

QUOI DE NEUF ?

Nom de famille : _____

Prénom : _____

Classe : _____

2

ACTIVITY BOOK

2ND EDITION

FRENCH LANGUAGE

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Introduction

Your *Quoi de Neuf ? 2 Activity Book* 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. Clear instructions in English and helpful examples make it easy for you to work independent from your teacher: on your own or with a partner, in class or at home.

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 francophone cultures. Sharing and comparing your answers with others is interesting, fun and often surprising!

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 **Vous comprenez la BD ?**, **Prononciation**, **Comprenez-vous ?**, **Quiz**, **Un peu de lecture**, and **Le mot juste** will help you consolidate what you learn in your Student Book, as well as boost 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 **Et maintenant, parlez !** interaction activities and **Maintenant, je peux...**









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

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

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 ? 2 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 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 !



Bon weekend!

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 popular leisure activities practised in <i>le monde francophone</i>	What I want to learn	What I learnt

2 What leisure activities do you enjoy?

3 What leisure activities do you think would be popular with French teenagers?



4 Look at the photos on page 33 of your Student Book. Are there any activities shown that we don't do here?

5 Do you know any major sporting events that take place in France?

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

- practise the verb **faire** every day for a week.
- create a poster of my favourite sport/leisure activities in French and post it where I'll see it every day.
- _____ (my own idea)

A • Qu'est-ce que ça veut dire ?



Trouvez l'équivalent en français.

Help Inspecteur Lepif work out the meaning of the note he's found.
By yourself or with a partner, match the French words and expressions on the note to the English equivalents in the tables.



1 faire de la natation	13 l'instrument (m)	25 (ne)...jamais	36 le hand(ball)
2 faire du roller	14 faire la grasse matinée	26 Ce n'est pas juste !	37 le piano
3 le basket(ball)	15 faire du judo	27 doué/e en...	38 le foot(ball)
4 le programme	16 faire de la boxe	28 faire du jogging	39 on peut
5 Quel flemmard ! / Quelle flemmarde !	17 d'habitude	29 Fais voir !	40 Quelle barbe !
6 quelquefois	18 Bon weekend !	30 faire du VTT (vélo tout-terrain)	41 rarement
7 toujours	19 A plus (tard) !	31 l'après-midi, l'aprèm' (m)	42 Qu'est-ce que... ?
8 Quel rabat-joie !	20 (À) demain	32 faire du shopping	43 le sport d'équipe
9 la piscine	21 ben...	33 la clarinette	44 Vous voulez... ?
10 le volley(ball)	22 bricoler	34 Hé !	45 souvent
11 le match	23 faire	35 faire du sport	46 Courage !
12 le centre de loisirs	24 faire du babysitting		

Have your Student Book open at the **BD** so that you can 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 French meaning to the left of the English.
- After checking the answers with your teacher, write the correct French meaning to the right of the English. Remember the accents are part of the spelling.

Remember! Between different languages, there is not always a word-for-word translation of ideas. So a French expression and its English meaning may have different numbers of words.



Nouns (naming words)		
9	swimming pool	la piscine
	clarinet	
	afternoon	
	instrument	
	piano	
	team sport	

	handball	
	volleyball	
	basketball	
	football	
	match	
	leisure centre	
	program	

Verbs (doing words)	
Do you want ... ?	
we can	
to do odd jobs	
to do	
Expressions using faire	
to play sport	
to swim, to go swimming	
to go shopping	
to go mountain-biking	
to jog, to go jogging	
to roller-skate	
to babysit	
to box, to do boxing	
to do judo	
to sleep in	

Useful words and expressions	
What a lazybones!	
What a killjoy!	
What a pain!	
Let me see!	
That's not fair!	
Hey!	
Cheer up!	
Have a good weekend!	
well ...	
What ...?	
See you (later)!	
(See you) tomorrow	
good at ...	
never	
rarely	
sometimes	
usually	
often	
always	

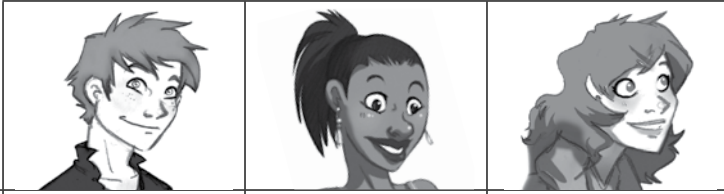
Look at the various activities listed under the heading 'Verbs'. Compare the English verbs with the French. What do you notice?



Part A C'est qui ?

Cochez (✓) la case de la personne à qui correspond la phrase.

Tick the box to match each statement with the correct person.



1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a trop de devoirs.
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	joue du piano.
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ne jouent pas d'instrument de musique.
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	sont doués en sport.
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fait du sport tout le weekend.
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fait ses devoirs le vendredi soir.
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	joue toujours au babyfoot le vendredi soir.
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fait ses devoirs le samedi matin.
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fait la grasse matinée le samedi matin.
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fait du jogging ou du roller.

Part B Le journal intime de Kim

Complétez le journal intime de Kim avec les mots de la liste. Attention, il y a cinq mots de trop !

Fill in Kim's diary entry using the words below. Note there are five words too many. The first letter of words one, two and three has been provided. Try to identify what kind of word you are looking for (noun, adjective ...) to help you complete the entry.

après-midi	quelquefois	Quentin
beaucoup	matin	shopping
Léo	samedi	nouvelle
individuels	boxe	mes
dimanche	d'équipe	toujours

Vendredi 12 mars, 22h30

Dans ma chambre

Ah les copains ! Quels rabat-joies !

Q _____ (1) va bricoler avec son père samedi

m _____ (2) et il fait t _____ (3)

du VTT le samedi après-midi. Moi, je vais faire du babysitting, parce que

_____ (4) parents vont faire du _____ (5)

Léo, lui, il va jouer au babyfoot _____ (6). Oh là là ! Il y a

_____ (7) d'activités au centre de loisirs : handball, boxe etc.

Mais, Quentin refuse d'aller à la _____ (8) piscine du centre.

Il n'aime pas les sports _____ (9), et il ne fait jamais

de _____ (10) Quelle barbe ! Ah les copains !

A+ Kim

C • Quiz : Les Français et le sport

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Entourez la bonne réponse.

Read the statistics and the cultural notes in your Student Book and circle the correct answer.

- 1 In France, the least popular leisure activity is:
 - a shopping.
 - b listening to music.
 - c playing video games.
 - d going out with friends.
- 2 In France, 74 per cent of people like to:
 - a go shopping.
 - b watch television.
 - c go to the cinema.
 - d listen to the radio.
- 3 74 per cent of 11–15-year-olds spend three hours a week:
 - a playing sport.
 - b reading books.
 - c surfing the internet.
 - d playing video games.
- 4 In Canada, the two most popular sports are:
 - a basketball and soccer.
 - b ice hockey and soccer.
 - c ice hockey and lacrosse.
 - d American football and basketball.
- 5 In France, what percentage of people play sport each week?
 - a 74
 - b 64
 - c 78
 - d 42
- 6 The most popular sport in France is:
 - a judo.
 - b rugby.
 - c football.
 - d horse riding.
- 7 Handball is more popular than:
 - a golf and tennis.
 - b judo and rugby.
 - c football and tennis.
 - d swimming and rugby.
- 8 **Les Jeux de la Francophonie** include:
 - a equestrian and dance.
 - b mountain bike and hip hop.
 - c beach volleyball and photography.
 - d boxing and synchronised swimming.
- 9 **Pari-Roller** is a famous _____ in Paris.
 - a restaurant
 - b ice-skating rink
 - c hairdressing salon
 - d in-line skating event
- 10 **Le Tour de France** always ends:
 - a in the Alps.
 - b on the Seine.
 - c in the Pyrénées.
 - d on the Champs-Élysées.



D • Comprenez-vous ?

Remember the speaker's tone can be a valuable clue to meaning.

Écoutez et choisissez la bonne réponse.

Listen to Noah, Rose, Louis and Flora and circle what is happening each time.

- 1 **a** Noah says he's good at sport.
b Noah asks Rose if she is good at sport.
c Noah says he's not good at sport.
- 2 **a** Rose says she rarely sleeps in on the weekend.
b Rose says she always sleeps in on the weekend.
c Rose says she never sleeps in on the weekend.
- 3 **a** Louis asks Flora if she sometimes goes to the leisure centre on Wednesday afternoons.
b Louis asks Flora if she often goes mountain biking on Wednesday afternoons.
c Louis asks Flora if she usually does homework on Wednesday afternoons.
- 4 **a** Rose says she is really good at music.
b Rose says she is not good at music.
c Rose says she listens to music.
- 5 **a** Flora is asking her friends what they are doing tomorrow.
b Flora is asking her friends if they are going bike riding tomorrow.
c Flora is asking her friends if they are going to the pool tomorrow.
- 6 **a** Noah says they always play table soccer on Friday nights.
b Noah says they usually play football on Friday nights.
c Noah says they sometimes play handball on Friday nights.
- 7 **a** Rose says they can have a sleep-in.
b Rose says they can go swimming.
c Rose asks Louis if he wants to go swimming.
- 8 **a** Flora says, 'Let me see!'
b Flora says, 'It's not fair!'
c Flora says, 'See you later, everyone!'
- 9 **a** Louis says, 'What a lazybones!'
b Louis says, 'What a killjoy!'
c Louis says, 'What a pain!'
- 10 **a** Noah says, 'See you later.'
b Noah says, 'See you tomorrow.'
c Noah says, 'See you soon.'

E • Qu'est-ce que tu fais ?

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Part A

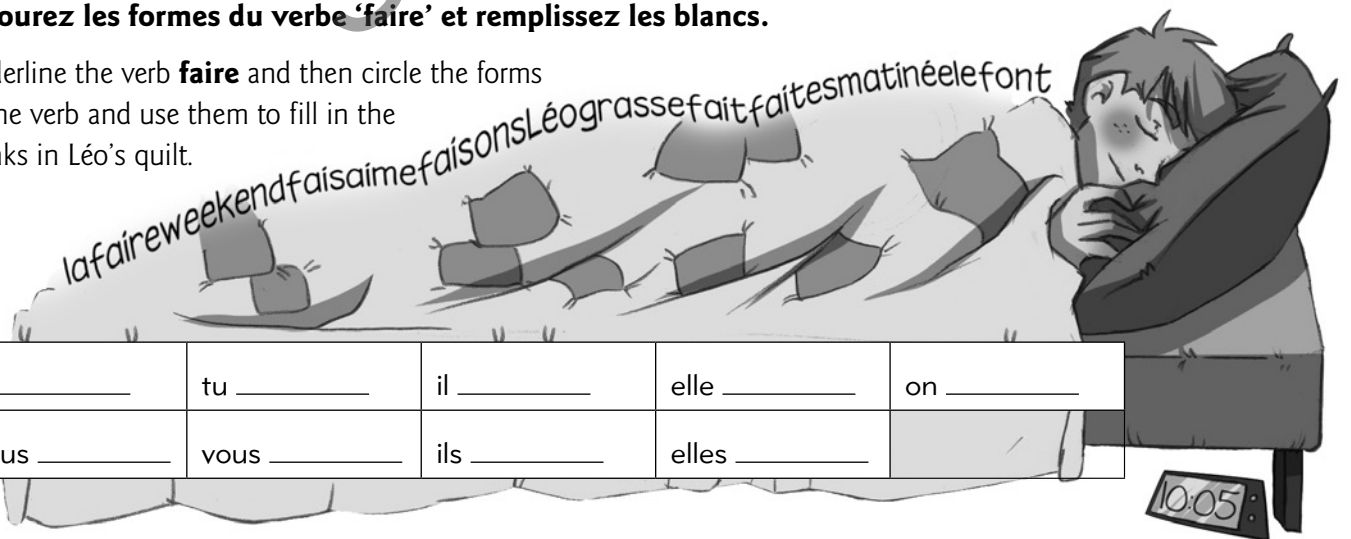
Entourez les formes du verbe 'faire' et remplissez les blancs.

Underline the verb **faire** and then circle the forms of the verb and use them to fill in the blanks in Léo's quilt.

je _____	tu _____	il _____	elle _____	on _____
nous _____	vous _____	ils _____	elles _____	

Répondez à la question. Rearrange the remaining words to answer the question.

Qu'est-ce que Léo aime faire le weekend ?



Part B

Écrivez une phrase pour chaque image.

Write a sentence describing what these people are doing. Remember to include the correct form of **de la / du / de l'**.

Exemple :



Benoît fait du VTT

1



Je

2



Vous

3



Sabrina et Djamel

4



Elle

5



Luna et moi

Part C

Écrivez des phrases avec 'ne...pas'.

Use the clues in English to write sentences in French saying what these people are *not* doing.

Exemple : His parents / roller-skating Ses parents ne font pas de roller.

1 You (pl) / jogging _____

2 Nina and Kim / boxing _____

3 I / judo _____

4 Mum / sport _____

5 We / cycling _____

Aidez Léo à mettre les mots dans le bon ordre.

Léo was not concentrating when scribbling on his notepad. Help him put the words in the correct order.

1 Quentin / jamais / de / boxe / fait / ne

Quentin _____

2 Catherine / jamais / de / a / devoirs / n'

Catherine _____

3 Kim / grasse / la / fait / jamais / ne / matinée

4 Nina / jamais / le / prononce / ne / 'h'

5 chien / jamais / Mon / les / ne / chasse / oiseaux

G • Non, jamais !

Répondez aux questions avec 'ne...jamais'.

Answer the questions using 'no ... never'.

Exemple : Est-ce que Nina joue toujours de la clarinette ?

Non, Nina ne joue jamais de clarinette.

Remember what happens to **du, de la, de l'** and **des** after a negative!

1 Est-ce que Quentin fait toujours du VTT le samedi matin ?

2 Est-ce que Quentin fait souvent de la boxe ?

3 Est-ce que Nina et Kim jouent souvent du piano ?

4 Est-ce que Léo joue toujours au babyfoot le samedi soir ?

5 Est-ce que tu fais du shopping avec tes parents ?

H • Aidez le nouvel élève !

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Répondez aux questions avec 'oui' ou 'si'.

A French student has just joined your French class. He is asking you the following questions about the **BD** on pages 34–36 of your Student Book. Answer 'yes' to his questions.

Exemple : Léo et Nina ne mangent pas à la cantine ?

Si, ils mangent à la cantine.

Exemple : Catherine va chez son professeur de musique le samedi matin ?

Oui, elle va chez son professeur de musique le samedi matin.



1 Nina ne fait pas la grasse matinée le samedi matin ?

2 Quentin aide son père le samedi matin ?

3 Catherine n'est pas douée en musique ?

4 Kim ne fait jamais de babysitting ?

5 Est-ce que Léo joue au foot dimanche ?

6 On ne peut pas faire du judo au centre de loisirs ?

I • Quel et Qu'est-ce que ?

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Part A

Complétez les phrases avec la bonne forme de 'quel'.

The word **quel/le/s** is missing from these questions. First circle whether the noun following the space is masculine or feminine and singular or plural. Then fill in the correct form of **quel (quel, quelle, quels or quelles)**.

Exemple : Tu préfères _____ quelle _____ chambre ? (masc/fem sing/pl)

1 Tu préfères _____ sports ? (masc/fem sing/pl)

2 Elles aiment _____ céréales ? (masc/fem sing/pl)

3 Nous allons à _____ piscine ? (masc/fem sing/pl)

4 Tu joues de _____ instrument ? (masc/fem sing/pl)

5 Vous êtes membres de _____ centre de loisirs ? (masc/fem sing/pl)