

Bonjour.



BONJOUR NOVEMBER/DECEMBER 2009

Page	Articles	Topics	Teaching ideas
2	ZIG ZAG	Snow, chocolate, Sliimy, snail eggs	There are lots of numbers in these articles. Call some out in French, and have the class say whether they are associated with <i>la neige, le chocolat, Sliimy, or les escargots.</i>
4	BOUGE! 🎧	Nicolas Astier, horseback riding	Please go to page 2. See worksheet 1 on schedules.
6	CULTURE DÉTECTIVE 🎧	Downtown Bordeaux (game)	What other places around town can your students think of? (<i>la poste, la banque, etc.</i>) What other obstacles or delays? (<i>un pneu crevé, etc.</i>)
8	STAR 🎧🎧	Kristen Stewart, <i>passé composé</i>	Please go to page 7. See worksheet 2 on the <i>passé composé</i> .
10	TON MONDE 🎧	Chores, imperative	Please go to page 7. See worksheet 3 on chores and the imperative.
12	LES ADOS	Using manners when asking for directions	Before your students complete the exercise, call out some of the phrases, and have them state if those phrases are polite. Include some corrected phrases in the statements you make.
14	JEUX	Games : punctuation, imperative	Have students scan through the magazine to see if they can come up with some differences between punctuation in French, and punctuation in their native language.
16	LA FRANCE VUE DU	Pic du Midi, distances	Have students guess at, then measure, distances in the classroom. Have them express the distances they find in written and/or spoken French.

BACKGROUND

Kristen Stewart's recent success in *Twilight* and *New Moon* has most people thinking about the third and fourth books in the saga, and the movies they will become. But Kristen has not put the rest of her acting life on hold for these. Her fans can expect to see her next in *The Runaways*, where she plays musician Joan Jett. *The Runaways* were a popular all-girl teenage band in the 70's. *Twilight* movie fans will also enjoy seeing *The Runaways* because *New Moon* star Dakota Fanning has a leading role, as well. Dakota plays Cherie Currie, the lead singer of the band. The movie is based on a book that Currie wrote, and is set to be released in 2010. Details about the soundtrack are not confirmed, but both Kristen and Dakota were seen with the real Joan Jett at a recording studio during filming, so fans may just get to hear them sing, as well.

Web-tip For more information about *The Runaways*, go to:
<http://www.imdb.com/title/tt1017451/maindetails>
<http://www.mtv.com/movies/news/articles/1614042/story.jhtml>

🎧 You can listen to a theme related to this article on *BONJOUR* CD 1.

🎯 Activity for advanced students.

Go to www.maryglasgowmagazines.com where you can:

- Look at our regularly updated list of upcoming *Bonjour* issues
- Fill in an evaluation survey to tell us what you think of *Bonjour*

TEACHING IDEAS

PAGES 4-5

Bouge !

OBJECTIVES

- Ability to discuss time, classes, extracurricular activities
- Build vocabulary

STARTER

Have your students interview one another to find out which classes they have at which times, or on which days (whichever applies to your students). Require students to find out a minimum of five extracurricular activities, jobs, chores, or hobbies their speaking partner does, including day and time of day. Then circulate through the room, asking volunteers to answer your questions, such as *Qu'est-ce qu'il fait le mercredi après-midi ?* or *Quand est-ce qu'elle va au cours de maths ?*

TEXT ACQUISITION

On a typical school day, what are three things that Nicolas does, and at what times of day does he do them? Have your students read through the article to find the information. Three specific times and activities are given, but students should be able to identify others if they pay attention to details! Have students write down the activities (and times) they've chosen. Now have them add a third column- what do they typically do on a school day at that time? The end result might look something like: *6h30 : Nicolas se lève. Je dors.*

EXTENSION

Tell your students they are going to create one daily schedule together, aloud. The first student will probably start with *Je me réveille* or something similar. The next student in the row repeats this, and adds to it, for example, *Je me réveille. Puis, je me lève.* The third student repeats these two

sentences and adds another, and so on through the class. How far can your class get? It's easier to remember if the events take place in a logical order. As other students are speaking, the previous speakers need to be listening to verify that their statements are made in the correct order.

🎯 Ask your students to think about what they did all day long yesterday. Have them choose ten things they did and list them, being sure to use the *passé composé*. If your students are up for even more of a challenge, you can require them to use exclusively verbs that take *être*, or reflexive verbs. When they are done, have them switch lists with someone else and check to see if they can catch any mistakes, offer any help, or learn something to use in their own paper.

HOMEWORK

Have your students keep track of their schedules for a week. What activities do they come up with that they do not know how to express in French? Plan a dictionary or internet lesson in the library for students to look up these expressions, and then share with the class what they have learned.

BACKGROUND

The *Salon du Cheval* takes place every year in Paris, and this year will mark the 38th one. It is an occasion to observe just about every breed of horse, donkey, and pony, to watch riding demonstrations and competitions, or to ride in them, and to shop for equestrian equipment. There is a wealth of information available on horse purchasing, training, veterinary care, breeds, transportation, careers, gear, beauty products for both horse and rider, prizes, and entertainment. Special exhibits and activities like pony rides are available for children. Innovations in the trade's goods or services are presented in their own section, and can win prestigious awards. Demonstrations and competitions that attendees can enjoy might include pony barrel racing, vaulting, dressage (a type of horse training), and show jumping. For trade members and enthusiasts all over Europe, the *Salon du Cheval* in Paris is the place to be in December.

Web-tip For more information about the Salon du Cheval, go to: <http://www.salon-cheval.com/accueil-en.html>

WORKSHEET I



- Schedule

NOTES

My ideal schedule would be:

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Feuille de travail | BONJOUR

Nom : _____

Classe : _____

Date : _____

A Tes activités quotidiennes

Qu'est-ce que tu fais chaque jour, et quand ? Choisis seulement les activités que tu fais, donne un numéro pour indiquer l'ordre de l'activité dans ta journée, puis écris la phrase selon le modèle.

ex. 1 se réveiller : Je me réveille.

- | | |
|-------------------------------|---------------------------------------|
| ___ se laver : _____ | ___ surfer sur Internet : _____ |
| ___ promener le chien : _____ | ___ prendre le petit déjeuner : _____ |
| ___ faire les devoirs : _____ | ___ parler au téléphone : _____ |
| ___ travailler : _____ | ___ faire la cuisine : _____ |
| ___ déjeuner : _____ | ___ rentrer chez soi : _____ |
| ___ aller à l'école : _____ | |

B Ton emploi du temps

Tes activités de la semaine sont-elles différentes de celles du weekend ? Remplis cet emploi du temps.

l'heure	les activités	
	lundi	samedi
8h		
12h		
16h		
20h		

Maintenant, fais une enquête. Est-ce que tu as un(e) camarade de classe qui fait les mêmes choses que toi, aux mêmes heures ? Si oui, écris le prénom de la personne _____.

C Tes préférences

Donne des réponses personnelles.

1. Qu'est-ce que tu fais quand tu as du temps libre ?

2. Ton emploi du temps rend quel jour plus difficile que les autres ? Pourquoi ?



Feuille de travail 2 BONJOUR

Nom : _____

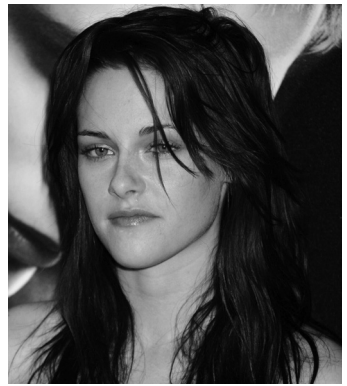
Classe : _____

Date : _____

A Les Participes passés

Parfois, la langue française n'est pas logique ! Pour chaque paire de mots semblables, essaie de choisir les participes passés corrects.

- | | | | |
|-----------------|-------------|---------------|----------|
| 1a. prendre : | pris/prendu | 2a. dire : | dit/du |
| 1b. rendre : | ris/rendu | 2b. lire : | lit/lu |
| 3a. naître : | né/nu | 4a. pouvoir : | pouvu/pu |
| 3b. connaître : | conné/connu | 4b. vouloir : | voulu/vu |
| 5a. vivre : | vivi/vécu | 6a. voir : | vu/veu |
| 5b. suivre : | suivi/suivu | 6b. avoir : | eu/avu |



B Quelques verbes intéressants

Il existe en français quelques verbes spéciaux. Conjugue les verbes suivants au présent, puis écris le participe passé et tu verras quelque chose de surprenant.

faire	conduire	écrire
je _____ nous _____	je _____ nous _____	j' _____ nous _____
tu _____ vous _____	tu _____ vous _____	tu _____ vous _____
il _____ ils _____	il _____ ils _____	il _____ ils _____
p.p.= _____	p.p.= _____	p.p.= _____

Le participe passé est le même que la conjugaison au présent pour le pronom _____.

C Le passé composé

Pour chaque verbe donné, écris le participe passé, s'il faut utiliser être ou avoir avec le verbe, puis compose une phrase en utilisant le pronom donné.

- ex. manger mangé avoir Tu as mangé une glace.
1. regarder _____ _____ J' _____.
 2. choisir _____ _____ Il _____.
 3. aller _____ _____ Nous _____.
 4. vendre _____ _____ Vous _____.
 5. avoir _____ _____ Ils _____.
 6. partir _____ _____ Tu _____.

D Tes Réponses

Une amie te demande si tu vas faire certaines choses. Dis-lui que tu as déjà tout fait.

1. Tu vas étudier ?

2. Tu vas faire du vélo ?

3. Tu vas sortir ?

4. Tu vas voir le film ?

Feuille de travail 3 BONJOUR

Nom :

Classe :

Date :

A Les tâches ménagères

Mets les tâches ménagères suivantes dans ton ordre de préférence.
 Numéro un : ça ne te dérange pas, numéro dix : tu détestes le faire !
 Ensuite, choisis une tâche et dessine-la à côté de l'exercice.

- | | |
|-------------------------|--------------------------|
| ___ faire la vaisselle | ___ faire la lessive |
| ___ ranger ta chambre | ___ mettre la table |
| ___ promener le chien | ___ balayer |
| ___ sortir la poubelle | ___ débarrasser la table |
| ___ passer l'aspirateur | ___ faire le lit |



B Le bon endroit

Où est-ce qu'on fait les tâches ménagères suivantes chez toi ? Coche la bonne case.

	la cuisine	le salon	ma chambre	dehors
tondre la pelouse				
laver la voiture				
épousseter				
remplir le lave-vaisselle				
faire le lit				
balayer				
passer l'aspirateur				



C Un choix facile ?

Dans les exercices A et B, il y a 14 tâches ménagères différentes. Si tu pouvais en choisir sept et les donner à ton frère ou à ta sœur, lesquelles choisirais-tu ? Écris à ton frère (ou à ta sœur) une liste d'instructions. Utilise l'impératif. Suis le modèle.

ex. Fais le lit !

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Feuille de travail 4 BONJOUR



Nom :

Classe :

Date :

PISTE 5 — KIRSTEN STEWART

Écoute la piste 5 et écris la bonne réponse.

1. Kirsten a _____ dans *Twilight*.
2. Kirsten est _____ en 1990.
3. Elle a _____ sa carrière à treize ans.
4. Kirsten a _____ beaucoup de surf.
5. Elle n'a jamais _____.
6. Sarah a _____ deux points.

PISTE 6 — FAIS CECI, FAIS CELA !

Écoute la piste 6 et complète les phrases avec les bons verbes à l'impératif.

Gabriel

Ma mère me dit tout le temps : _____ ta chambre ! _____ ton lit !

_____ les papiers ! _____ ton bureau !

Élodie

Ma mère me dit tout le temps : _____ la table ! _____ la table !

_____ la vaisselle dans le lave-vaisselle ! _____ le lave-vaisselle !

PISTE 7 — MON EMPLOI DU TEMPS

Écoute la piste 7 et complète la grille avec les réponses de Sarah et de Pierre.

	QUAND	QUOI
SARAH		
PIERRE		

PISTE 8 — LA VILLE

Écoute la piste 8 et trouve si les phrases sont vraies (V) ou fausses (F).

1. Bordeaux est une petite ville.
2. Le centre ville est situé sur la rive gauche.
3. Les TGV viennent de Paris.
4. Le tramway est ancien.
5. Il y a un musée de la guerre.
6. On peut nager dans une piscine.

V	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



TEACHING IDEAS

PAGES 8-9

Star

OBJECTIVES

- Increased ability to form the passé composé
- Improved memorization of irregular past participles

STARTER

Ask students the following questions: *How do we form past participles of regular verbs? What irregular verbs can you think of, and what are their past participles? List some verbs that take être as an auxiliary verb. What happens to the past participle when the verb takes être as an auxiliary?* Now ask students to share answers.

TEXT ACQUISITION

Once students have read the article, ask them to rewrite the first paragraph in the third person. Have them underline each example of the *passé composé* in their paragraph, and below, list the infinitives of the verbs.

TEACHING IDEAS

PAGES 10-11

Ton Monde

OBJECTIVES

- Build vocabulary
- Practice using the imperative

STARTER

Have students make a list all of the chores they can think of in French. Tell students to star the ones they don't or wouldn't mind doing, and circle their least favorites. They should find out who in class doesn't mind the chores they dislike.

TEXT ACQUISITION

Ask your students a few questions about the article, such as: *Qui a des cochons d'Inde ? (Élodie et Karima) Qui n'aime pas s'occuper du jardin ? (Gabriel) Qui doit s'occuper de la table ? (Élodie) Qui doit ranger sa chambre ? (Gabriel)* Do any of your students share the same chores as the three teens? Which chores would they require their own children to do someday?

EXTENSION

Have your students choose 5-10 verbs that Kristen used in her interview, and use these to make statements that apply to themselves. The statements do not have to make an autobiography.

🎯 Divide your class into teams. Allow volunteers from either team to come forward one at a time and perform a charade, representing activities they did yesterday. Other students must raise their hands to guess the action in the *passé composé*.

HOMEWORK

Choose either exercise, and have students rewrite it in the negative. If your students are ready for something more challenging, require them to use *ne...jamais*, *ne...personne*, and *ne...rien* and write whatever they want about what didn't happen yesterday.

EXTENSION

Get some index cards, and write one chore on each. Put students in small groups. Now give one student in each group a chore card, telling him/her not to look at it, but to show it to the rest of the group. The students with the cards will ask the other group members yes/no questions to try to find out what their chore is.

HOMEWORK

Have students find out what their parents or grandparents had to do as chores when they were younger. What chores do they have now? Students can write their discoveries in a short paragraph or present orally to the class.

BACKGROUND

Fans of *Twilight* will get to see their favorite stars plus two new casts of characters when *New Moon* comes out in November: the Volturi (an Italy-based group of vampires, many with special powers) and the werewolf pack. Actors playing members of the wolf pack had to prove their claim to Native American heritage to be considered for their role. They all also had to be in excellent physical shape, and devoted much of their time off screen to eating protein and working out. Each pack member's wolf form is computer generated, but director Chris Weitz says each wolf has his human actor's eyes.

Web-tip For more information about *New Moon*, go to: <http://www.imdb.com/title/tt1259571/trivia>

WORKSHEET 2

- *Passé composé*



BACKGROUND

French teenagers in high school do not typically have after-school or weekend jobs. Many students are in school till 5pm, and then have hours of homework to do, and others may have school Saturday mornings. And it's also just not a cultural norm. But teens in France still need spending money, and one way to get that is by doing chores around the house. Almost three quarters of French teens ages 11-17 receive an allowance. Every family has different needs and expectations of its members, so not every teen has chores, and regardless of chores, some do or don't get allowances.

Web-tip
http://www.maison-facile.com/013article_rubrique.asp?num=131

WORKSHEET 3

- Chores, imperative



NOTES

Why I think kids should/should not have to do chores...

TEST

Look through this issue of *Bonjour* to find the answers to these quiz questions.

1. Les Français mangent du chocolat surtout à Noël et
a. pour la Saint Valentin. b. pour la fête des pères. c. à Pâques.
2. Un escargot pond combien d'œufs par an ?
a. 60 000 b. 200 c. 2 000
3. Nicolas Astier fait
a. de l'équitation. b. de la natation. c. du jogging.
4. Le Salon du cheval a lieu en quel mois ?
a. janvier b. avril c. décembre
5. Quel est le troisième sport pratiqué par les Français ?
a. le tennis b. l'équitation c. le volley
6. Kristen Stewart a joué le rôle de/d' _____ dans *Twilight*.
a. Bella b. Alice c. Rosalie
7. Kristen Stewart est née à...
a. San Francisco. b. Los Angeles. c. San Antonio.
8. Le premier film où Kristen a eu du succès s'appelle
a. *into the Wild*. b. *Speak*. c. *Catch that kid*.
9. Kristen a les yeux...
a. bleus. b. verts. c. marron.
10. Kristen a combien de frères ?
a. un b. deux c. trois
11. L'observatoire du Pic du Midi se trouve où ?
a. dans les Alpes b. dans les Pyrénées c. au nord-est
12. Le Pic du Midi se trouve à combien de kilomètres de Paris ?
a. 287 km b. 854 km c. 2 877 km
13. L'année dernière, Paris a reçu combien de centimètres de neige en janvier ?
a. 12 b. 15 c. 4
14. Sliimy est un _____ français.
a. acteur b. chanteur c. athlète
15. Qui est le meilleur cavalier français âgé de 20 ans ?
a. Sliimy b. Nicolas Astier c. Robert Pattinson

All the Internet sites mentioned in this issue have been thoroughly checked by our editors at the time of going to press. However, Internet sites do change content, often without prior notice. Unfortunately, we cannot be responsible for possible subsequent alterations.

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