is asking what the boy's name is.  
**b** The girl is asking what the girl's name is.  
**c** The girl is asking what the boy is like.

- 3** **a** The man is asking who the woman is.  
**b** The man is asking who the girl is.  
**c** The man is asking who the boy is.

- 4** **a** Nina says she's very well.  
**b** Nina says she's not bad.  
**c** Nina says she's not well.

- 5** **a** Léo says, 'That's the baker over there.'  
**b** Léo says, 'That's the street cleaner over there.'  
**c** Léo says, 'That's the waitress over there.'

- 6** **a** Nina says he's nasty.  
**b** Nina says he's nice.  
**c** Nina says he's greedy.

- 7** **a** Léo says she's funny.  
**b** Léo says she's nice.  
**c** Léo says she's intelligent.

- 8** **a** Léo says the waitress hates dogs.  
**b** Léo says the florist loves dogs.  
**c** Léo says the florist hates dogs.

- 9** **a** The girl says, 'Let's go!'  
**b** The girl says, 'What's new?'  
**c** The girl says, 'See you Sunday.'

- 10** **a** Quentin says the girl lives at number 8.  
**b** Quentin says the girl lives at number 6.  
**c** Quentin says the boy lives at number 5.



## E • Tu ou vous ?

STUDENT BOOK • PAGE 21

Now have  
a first go at  
activity Q!

Would you say **tu** or **vous** to the following people? Circle and explain your choice.

- |   |                                     |           |             |       |
|---|-------------------------------------|-----------|-------------|-------|
| 1 | your classmate's younger sister     | <b>tu</b> | <b>vous</b> | _____ |
| 2 | two members of your sports team     | <b>tu</b> | <b>vous</b> | _____ |
| 3 | your school's principal             | <b>tu</b> | <b>vous</b> | _____ |
| 4 | your mum's/dad's new work colleague | <b>tu</b> | <b>vous</b> | _____ |
| 5 | a new student in the class          | <b>tu</b> | <b>vous</b> | _____ |
| 6 | your 75-year-old great-uncle        | <b>tu</b> | <b>vous</b> | _____ |
| 7 | your best friend and his mum        | <b>tu</b> | <b>vous</b> | _____ |



How would you explain the use of **tu** and **vous** to an English speaker?

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## F • Ça c'est le français !

STUDENT BOOK • PAGE 21

What you think the **BD** characters would say in these situations? Choose the questions in the box and copy them in the appropriate speech bubbles. Watch out: there is one question too many. You can refer to pages 14 and 15 to help you complete this activity.



Michelle Santi asks Nina and Léo what they would like.



Léo asks Quentin what's new.



Mme Brioché asks Léo how he is.



Nina suggests to Léo that they get going.



Kim asks M. Grognon how he is.

Comment vas-tu ?

Comment allez-vous ?

Vous désirez quelque chose ?

Quoi de neuf ?

Tu habites où ?

On y va ?

## G • Le, la ou les ?

STUDENT BOOK • PAGE 22

Listen carefully to these people talking about different foods. You haven't learnt these nouns before, but you can guess their meanings. Write in the correct word for 'the' **le** (masculine), **la** (feminine) or **les** (plural) – before each food item. Then write M, F or P to show whether the word is masculine (M), feminine (F) or whether it is in its plural (P) form. You will hear each item twice.

**Exemple :** la soupe (F)

- |                      |                      |
|----------------------|----------------------|
| 1 _____ chocolat ( ) | 6 _____ banane ( )   |
| 2 _____ pizza ( )    | 7 _____ salade ( )   |
| 3 _____ fruits ( )   | 8 _____ rosbif ( )   |
| 4 _____ biscuits ( ) | 9 _____ pêche ( )    |
| 5 _____ melon ( )    | 10 _____ raisins ( ) |



## H • Masculin ou féminin ?

STUDENT BOOK • PAGE 22

### Part A

Who is being discussed – a boy or a girl?  
Listen and circle the sentence you hear.

**Exemple :** Il est idiot. / Elle est idiote. \_\_\_\_\_ girl \_\_\_\_\_

- Il est gourmand. / Elle est gourmande.
- Il est amusant. / Elle est amusante.
- Il est intelligent. / Elle est intelligente.
- Il est difficile. / Elle est difficile.
- Il est sympa. / Elle est sympa.

### Part B

Write a sentence describing each of these people. Use the correct form of the adjective.

**Exemple :**



Elle est intelligente.

1



3



2



4



## Part A Il/Elle est comment ?

Complete these dialogues with the missing words.

If you can do it without looking at the word bank ...

**Bravo ! Tu es un/e champion/ne !**

**Exemple :**

je tu il elle

suis es est est

Le balayeur , il est comment ?

Il est très amusant.

1

Tu \_\_\_\_\_ idiot, Rex !

\_\_\_\_\_ suis désolé.

Remember to use a capital if the word comes first in a sentence.

2

Elle \_\_\_\_\_ sympa, la serveuse.

Mais non. \_\_\_\_\_ est méchante !

3

\_\_\_\_\_ es super, Max.

Oui, je \_\_\_\_\_ très intelligent.

4

Le chien là-bas, \_\_\_\_\_ est comment ?

Il \_\_\_\_\_ gourmand.

## Part B Décrivez-les

Now describe yourself, then a female, and then a male.

Self: \_\_\_\_\_

Female: \_\_\_\_\_

Male: \_\_\_\_\_

Can you think of more sentences to describe yourself?

## J • Questions et réponses



STUDENT BOOK • PAGE 24

Inspecteur Lepif is investigating an accident in **rue Boileau**. What questions did he ask this witness?

**Exemple :** *Tu t'appelles comment ?*

*Je m'appelle Yasmine Barad.*



Think about the information given in the answer to help you create your questions.



- 1 \_\_\_\_\_ ? Le monsieur là-bas ? C'est le fleuriste.
- 2 \_\_\_\_\_ ? Il s'appelle Rémy Martin.
- 3 \_\_\_\_\_ ? C'est la serveuse.
- 4 \_\_\_\_\_ ? Elle est très sympa.
- 5 \_\_\_\_\_ ? Elle habite rue Boileau, au numéro 10.

## K • Textos



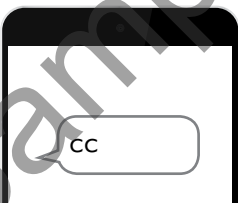
These are some texting and chatting abbreviations commonly used by French speakers. Can you work out the words they represent?

Did you know that LOL can be used in French? And À+ can also be used when speaking with friends instead of À plus tard.

1



2



3



4



5



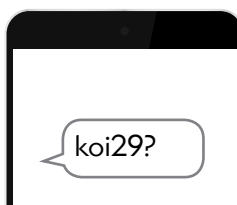
6



7



8




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What are some similarities and differences when texting in French and texting in English?

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