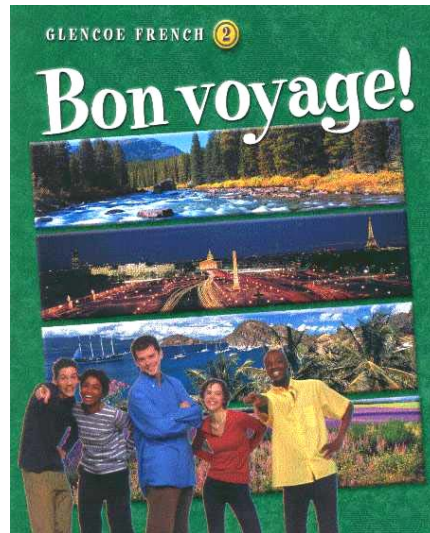


Glencoe/McGraw-Hill

Bon voyage! ©2002
Level 2



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correlated to

Tennessee
Foreign Language Goals
and Objectives for Emerging
Modern Languages

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Tennessee Standards

Overview of the Program

The *Bon voyage!* Level 2 program includes many features in the student/teacher edition and in the additional resources that provide students with opportunities to apply listening, speaking, writing, and reading skills at the emerging level. Throughout the program, students practice, read, and listen to French presented in activities with interesting and varied formats. The activities within each section of the chapter progress from simple, guided practice to open-ended activities. They allow students to apply functions such as expressing feelings, emotions, and opinions through speaking and writing. Each chapter also contains authentic readings that explore current issues, history, culture, and literature in the Francophone world and accompanying these readings are activities that connect with other subject areas. The readings allow students to develop a solid understanding of culture and reinforce their knowledge of other disciplines using the foreign language.

Communicate in Languages Other Than English

The beginning of each chapter focuses on specific communicative topics that cover authentic situations in which students might find themselves while visiting Francophone countries. The *Vocabulaire* pages give students something to talk about with thematic, contextualized vocabulary. The chapter vocabulary is introduced with colorful photos and illustrations. Listening activities, presented in the *Bon voyage! Audio Program* ensure proper pronunciation of new words and structures. Paired and small-group activities that accompany these pages allow students to communicate about the chapter topic and practice new vocabulary. The **Structure** pages further build communicative competence with thematically linked grammar and syntax.

After students acquire the new vocabulary and structure needed to function in a given situation, a realistic conversation helps to solidify the functions being introduced through listening, viewing, reading and speaking. This conversation is presented in both video and audio formats on the *Bon voyage! CD-ROM* and the *Bon voyage! Audio Program*. Students can see, hear and read natural, colloquial French, and the companion **Interactive Conversation CD-ROM** allows students to view each chapter conversation repeatedly and to become an active participant in it. With this **CD-ROM**, they listen and record their own responses within the conversation. Other resources for generating conversations include the **Situation Cards**, the **InfoGap Activities**, and the **TPR Storytelling Booklet**. The *C'est à vous* section of each chapter provides meaningful open-ended activities for speaking and writing along with a **Writing Strategy**.

Gain Knowledge and Understanding of Other Cultures

Each chapter contains various opportunities for interpreting written language on a variety of topics. Various **Realia** are found throughout the book and help students connect with simple written messages such as those found on a menu or map. The teacher wrap also contains notes, **Learning from Realia**. The *Lectures culturelles* and *Lecture supplémentaire* sections in each chapter allow students to assimilate new information about the culture and gain meaning from written messages that pertain to Francophone culture. Students also employ various reading strategies to help them develop critical thinking skills. In the *Connexions* section, students interpret written language on a wide variety of topics. In the **Literary Companion** students have the opportunity to summarize plot, assimilate themes, and perform an authentic literary selection.

Connect with Other Disciplines and Acquire Information

Colorful chapter openers awaken students' interest to the chapter theme in a cultural context. The accompanying **Teacher Wraparound Edition** contains additional information and facts pertaining to the art and photos in the **Spotlight on Culture**. Photos and art works interspersed throughout the text depicting real people and situations help students view and connect with aspects of culture. The **Teacher Wraparound Edition** contains relevant notes that pertain to these photos in **Learning from Photos** as well as additional features such as **History Connection**, **Geography Connection**, and **Cross-Cultural Comparison**. *Connexions* help students connect to other disciplines and further their knowledge through French.

Develop Insight into the Nature of Language and Culture

Through the cultural readings presented in each chapter, *Lectures culturelles*, students explore the meaning of French culture as it is reflected in the products, practices, perspectives, and language. Optional cultural readings, *Lectures supplémentaires*, reinforce the chapter themes and provide additional insights into the Francophone world. Many of the culture sections deal with aspects of daily life and contain questions that compare Francophonic culture to American culture.

At the end of each chapter, the *Technotour* page introduces the **Bon voyage!** **Video Program** which takes students beyond the text to learn more about culture and language. The video program features teens from diverse parts of the Francophone world. The episodes follow the text thematically to aid comprehension and to reinforce what the students have learned. An additional resource, the **Video Activities Booklet** provides pre-viewing, viewing, and post-viewing activities. It also contains the scripts and culture notes.

The **National Geographic Reflets** pages contain photos depicting various panoramas of the Francophone world. The teacher wrap contains notes relating to each photo as well as a list of articles and resources that may be of interest to students and teachers alike. Through the **Literary Companion**, students develop their knowledge of the differences, perspectives, and practices that are reflected in literature such as the

author's point of view. The **French Online** technology component contains an enrichment section that offers students links to other Web sites that connect students to French culture via the Internet.

Participate in Multilingual Communities and Global Societies

The student text provides numerous activities in the *C'est à vous* section that give students opportunities for research and direct contact with French culture through letter writing. The **Teacher Wraparound Edition** contains additional suggestions for research outside the classroom and whole class activities such as visiting a local museum to view French art or a local French restaurant. In addition, The **National Geographic Reflets** pages contain a list of articles and resources students may find useful when researching topics of interest.

The **French Online** technology component contains a section devoted to games and puzzles. The **Teacher Edition Wraparound Edition** contains additional suggestions for research outside the classroom and whole class activities.

National Standards

Communicate in Languages Other than English

The *Parlons un peu plus* and the *C'est à vous* sections give students the opportunity to engage in conversations and present information to an audience through speaking and/or writing. Additional resources such as the **Interactive CD-ROM** support students in developing listening comprehension and speaking skills. Additional activities in the **Teacher Wraparound Edition** have students applying French speaking and writing skills in a variety of ways.

Gain Knowledge and Understanding of Other Culture

Through the *Lectures culturelles*, students explore the meaning of French culture as it is reflected in the products, practices, perspectives, and language. Optional cultural readings, *Lectures supplémentaires*, reinforce the chapter themes and provide additional insights into the Francophone world. For example, students explore French etiquette and compare it to American etiquette. The **Teacher Wraparound Edition** also contains culture notes that further expand the understanding and knowledge of culture.

Connect with Other Disciplines and Acquire Information

The **Teacher Wraparound Edition** contains additional information and facts pertaining to the photos and art depicted throughout the text as well as related content areas. For example, the **Teacher Wraparound Edition** contains relevant notes about history (see **History Connection**), geography (**Geography Connection**), culture (**Cross-Cultural Comparison**) etc. These notes help to expand students' understanding of other disciplines. The Teacher Edition also contains suggestions for research such as writing a report about French painters. The section *Connexions* helps students connect with other

disciplines and further their knowledge of other disciplines through French. For example, they explore French music.

Develop Insight into the Nature of Language and Culture

The *Lectures culturelles* and the *Lectures supplémentaires* sections each contain readings that help students develop insight into the nature of language and culture. Questions at the end of each reading help direct students to salient points that distinguish the culture studied distinct from their own.

Participate in Multilingual Communities and Global Societies

The **French Online** technology component contains an enrichment section that offers links to other websites and a section devoted to games and puzzles. The **Teacher Wraparound Edition** contains additional suggestions for research outside the classroom and whole class activities such as visiting a local museum to view French art or a local French restaurant.

Assessment

The *Bon voyage! Level 2* program offers a variety of assessment options. Within the student edition several features allow students to evaluate what they have learned. The **Assessment** pages contain activities that help students review the vocabulary, grammar, and culture presented in each chapter. The *Révision* pages that follow Chapters Four, Seven, Eleven and Fourteen help students review the functions, vocabulary and structures that they have learned.

Several resources help teachers develop a comprehensive evaluation of student progress in a variety of testing settings. (Assessment options are listed in the **Resource Manager** box contained in the teacher wrap.) For options to test students' higher-order thinking skills, teachers may choose to use **Situation Cards** to evaluate conversational abilities, or the **Performance Assessment** component. This component has assessment options such as interviews, research, presentations and skits; it also contains a performance checklist (rubrics) for evaluating these tasks. These open-ended activities promote the application of appropriate procedures such as analyzing, synthesizing, and evaluating; verification or justification of the correctness of a particular method; and to deal with factors inherent in problem settings.

For more traditional methods of evaluation, teachers have several resources at their disposal. The **Test Booklet with Answer Key** includes chapter tests for reading, writing, listening and speaking as well as Chapter Proficiency tests designed to measure the students' mastery on a more global level. The **Quizzes** component is used to check student comprehension of each vocabulary section and grammar point. The **ExamView® Pro CD-ROM** allows teachers to create their own tests from a bank of questions. The **MindJogger Videoquiz** also gives students opportunities to review the material they have learned in a game show format.

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**TENNESSEE
FOREIGN LANGUAGE GOALS AND OBJECTIVES
FOR EMERGING MODERN LANGUAGES**

OBJECTIVES	PAGE REFERENCES
GOAL ONE: Communicate in Languages Other Than English	
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
<ul style="list-style-type: none"> • exchange written information with peers and familiar adults. 	SE: 27, 59, 91, 166, 167, 231, 273, 303, 331, 332, 361 TWE: 27, 59, 91, 166, 167, 231, 273, 303, 331, 332, 361, 435
<ul style="list-style-type: none"> • express memorable previous experiences. 	SE: 77, 80, 81, 91, 108, 110, 135 TWE: 77, 80, 81, 91, 108, 110, 135
<ul style="list-style-type: none"> • plan and carry out activities in groups. 	SE: 19, 47, 73, 90, 124, 231, 272, 321, 333, 413 TWE: 19, 47, 73, 90, 124, 173, 231, 333, 413
<ul style="list-style-type: none"> • give and follow directions and instructions. 	SE: 195, 199, 231, 343, 313 TWE: 173, 195, 199, 231, 309, 343, 313
<ul style="list-style-type: none"> • acquire goods and services through basic negotiation and monetary exchange. 	SE: 105, 117, 283, 287, 295, 302 TWE: 105, 117, 173, 283, 287, 295, 302
<ul style="list-style-type: none"> • create simple descriptions within a context. 	SE: R5, 59, 78, 90, 105, 125, 181, 191, 198, 199, 231, 272, 369 TWE: R5, 59, 78, 90, 105, 125, 181, 191, 198, 199, 231, 272, 369

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OBJECTIVES	PAGE REFERENCES
Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.	
<ul style="list-style-type: none"> • assimilate main ideas, themes, and details from age appropriate media and literature. 	SE: 18, 20–21, 31, 63, 95, 129, 160–161, 171, 190, 196–197, 224–225, 392–393, 426–427, 476–477 TWE: 18, 20–21, 31, 63, 95, 129, 160–161, 171, 190, 196–197, 224–225, 392–393, 426–427, 476–477
<ul style="list-style-type: none"> • comprehend content of simple written messages. 	SE: 19, 20–21, 27, 45, 46, 47, 116, 167, 189, 260, 388 TWE: 19, 20–21, 27, 45, 46, 47, 116, 167, 189, 260, 388
<ul style="list-style-type: none"> • gain meaning of oral messages and announcements when listening to peers and familiar adults. 	SE: 18, 31, 38–39, 50, 82, 95, 116, 171, 203, 222, 235, 264, 294, 324, 433 TWE: 18, 31, 38–39, 50, 82, 95, 116, 171, 203, 222, 235, 264, 294, 324, 433
<ul style="list-style-type: none"> • sustain listening comprehension on less familiar topics. 	SE: 31, 50, 63, 129, 171, 203, 235, 277, 307, 337, 365, 433 TWE: 31, 50, 63, 129, 171, 203, 235, 277, 307, 337, 365, 433
<ul style="list-style-type: none"> • recognize common oral phrase groupings and structures. 	SE: 31, 63, 95, 129, 171, 203, 235, 307, 277, 365 TWE: 31, 63, 95, 129, 171, 203, 235, 307, 277, 365
<ul style="list-style-type: none"> • individually collect data on familiar topics. 	SE: 125, 219, 333, 459 TWE: 125, 173, 219, 333, 459

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • gain meaning of complicated oral and written messages using context clues. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 196–197, 476–477, 478–479, 482–483, 484–485, 486–487, 488–491, 492–497</p> <p>TWE: 196–197, 476–477, 478–479, 482–483, 484–485, 486–487, 488–491, 492–497</p>
<p>Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
<ul style="list-style-type: none"> • prepare video or taped messages on topics of personal interest in their daily lives. 	<p>TWE: 50, 82, 116, 158, 190, 222, 294, 324, 352, 390, 420</p>
<ul style="list-style-type: none"> • summarize plot and briefly describe characters in selected poems, short stories, and folk tales. 	<p>SE: 196–197, 476–477, 478–479, 482–483, 484–485, 486–487, 488–491, 492–497</p> <p>TWE: 196–197, 476–477, 478–479, 482–483, 484–485, 486–487, 488–491, 492–497</p>
<ul style="list-style-type: none"> • make brief reports on topics that have been studied. 	<p>SE: 125, 229</p> <p>TWE: 125, 229, 247, 309, 339, 375, 397</p>
<ul style="list-style-type: none"> • present short plays, recite selected poems, and perform songs. 	<p>SE: 413, 476–477, 478–479, 482–483, 484–485, 486–487, 488–491, 492–497</p> <p>TWE: 413, 476–477, 478–479, 482–483, 484–485, 486–487, 488–491, 492–497</p>

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OBJECTIVES	PAGE REFERENCES
GOAL TWO: Gain Knowledge and Understanding of Other Cultures	
Standard 2.1 Students demonstrate knowledge and understanding of daily life, traditional ideas and perspectives, institutions, literary and artistic expressions, and other components and aspects of the cultures being studied.	
<ul style="list-style-type: none"> • observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal behavior for daily activities among peers and adults. 	SE: 194, 422–423, 424, 425, 426–427 TWE: 194, 405, 422–423, 424, 425, 426–427
<ul style="list-style-type: none"> • participate in age-appropriate cultural activities including sports, music and other entertainment. 	TWE: 1, 23, 25, 173
<ul style="list-style-type: none"> • experience (read, listen to, observe, perform) expressive products of the culture (e.g. literature, music, art). 	SE: 8–9, 31, 426–427, 476–477, 478–479, 482–483, 484–485, 486–487, 488–491, 492–497 TWE: 8–9, 31, 426–427, 476–477, 478–479, 482–483, 484–485, 486–487, 488–491, 492–497
<ul style="list-style-type: none"> • identify, discuss and compare aspects of everyday life such as school transportation, clothing, and foods. 	SE: 54, 55, 84–85, 86, 87, 118–119, 163, 192–193, 194, 242–243, 266–267, 326–327, 328–329, 332, 392–393, 422–423 TWE: 54, 55, 84–85, 86, 87, 97, 118–119, 163, 192–193, 194, 205, 242–243, 266–267, 309, 326–327, 328–329, 332, 375, 392–393, 397, 405, 422–423

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OBJECTIVES	PAGE REFERENCES
GOAL THREE: Connect with Other Disciplines and Acquire Information	
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.	
<ul style="list-style-type: none"> • comprehend age appropriate authentic materials. 	SE: 118–119, 120–121, 160–161, 189, 358–359, 426–427, 476–477, 478–479, 484–485, 492–497 TWE: 118–119, 120–121, 160–161, 189, 358–359, 426–427, 476–477, 478–479, 484–485, 492–497
<ul style="list-style-type: none"> • assimilate articles and short videos in the target language on topics being studied in other classes. 	SE: 118–119, 120–121, 160–161, 189, 358–359, 426–427, 476–477, 478–479, 484–485, 492–497 TWE: 1, 33, 118–119, 120–121, 160–161, 189, 358–359, 426–427, 476–477, 478–479, 484–485, 492–497
<ul style="list-style-type: none"> • use acquired information as it relates to the foreign language classes in order to make comparisons and contrasts. 	SE: 54, 163, 194, 361, 426–427 TWE: 54, 97, 163, 194, 361, 375, 383, 426–427
<ul style="list-style-type: none"> • name and read about famous speakers of the language and their contributions. 	SE: 270–271, 426, 478, 482, 488, 494 TWE: 247, 270–271, 426, 478, 482, 488, 494
Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	
<ul style="list-style-type: none"> • use new information and perspectives to compare their experiences with those of their peers in the target culture. 	SE: 292–293, 422–423, 426–427 TWE: 292–293, 309, 375, 383, 422–423, 426–427

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OBJECTIVES	PAGE REFERENCES
GOAL FOUR: Develop Insight into the Nature of Language and Culture	
Standard 4.1 Students demonstrate understanding of the nature of language through comparison of language studied and their own.	
• recognize gender in foreign languages.	SE: R5, 348 TWE: R5, 348
• distinguish world relationships based on cognates and idiom awareness.	The opportunity to address this objective is available. See the following: SE: 37, 54, 300–301 TWE: 37, 54, 88, 165, 197, 271, 300–301
• note differences as expressing respect and status.	SE: 422–423, 424, 425, 426–427 TWE: 405, 422–423, 424, 425, 426–427
Standard 4.2 Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.	
• contrast verbal and nonverbal behavior for certain activities in both cultures.	SE: 422–423, 424, 425, 426–427 TWE: 405, 422–423, 424, 425, 426–427
• understand origin and existence of cultural differences, perspectives, and practices.	SE: 9, 54, 163, 192–193, 194, 266–267, 392–393, 422–423, 426–427 TWE: 9, 54, 163, 192–193, 194, 205, 266–267, 309, 375, 383, 392–393, 405, 422–423, 424, 426–427
• express knowledge of music, art, and literature from the target culture.	SE: 9, 20–21, 22–23 TWE: 9, 11, 16, 20–21, 22–23

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OBJECTIVES	PAGE REFERENCES
GOAL FIVE: Participate in Multicultural Communities and Global Society	
Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.	
<ul style="list-style-type: none"> • understand messages found on signs, posters, maps, etc. 	SE: xxxi-xxxv, 27, 44, 45, 100, 213, 217, 223, 231, 260, 313, 325 TWE: xxxi-xxxv, 27, 44, 45, 100, 213, 217, 223, 231, 260, 313, 325
<ul style="list-style-type: none"> • research a particular historical period in the target language culture to identify historical figures and landmarks. 	TWE: 396
Standard 5.2 Students use the language for leisure and personal enrichment.	
<ul style="list-style-type: none"> • consult various sources in the language to obtain information or topics of personal interest. 	SE: 125 TWE: 125, 247, 309, 339, 397
<ul style="list-style-type: none"> • use various media from the target language and culture for entertainment. 	TWE: 33
<ul style="list-style-type: none"> • use authentic messages found in contextualized materials. 	SE: 56–57, 118–119, 120–121, 160–161, 189, 358–359, 426–427, 476–477, 478–479, 484–485, 492–497 TWE: 1, 33, 56–57, 118–119, 120–121, 160–161, 189, 358–359, 426–427, 476–477, 478–479, 484–485, 492–497

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