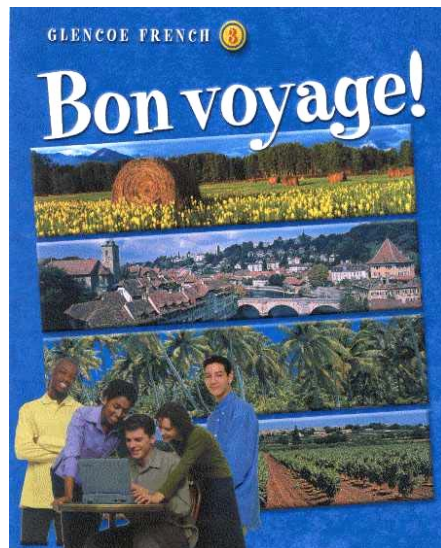


# Glencoe/McGraw-Hill

**Bon voyage! ©2002**  
Level 3



**ISBN# 0-07-821258-8**

correlated to

**Tennessee**  
**Foreign Language Goals**  
**and Objectives for Expanding**  
**Modern Languages**

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### Tennessee Standards

#### Overview of the Program

The *Bon voyage!* Level 3 program includes many features in the student/teacher edition and in the additional resources that provide opportunities to apply listening, speaking, writing, reading and critical thinking skills at the expanding 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 a specific aspect of culture through a reading selection. The *Culture* section includes new vocabulary and has follow-up activities in which students apply their reading and speaking skills. These activities include the *Après la lecture* section in which students demonstrate their comprehension by answering guided questions and the *Communication libre* section. In this section students explore a variety of topics and use speaking/writing skills that reflect a deeper understanding of the cultural information presented.

The *Conversation* pages that follow the culture reading help to solidify the functions being introduced through listening, reading and speaking. Students can hear and read natural, colloquial French. The chapter conversation is presented in an audio format on the *Bon voyage! Audio Program*. The *Communication libre* activities that follow give students a chance to express their opinions, present skits, and apply their language skills in simulated situations such as asking for help in train station. The *Bon voyage! Audio Program* has additional activities such as the *Radio-Magazine* that include open-ended, authentic listening activities.

The *Journalisme* section encourages students to investigate the Francophone world through authentic articles from magazines. The guided questions that follow in the *Après la lecture* and the open-ended activities in the *Communication libre* give students a chance to demonstrate their comprehension and express their opinions. The *Littérature* sections further develop reading skills and allow students to apply literary analysis. The **Teacher Wraparound Edition** contains **Literary Analysis** questions to challenge students to apply critical thinking skills and express their opinions. Students are also asked to perform the literary selections. The *Langage* section introduces colloquial

expressions and provides students opportunities to converse and communicate on a wide variety of topics using social amenities.

Other resources for generating conversations include the **Situation Cards** for partner work and the **TPR Storytelling Booklet**. The Teacher's Edition wrap includes references on when to use these additional resources, see the **Resource Manager**, as well as providing additional activities for speaking and writing.

The ***Bon voyage!* Video Program** helps students develop a more thorough understanding of linguistic and cultural information contained in authentic TV and film footage from diverse parts of the Francophone world.

### **Gain Knowledge and Understanding of Other Cultures**

Colorful chapter openers awaken students' interest to the chapter theme in a cultural context. Photos interspersed throughout the text depicting real people and situations, as well as art, help students view and connect with aspects of culture. The **Teacher Wraparound Edition** contains relevant notes that pertain to these photos see **Learning from Photos** as well as additional information about history (**History Connection**), geography (**Geography Connection**), and culture (**Cross-Cultural Comparison**). Students experience expressive forms of the culture through the **Littérature** sections. These sections contain level-appropriate literary selections representing both current and past authors/musicians and these readings give students another view of Francophonic culture. The **Langage** section introduces colloquial and idiomatic expressions and provides students with the opportunities to compare similar expressions in English and French. The **Structure** sections also give students the chance to compare time elements in both languages. The ***Bon voyage!* Video Program** takes students beyond the text to learn more about culture and language. The video program features teens from diverse parts of the Francophonic world. The episodes follow the text thematically to aid comprehension and to reinforce what the students have learned. An additional resource, the **Video Activities Booklets** provide pre-viewing, viewing and post-viewing activities. It also contains the scripts and culture notes.

### **Connect with Other Disciplines and Acquire Information**

Through the **Culture** and the **Journalisme** sections, students apply various reading strategies and explore the meaning of French culture and other subject areas as it is reflected in the products, practices, perspectives, and language. Many of the readings deal with the social, economic and political institutions as well as history and science. In the **Communication libre** that follows the reading, students explore a variety of topics that reflect a deeper understanding of the cultural information. They also apply skills from other content areas.

The **National Geographic Reflets** pages contain photos depicting various panoramas of the Francophone world. The **Teacher Wraparound Edition** 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.

### **Participate in Multicultural Communities and Global Society**

The student edition provides numerous activities in the *Communication libre* sections that give students opportunities for research and simulated situations that they would encounter while visiting a Francophone country. The **Teacher Wraparound Edition** contains additional suggestions for research outside the classroom and whole class activities such as performing a French play. The **French Online** technology component contains an enrichment section that offers links to other websites and a section devoted to games and puzzles. Also, **National Geographic Reflets** pages contain a list of articles and resources in the **Teacher Wraparound Edition** that students may find useful when researching. The **French Online** technology component offers an enrichment section that offers students links to other websites that connects students to French culture via the Internet.

### **National Standards**

#### **Communicate in Languages Other than English**

The *Communication libre* sections give students the opportunity to engage in conversations and present information to an audience through speaking and/or writing. Additional activities in the **Teacher Wraparound Edition** have students applying speaking and writing skills in a variety of situations such as performing a French play.

#### **Gain Knowledge and Understanding of Other Culture**

Through the *Culture* readings students explore the meaning of French culture as it is reflected in the products, practices, perspectives, and language. Authentic articles in the *Journalisme* sections and the *Littérature* sections reinforce the chapter themes and provide additional insights into the Francophonic world. 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 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 the European Union. The *Journalisme* and *Littérature* sections help students further their knowledge of other disciplines through French. For example, they explore French music.

### **Develop Insight into the Nature of Language and Culture**

The *Culture*, *Journalisme*, and *Littérature* sections 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 make the culture studied distinct from their own. For example, they compare French and American values. The *Langage* sections introduce colloquial and idiomatic expressions and offer student the opportunities to compare them to English expressions. The *Structure* sections introduce grammar and give students the chance to discuss how French structures differ and speculate why they do.

### **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 presenting a French play.

### **Assessment**

The *Bon voyage!* Level 3 program offers a variety of assessment options that help to measure student aptitude and correlate with the content. Within the student edition several features give students a chance to evaluate what they have learned. The questions that follow the readings in the *Après la lecture* and the *Communication libre* help students check their comprehension and provide opportunities for peer group evaluation.

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 Wraparound Edition**. For options to test students' higher-order thinking skills, teachers may choose to use **Situation Cards** to evaluate student 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 force students to apply 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 that are 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** allows teachers to create their own tests from a bank of questions.

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

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>GOAL ONE: Communicate in Languages Other Than English</b>	
<b>Standard 1.1</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
<ul style="list-style-type: none"> <li>• exchange personal feelings and persuade others in the target language.</li> </ul>	SE: 59, 121, 124, 129, 167, 169, 187, 230, 247, 273, 296, 320, 391, 420  TWE: 58, 59, 121, 124, 129, 167, 169, 187, 230, 247, 273, 294, 296, 320, 391, 420
<ul style="list-style-type: none"> <li>• exchange information from international media.</li> </ul>	SE: 59  TWE: 53, 59, 155
<ul style="list-style-type: none"> <li>• express personal feelings and opinions on authentic literary texts.</li> </ul>	SE: 48–50, 124, 129, 203–204, 208–212, 268–265, 308–309  TWE: 48–50, 124, 129, 203–204, 208–212, 268–265, 308–309
<ul style="list-style-type: none"> <li>• collaborate to develop and propose solutions to contemporary and historical problems.</li> </ul>	SE: 187  TWE: 155, 187
<ul style="list-style-type: none"> <li>• manage complicated situations and communicate successfully.</li> </ul>	SE: 13, 121, 180, 227, 230, 296  TWE: 13, 121, 180, 217, 227, 230, 296
<ul style="list-style-type: none"> <li>• converse and communicate a wide variety of topics using social amenities.</li> </ul>	SE: 13, 15, 64, 66, 121, 129, 167, 180, 187, 227, 280, 296, 326  TWE: 13, 15, 64, 66, 121, 129, 167, 180, 187, 217, 227, 280, 296, 326, 352

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>Standard 1.2</b> Students understand and interpret written and spoken language on a variety of topics.	
<ul style="list-style-type: none"> <li>• show understanding of main ideas and details of discussions, lectures, and oral presentations.</li> </ul>	SE: 10–12, 136–137  TWE: 10–12, 136–137, 159
<ul style="list-style-type: none"> <li>• demonstrate knowledge of main elements of magazine and newspaper articles on current and historical topics.</li> </ul>	SE: 24–27, 31–32, 83–87, 140–142, 159–163, 184–186, 191–195, 244–245, 247, 270–273, 317–320, 400–401  TWE: 24–27, 31–32, 53, 83–87, 140–142, 159–163, 184–186, 191–195, 244–245, 247, 270–273, 317–320, 400–401
<ul style="list-style-type: none"> <li>• understand linguistic and cultural information in written and spoken language.</li> </ul>	SE: 10–12, 24–27, 42–45, 57–59, 62–64, 83–87, 191–195, 208–213, 221–223  TWE: 10–12, 24–27, 42–45, 53, 57–59, 62–64, 83–87, 191–195, 208–213, 221–223
<b>Standard 1.3</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
<ul style="list-style-type: none"> <li>• perform scenes from plays and recite poems or excerpts from selected short stories.</li> </ul>	SE: 42–45, 96–97, 100–103, 152–153, 203, 260–263, 308–309, 363, 368  TWE: 42–45, 96–97, 100–103, 107, 152–153, 203, 260–263, 308–309, 363, 368
<ul style="list-style-type: none"> <li>• create stories, poems, and skits on personal experience.</li> </ul>	SE: 51, 277, 326, 369, 417  TWE: 51, 277, 326, 369, 417

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• summarize and discuss content of an article.</li> </ul>	SE: 24, 26–27, 31–32, 83–87, 136–137, 140–142, 184–186, 191–195, 221–223, 400–401  TWE: 24, 26–27, 31–32, 53, 83–87, 136–137, 140–142, 184–186, 191–195, 221–223, 400–401
<ul style="list-style-type: none"> <li>• write a letter or article describing and analyzing an issue.</li> </ul>	SE: 187, 223  TWE: 155, 187, 223
<b>GOAL TWO: Gain Knowledge and Understanding of Other Cultures</b>	
<b>Standard 2.1</b> 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"> <li>• catalog and discuss patterns of behavior and interact successfully in a variety of cultural contexts involving both peer-groups and adult activities.</li> </ul>	SE: 115, 121, 122, 124, 126, 127, 168–169, 270–273  TWE: 107, 115, 121, 122, 124, 126, 127, 168–169, 270–273
<ul style="list-style-type: none"> <li>• identify and experience expressive forms of the culture, including books, periodicals, films and music.</li> </ul>	SE: 42–45, 152–153, 184–186, 203  TWE: 42–45, 53, 152–153, 184–186, 203
<ul style="list-style-type: none"> <li>• know and examine historical periods, place and persons, and evaluate their influence on cultural perspectives and behavior.</li> </ul>	SE: 24–27, 83–87, 150–151, 159–163, 208–213  TWE: 24–27, 83–87, 150–151, 159–163, 208–213
<ul style="list-style-type: none"> <li>• identify and experience expressive forms of the culture classified as literature and the fine arts.</li> </ul>	SE: 42–45, 48–51, 96–97, 100–103, 152–153, 208–213, 260–264  TWE: 42–45, 48–51, 96–97, 100–103, 107, 152–153, 208–213, 260–264

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• name, discuss and analyze social, economic, and political institutions, and their relationship to the culture.</li> </ul>	SE: 24–27, 159–163, 191–195, 221–223, 270–273, 317–321  TWE: 24–27, 159–163, 191–195, 221–223, 270–273, 313, 317–321
<ul style="list-style-type: none"> <li>• recognize, discuss, analyze, and evaluate the relationships among the products, practices, and perspectives of the culture.</li> </ul>	SE: 5–7, 57–59, 115, 167, 270–273, 291  TWE: 5–7, 57–59, 107, 115, 167, 270–273, 291
<b>GOAL THREE: Connect with Other Disciplines and Acquire Information</b>	
<b>Standard 3.1</b> Students reinforce and further their knowledge of other disciplines through the foreign language.	
<ul style="list-style-type: none"> <li>• use topics from other school subjects including sports, music, fashion, customs and life in the country of the target language.</li> </ul>	The opportunity to address this objective is available. See the following:  SE: 31–32, 150–151, 153, 203, 304–305  TWE: 31–32, 150–151, 153, 203, 304–305
<ul style="list-style-type: none"> <li>• acquire information from a variety of authentic materials about a topic being studied in other school subjects.</li> </ul>	SE: 31–32, 153, 163, 180–181, 304–305, 317–321, 380–382  TWE: 1, 31–32, 153, 163, 180–181, 304–305, 317–321, 380–382
<ul style="list-style-type: none"> <li>• evaluate accomplishments and achievements of famous speakers of the language.</li> </ul>	SE: 96, 150–151, 207, 253, 259, 362, 367  TWE: 96, 150–151, 207, 217, 253, 259, 362, 367

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>Standard 3.2</b> 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"> <li>• use new information and perspectives to analyze the differences between the foreign culture and their own, and begin to explain the reason for such differences.</li> </ul>	SE: 57–59, 83–87, 163, 167, 270–273  TWE: 54, 57–59, 83–87, 107, 163, 167, 270–273, 313
<b>GOAL FOUR: Develop Insight into the Nature of Language and Culture</b>	
<b>Standard 4.1</b> Students demonstrate understanding of the nature of language through comparison of language studied and their own.	
<ul style="list-style-type: none"> <li>• perceive derivatives.</li> </ul>	TWE: 43
<ul style="list-style-type: none"> <li>• analyze time elements in both languages.</li> </ul>	The opportunity to address this objective is. See the following:  SE: 16, 18, 21, 23, 196, 198, 199  TWE: 16, 18, 21, 23, 196, 198, 199
<ul style="list-style-type: none"> <li>• discuss relationships between word order and meaning and hypothesize how this may reflect a world view.</li> </ul>	The opportunity to address this objective is. See the following:  SE: xiii, 70–71, 88–89  TWE: xiii, 70–71, 88–89, 361
<b>Standard 4.2</b> Students demonstrate understanding of concept of culture through comparison of cultures studied and their own.	
<ul style="list-style-type: none"> <li>• identify origins of idioms as reflections of culture.</li> </ul>	The opportunity to address this objective is. See the following:  SE: 126, 127, 280, 329, 330  TWE: 126, 127, 280, 329, 330, 361
<ul style="list-style-type: none"> <li>• compare nuances of the meanings of words, idioms, and vocal inflections.</li> </ul>	SE: 163  TWE: 163, 280, 361

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• compare and contrast relationships between perspectives and practices in both countries.</li> </ul>	SE: 57–59, 83–87, 115, 167, 273  TWE: 54, 57–59, 83–87, 115, 167, 273
<ul style="list-style-type: none"> <li>• compare and contrast relationships between perspectives and certain literary genres in both cultures.</li> </ul>	The opportunity to address this objective is. See the following:  TWE: 53
<b>GOAL FIVE: Participate in Multicultural Communities and Global Society</b>	
<b>Standard 5.1</b> 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"> <li>• interact directly with native speakers in the target language either through oral or written conversation, such as memos, letters, etc.</li> </ul>	The opportunity to address this objective is. See the following:  SE: 13, 15, 66, 121, 129, 280, 391  TWE: 13, 15, 66, 121, 129, 217, 227, 280, 391
<ul style="list-style-type: none"> <li>• identify cultural similarities and differences observed while viewing a film from the target culture.</li> </ul>	The opportunity to address this objective is. See the following:  TWE: 371
<ul style="list-style-type: none"> <li>• adjust target language vocabulary appropriately to a given situation and audience.</li> </ul>	The opportunity to address this objective is. See the following:  SE: 13, 15, 27, 45, 51, 59, 181, 230, 291, 364, 417  TWE: 13, 15, 27, 45, 51, 59, 181, 230, 291, 364, 417

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>Standard 5.2</b> Students use the language for leisure and personal enrichment.	
<ul style="list-style-type: none"> <li>• use various media from the language and culture for entertainment or personal growth.</li> </ul>	SE: 152–153, 163, 223, 304–305  TWE: 1, 152–153, 163, 217, 223, 304–305
<ul style="list-style-type: none"> <li>• be familiar with major geographical features, historical events, and political structures of foreign countries in which the target language is spoken.</li> </ul>	SE: xvi–xxii, 24–27, 83–87, 159–163, 191–195, 213  TWE: xvi–xxii, 24–27, 83–87, 140, 155, 159–163, 191–195, 213, 321, 313
<ul style="list-style-type: none"> <li>• establish and/or maintain interpersonal relations with speakers of two languages.</li> </ul>	The opportunity to address this objective is. See the following:  SE: 13, 15, 66, 121, 129, 280, 391  TWE: 13, 15, 66, 121, 129, 217, 227, 280, 391
<ul style="list-style-type: none"> <li>• identify the historical figures on the coinage/currency in the target language culture.</li> </ul>	The opportunity to address this objective is. See the following:  SE: 162  TWE: 162
<ul style="list-style-type: none"> <li>• seek help in crisis situations.</li> </ul>	SE: 227  TWE: 217, 227

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