

**Géoculture**

- Read and study the information on **La province de Québec**, pp. 72–75.

**Vocabulaire 1**

- Study the words and expressions in **Vocabulaire 1**, pp. 112–113, and **D'autres mots utiles**, p. 113 to learn vocabulary for class subjects.
- Study the expressions in **Exprimons-nous!**, p. 113, to learn how to ask about to classes and respond.
- Do Activity 1, p. 114, in writing.
- Use the online textbook to do listening Activity 2, p. 114.
- Do Activity 3, p. 114, in writing.
- Study the expressions in **Exprimons-nous!**, p. 114, to learn how to ask for and give an opinion.
- Write out Activities 4–5, p. 115.
- For additional practice with **Vocabulaire 1**, do the activities on pp. 37–39 in the *Vocabulaire et grammaire*.

**Grammaire 1**

- Study the presentation on **–re** verbs, p. 116.
- Read about Bill 101 in **Flash culture**, p. 116.
- Use the online textbook to do listening Activity 7, p. 116.
- Do Activities 8–10, pp. 116–117, in writing.
- Study the presentation on **–ger** and **–cer** verbs, p. 118.
- Do Activities 12–14, pp. 118–119, in writing.
- For additional practice with **Grammaire 1**, do the activities on pp. 40–41 in the *Vocabulaire et grammaire* and on pp. 31–33 in the *Cahier d'activités*.

**Application 1**

- Write out Activity 16, p. 120.
- Study **le** with days of the week in **Un peu plus**, p. 120.
- Use the online textbook to do listening Activity 17, p. 120.
- Read about the 24-hour time system in **Flash culture**, p. 120.
- Do Activities 18–19, p. 121, in writing.

**CHAPTER CHECKLIST****CHAPITRE 4****Culture**

- Read about class councils in France in **Comparaisons**, p. 123.

**Vocabulaire 2**

- Study the words and expressions in **Vocabulaire 2**, p. 124, and **D'autres mots utiles**, p. 125 to learn vocabulary for school supplies.
- Study the words and expressions in **Vocabulaire 2**, p. 125, to learn colors and numbers from 31 to 201.
- Study the expressions in **Exprimons-nous!**, p. 125, to learn how to ask others what they need and tell what you need.
- Use the online textbook to do listening Activity 21, p. 126.
- Do Activity 22, p. 126, in writing.
- Study the expressions in **Exprimons-nous!**, p. 126, to learn how to inquire about and buy something.
- Write out Activities 23–24, p. 127.
- For additional practice with **Vocabulaire 2**, do the activities on pp. 43–45 in the *Vocabulaire et grammaire*.

**Grammaire 2**

- Study the presentation on the verbs **préférer** and **acheter**, p. 128.
- Read about the school system in **Flash culture**, p. 128.
- Do Activities 27–30, pp. 128–129, in writing.
- Study the presentation on adjectives as nouns and read **En anglais**, p. 130.
- Use the online textbook to do listening Activity 32, p. 130.
- Do Activities 33–36, pp. 130–131, in writing.
- Read about college-prep schools in **Flash culture**, p. 131
- For additional practice with **Grammaire 2**, do the activities on pp. 46–47 in the *Vocabulaire et grammaire* and on pp. 35–37 in the *Cahier d'activités*.

**Application 2**

- Use the online textbook to do **On rappe!** listening Activity 38, p. 132.
- Write out Activity 39, p. 132.
- Study agreement with numbers in **Un peu plus**, p. 132.
- Do Activity 40, p. 133, in writing.

# Mon année scolaire

## CHAPITRE 4

### SELF-TEST

<p>1. Can you ask what time it is and respond? (p. 113)</p>	<ul style="list-style-type: none"> <li>• How would you ask what time it is?</li> <li>• How would you say it's one o'clock?</li> <li>• How would you say it's 2:15?</li> </ul>
<p>2. Can you ask when someone has classes? (p. 113)</p>	<ul style="list-style-type: none"> <li>• How would you ask a classmate at what time he has history?</li> <li>• How would you ask a classmate what class she has at 11:00 AM?</li> <li>• How would you ask a classmate on what days he has biology and math?</li> </ul>
<p>3. Can you respond to questions about your classes? (p. 113)</p>	<ul style="list-style-type: none"> <li>• How would you say that you have Spanish on Tuesday at 1:00 PM?</li> <li>• How would you say you have biology on Tuesdays and Thursdays?</li> </ul>
<p>4. Can you ask for and give opinions about classes? (p. 114)</p>	<ul style="list-style-type: none"> <li>• How would you ask a classmate what her math class is like?</li> <li>• How would you ask if your classmate likes physical education?</li> <li>• How would you say that German is hard but fascinating?</li> <li>• How would you say that in your opinion, physics is hard because the teacher is boring?</li> </ul>
<p>5. Can you ask what others need and tell what you need for the classroom? (p. 125)</p>	<ul style="list-style-type: none"> <li>• How would you ask a classmate what he needs for art class?</li> <li>• How would you ask a classmate if she could lend you her dictionary?</li> <li>• How would you say that you need a notebook and two pens?</li> </ul>
<p>6. Can you inquire about something you want to buy? (p. 126)</p>	<ul style="list-style-type: none"> <li>• How would you say that you are looking for a backpack?</li> <li>• How would you ask how much it is?</li> </ul>
<p>7. Can you help a customer buy something? (p. 126)</p>	<ul style="list-style-type: none"> <li>• How would you ask in what color?</li> <li>• How would you say it's \$24.99?</li> </ul>

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# CHAPITRE 4

## FOLD-N-LEARN PROJECT SUGGESTIONS

Follow the instructions below to create a fun study aid. This aid will help you review the vocabulary on pages 112–113 and 124–125 of your textbook.

**MATERIALS** You will need paper, a stapler or paper clips, scissors, and a pen or pencil.

**STEP 1** Fold a sheet of paper in half from top to bottom, then from side to side so that the sheet is folded in fourths.

**STEP 2** Unfold the sheet of paper. Cut a slit along the horizontal crease almost to the vertical crease. Do not cut the entire sheet in half; leave about  $\frac{1}{4}$  inch in the center between the slits.

**STEP 3** Fold the sheet of paper again in fourths in the same order as in Step 1 to form a booklet. Insert as many folded cut sheets in the center as you need to practice the chapter vocabulary. Each sheet adds four pages. On the cover, write **Dictionnaire**.

**STEP 4** Use clipart or pictures cut from school supply ads to make small, visual dictionaries of the chapter vocabulary. At the top, write the French words for the pictures. Secure the pages with staples or a paper clip.

**STEP 5** Review the chapter vocabulary by covering the words at the top and naming the school items or subjects in French.

