



GLENCOE FRENCH 2

# Bon voyage!

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STANDARDS	PAGE REFERENCES
<p><b>Communication: Communicate in languages other than English.</b></p>	
<p><b>Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.</b></p>	
<p><b>Interpersonal</b></p>	
<p>1. Discuss current events and issues (e.g., immigration, environmental concerns).</p>	<p><b>Student Edition:</b> 90 #3, 119 B, 166 #3, 317 #9, 333 #5, 358-359 <b>Teacher Wraparound Edition:</b> CCC 225; CP 39, 150; CTA 157, 160, 456</p>
<p>2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).</p>	<p><b>Student Edition:</b> 47 #23, 90 #4, 272 #3, 325 A, 332 #1 <b>Teacher Wraparound Edition:</b> CM 3; CP 174 Un repas français</p>
<p><b>Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.</b></p>	
<p><b>Interpersonal</b></p>	
<p>3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).</p>	<p><b>Student Edition:</b> 5 #6, 145 #6, 241 #8, 353, 361 #4, 387 #17, 409 #5, 428 #3, 451 A <b>Teacher Wraparound Edition:</b> CTA 160</p>

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<b>Benchmark C: Use a wide range of strategies to negotiate meaning.</b>	
<b>Interpersonal</b>	
4. Clarify meaning (e.g., elaboration, questioning).	<b>Student Edition:</b> 41 #12, 73 #10, 117, 265, 287 #9, 302 #2, 391 B, 421 A, 439 #4, 451 B, 458 #2
<b>Benchmark D: Give and follow a series of complex directions.</b>	
<b>Interpersonal</b>	
5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).	<b>Student Edition:</b> 9 #10, 69 #4-#5, 73 #10, 181 #10, 199 #5, 223 A, 231 #4, 343 #4-#5 <b>Teacher Wraparound Edition:</b> NS 65; P 195
<b>Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.</b>	
<b>Interpersonal</b>	
6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).	<b>Student Edition:</b> 41 #10, 73 #11, 159, 283 #4, 287 #9, 302, 391 C, 399 #4, 413 #11, 421 B <b>Teacher Wraparound Edition:</b> CP 174 Au restaurant
<b>Benchmark F: Follow complex oral, signed or written directions and requests.</b>	
<b>Interpretive</b>	
7. Follow directions, instructions and requests (e.g., using voice mail, travel options).	<b>Student Edition:</b> 69 #4, 73 #10, 83 C, 117 A, 159, 181 #10, 223 A, 313 #5, 469 #4 <b>Teacher Wraparound Edition:</b> CP 174 Un repas français
<b>Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.</b>	
<b>Interpretive</b>	
8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.	<b>Student Edition:</b> 54, 84-85, 88-89, 118-119, 160-161, 192-195, 228-229, 260 (insert, bottom), 443 (insert), 451 (insert) <b>Teacher Wraparound Edition:</b> AFL 333

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<b>Benchmark H: Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.</b>	
<b>Presentational</b>	
<p>9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).</p>	<p><b>Student Edition:</b> 18, 52-53, 86, 163, 268-269, 328-329, 352, 357, 485 B <i>Parlons un peu plus</i> 19</p> <p><b>Teacher Wraparound Edition:</b> RAS 79, 84, 222, 295, 316</p>
<p>10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).</p>	<p><b>Student Edition:</b> 54-55, 84-87, 162-165, 192-194, 268-271, 298-299, 326-329, 421-425</p> <p>Under the direction of the language instructor, themes from the literary selections on pages 476-497 may be discussed, contrasted, and compared to selections from students' primary culture.</p>
<b>Benchmark I: Create presentations on a range of original or authentic expressive products.</b>	
<b>Presentational</b>	
<p>11. Present an age-appropriate song, story or poem from the target language culture.</p>	<p><b>Student Edition:</b> Poems on pages 482-485 may be prepared for recitation or presentation.</p> <p>The language instructor may direct and assist students to make presentations utilizing materials found on the following pages.</p> <p><b>Teacher Wraparound Edition:</b> CL 397; LC 397; LR 385; VE 381</p>
<b>Benchmark J: Present information and ideas on a range of topics.</b>	
<b>Presentational</b>	
<p>12. Write and present a speech on a cultural or historic topic, or on a personal experience.</p>	<p><b>Student Edition:</b> 166 #4, 369 #6, 399 #5, 429 #5</p> <p>Students may use the following activities to create materials which may be orally presented in a variety of settings.</p> <p><b>Teacher Wraparound Edition:</b> CP 150, 253, 269, 271, 347 J'aimerais habiter...; 396; RAS 290</p>

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13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).	<b>Student Edition:</b> 27 #4, 59 #4, 91 #7, 125 #4, 167 #6, 199 #4, 303 #3, 459 #3
<b>Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.</b>	
<b>Presentational</b>	
14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	<b>Student Edition:</b> 27 #5, 91 #5-#6, 125 #5, 231 #5, 303 #4, 333 #5, 361 #5, 399 #5, 429 #5  <b>Teacher Wraparound Edition:</b> CP 150, 271, 314 Des comparaisons; 347 J'aimerais habiter...; 411 Des comparaisons; 443
<b>Cultures: Gain knowledge and understanding of other cultures.</b>	
<b>Benchmark A: Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.</b>	
<b>Practices</b>	
1. Analyze and discuss behavior patterns of peers in the target culture.	<b>Student Edition:</b> 54, 160-161, 194, 224-225, 298, 392-395, 422-423, 428 #1  <b>Teacher Wraparound Edition:</b> CCC 399, 424-425; FF 161
<b>Benchmark B: Participate in and discuss a wide variety of cultural practices.</b>	
<b>Practices</b>	
2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).	<b>Student Edition:</b> 406-407, 411, 422-425, 444-445  <b>Teacher Wraparound Edition:</b> AFL 143, 291, 348; CCC 391, 425; LR 189, 421
3. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).	<b>Student Edition:</b> R19 #13, 9 #10, 51 B, 58 #3, 83 A-C, 101 #4, 145 #5, 198, 283 #4, 413 #11 <i>Parlons un peu plus</i> 19  <b>Teacher Wraparound Edition:</b> CCC 411, 411; CP 174 Au restaurant; RAS 311

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<b>Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target culture.</b>	
<b>Products</b>	
4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).	<b>Student Edition:</b> 86, 118-119, 163, 213 #12 <b>Teacher Wraparound Edition:</b> CCC 71; CP 66, FF 392, 424
<b>Benchmark D: Analyze, discuss and report on significant contributions from the target culture.</b>	
<b>Products</b>	
5. Explain the contributions of the target culture in literature and the fine arts.	<b>Student Edition:</b> 20-21, 192-193, 426-427, 476-497 <b>Teacher Wraparound Edition:</b> AC 8-9, 16-17, 132; CP 7; MC 24
6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).	<b>Student Edition:</b> 118-119, 192-193, 196-197, 268-269, 270-271 <b>Teacher Wraparound Edition:</b> CP 7 Une exposition, Au muse; 174 Un repas français, Au restaurant; 383 Une fête; 396; HC 239; LP 55
<b>Connections: Connect with other disciplines and acquire information.</b>	
<b>Benchmark A: Investigate, analyze and present concepts from across disciplines.</b>	
<b>Integrated Studies</b>	
1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).	<b>Student Edition:</b> 118-121, 160-161, 328-329, 354-355, 456-457 <b>Teacher Wraparound Edition:</b> CP 99 Comparaisons, Le train, 150, 314 Des comparaisons; FF 161, NS 52
2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).	<b>Student Edition:</b> 53 C, 56-57, 87, 122-123, 164-165, 228-229, 330-331, 358-359, 456-457

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<p><b>Benchmark B: Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.</b></p>	
<p><b>New Viewpoints</b></p>	
<p>3. Examine how cultural institutions have changed over time (e.g., family, education, government).</p>	<p><b>Student Edition:</b> xxi, 20-21, 84-85, 87-89, 118-119, 270-271, 354-355, 358-359</p> <p>The references below contain information on cultural institutions and practices, which may be researched further for evidence of change over time.</p> <p><b>Teacher Wraparound Edition:</b> CCC 266; HC 267</p>
<p>4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.</p>	<p><b>Student Edition:</b> 229 B</p> <p><b>Teacher Wraparound Edition:</b> CP 7 Une exposition, 99 Un voyage, 174 Un repas français, 383, 396; LC 397; LR 185; NS 441</p>
<p><b>Comparisons: Develop insight into the nature of language and culture.</b></p>	
<p><b>Benchmark A: Analyze and discuss linguistic structures and conventions of the target language and English.</b></p>	
<p><b>Linguistic Comparisons</b></p>	
<p>1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).</p>	<p><b>Student Edition:</b> R41-R43, 14-15, 37 #6, 42-46, 74-79, 157, 182-184, 214-217, 318-320, 384-389, 414-419</p> <p><b>Teacher Wraparound Edition:</b> VE 207</p>
<p><b>Benchmark B: Analyze and explain how the target language and English express meaning through variations in style.</b></p>	
<p><b>Linguistic Comparisons</b></p>	
<p>2. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There are Moors on the coast. =The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening. = The walls have ears.; Revenons aux moutons./Let's get back to the sheep.=Let's get back to work).</p>	<p><b>Student Edition:</b> 35, 37, 41 #9, 187, 360 #3</p> <p><b>Teacher Wraparound Edition:</b> AFL 326, 377; VE 143, 323</p>

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<p><b>Benchmark C: Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.</b></p>	
<p><b>Cultural Comparisons</b></p>	
<p>3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.</p>	<p><b>Student Edition:</b> 196-197, 426-427</p> <p>With instructor assistance, themes from literature selections on pages 476-497 may be compared to selections from students' primary culture.</p> <p><b>Teacher Wraparound Edition:</b> LC 397; LR 385</p>
<p>4. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.</p>	<p><b>Student Edition:</b> 5 (insert), 23 (insert, Youssou N'Dour), 52-55, 66-69, 88-89, 163, 298-299, 326-329</p> <p>Items on the pages below illustrate products and services, which may be compared and contrasted to those in the primary culture.</p> <p><b>Teacher Wraparound Edition:</b> CP 99, NS 455</p>
<p><b>Benchmark D: Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.</b></p>	
<p><b>Concept of Culture</b></p>	
<p>5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.</p>	<p><b>Student Edition:</b> 165 (insert), 260 (insert), 295 A</p> <p>The pages below contain examples of advertising, which may be analyzed and compared to advertising in the students' primary culture.</p> <p><b>Teacher Wraparound Edition:</b> LP 27, 40; LR 46-47, 154, 181, 283; NS 455</p>

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<p><b>Communities: Participate in multilingual communities and cultures at home and around the world.</b></p>	
<p><b>Benchmark A: Provide information or services to individuals, the school or the community using knowledge of the target language and culture.</b></p>	
<p><b>Outreach</b></p>	
<p>1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).</p>	<p><b>Student Edition:</b> 26 #3</p> <p>Under the direction of the instructor, the projects on the following pages may be presented to groups outside the classroom.</p> <p><b>Teacher Wraparound Edition:</b> CP 7 Une exposition, 210, 269, 347; FF 392; NS 97, 205; RAS 59</p>
<p>2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).</p>	<p>The activities on the following pages feature projects and exchanges of information, which could be adapted by the instructor to provide students with opportunities for collaborative and shared experiences.</p> <p><b>Student Edition:</b> 26 #3, 135 #9, 429 #5, 459 #4</p> <p><b>Teacher Wraparound Edition:</b> CP 7, 66, 175 Un repas français; LC 397; RAS 437</p>
<p><b>Benchmark B: Perform original or authentic works for a school or community event.</b></p>	
<p><b>Outreach</b></p>	
<p>3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p>	<p><b>Student Edition:</b> 483, 484-485</p> <p><i>French Online</i> 385</p> <p><b>Teacher Wraparound Edition:</b> VE 381</p>
<p><b>Benchmark C: Sustain communication with people locally and around the world.</b></p>	
<p><b>Outreach</b></p>	
<p>4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.</p>	<p>The following activities may provide opportunities for students to establish and expand links with speakers of the target language.</p> <p><b>Student Edition:</b> T22-T23, 27 #4, 125 #4, 167 #6</p> <p><b>Teacher Wraparound Edition:</b> CP 347 J'aimerais habiter..., 396; NS 441</p>

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<p><b>Benchmark D: Report information about and personal reactions to various products, media and services of the target culture.</b></p>	
<p><b>Enjoyment and Enrichment</b></p>	
<p>5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).</p>	<p><b>Teacher Wraparound Edition:</b>            CP 7 Une exposition, 99 Comparaisons, 174 Un repas français, 210, 269, 271, 314 Des comparaisons, 347 La cuisine régionale, 396, 411; FF 392</p>
<p>6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others.</p>	<p><b>Student Edition:</b>            5 (insert), 23 (insert)  <i>French Online 180, 221, 375</i></p> <p><b>Teacher Wraparound Edition:</b>            Pages T22-T23 provide the instructor with suggestions for maximizing student use of the internet as an information source and for personal enjoyment.            The following activities provide students with opportunities to enjoy target language media and relate these experiences to others.            CP 7, 66, 99 Un voyage, 174 Un repas français; LP 25 (Céline Dion)</p>
<p>7. Contact target culture organizations (e.g., Sister Cities International, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.</p>	<p><b>Student Edition:</b>            125 #4  <i>French Online 103, 114</i></p> <p><b>Teacher Wraparound Edition:</b>            Pages T22-T23 give information on how to effectively utilize the Internet to target cultural organizations with information of personal interest to students.            Students may contact the institutions referenced in the following activities and then share their findings with others.            AC 369; CP 269, 271; LP 20-21; NS 441</p>
<p><b>Benchmark E: Attend, participate in or view target culture events and describe to others.</b></p>	
<p><b>Enjoyment and Enrichment</b></p>	
<p>8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.</p>	<p><b>Student Edition:</b>            243 #3, 394-395</p> <p><b>Teacher Wraparound Edition:</b>            CP 7 Au musée provides an opportunity that may be experienced and then developed further for presentation to others.</p>

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<b>Benchmark F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.</b>	
<b>Career Exploration and Skills</b>	
9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.	<b>Teacher Wraparound Edition:</b> CC 123, 165, 453; NS 435, 441; RAS 437
10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).	<b>Student Edition:</b> xxi, 454, 458 #1 <b>Teacher Wraparound Edition:</b> CP 443; NS 452
<b>Benchmark G: Develop evaluative tools and implement group strategies to complete tasks and solve problems.</b>	
<b>Career Exploration and Skills</b>	
11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).	The following activities incorporate elements of persuasion which may be processed and developed in a cooperative group setting. <b>Student Edition:</b> 26 #3, 27 #5, 59 #4-#5, 295 A, 303 #4, 333, 369 #7