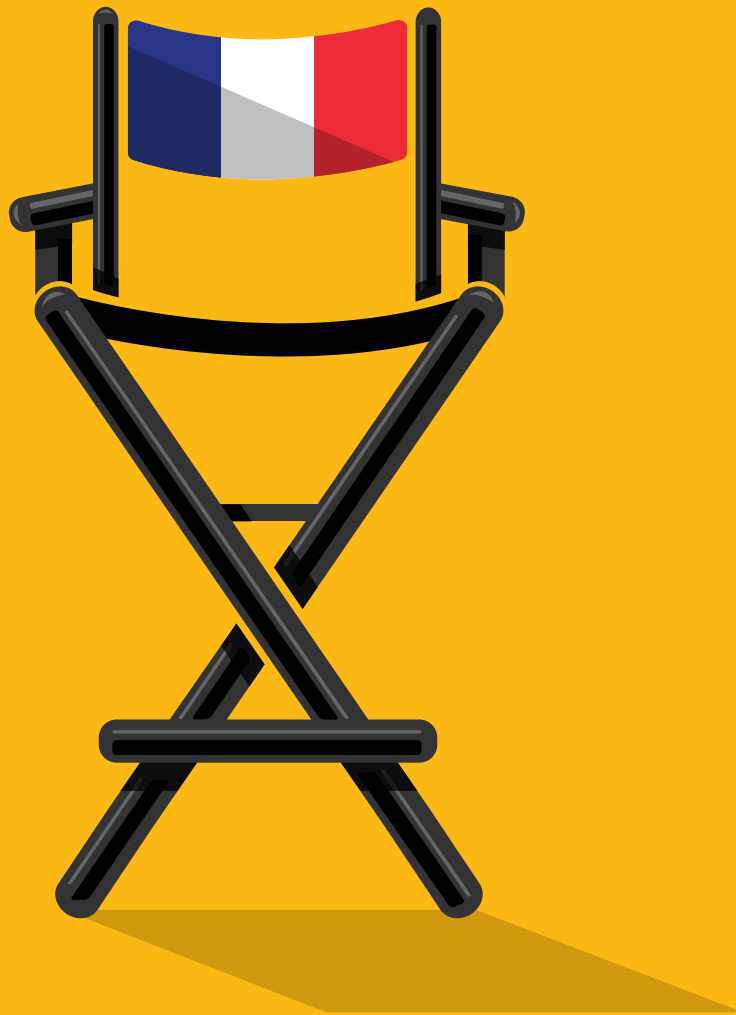


**Instructor's Manual**

# **On tourne!**

French Language and Culture through Film



**Véronique Anover and Rémi Fournier Lanzoni**

## Chapitre Preliminaire

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### Ex. 3 Imbattables!

Answer key: 1. c; 2. a; 3. b; 4. b; 5. b; 6. a; 7. c; 8. c; 9. b; 10. a

## Chapitre 1

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### COMME UN CHEF

#### Ex. 2 Les acteurs et les personnages

In this section, students are presented with the movie casting for their reference. Students are asked if they know any of the actors/actresses and if so in which movie they saw them. You may want to talk about a particular actor or actress (such as Jean Réno who became famous in the U.S. with the movie *La femme Nikita*). Or you may ask students to research about a particular actor or actress and tell the class what is important or significant about him/her.

#### Ex. 3 Le lexique

Tell students to refer back to this section to find words that are used in slang or lexicon they may not know. At the end of the list of words, there is an activity where students may see the words/expressions used in context after which they will be asked to make their own sentences with those words/expressions. You may go over the lexicon in class and model the pronunciation.

#### Ex. 4 Vrai ou faux?

You could make this activity into a game and have students compete to see who gets all the correct answers the fastest. If you would like to use some technology, kahoot.it allows you to copy and paste the statements in the activity and create a class game where students may answer with their smart phones like clickers: <https://kahoot.it/>

If you prefer, you could assign these questions as homework to be corrected in class.

Answer key: 1. f; 2. v; 3. f; 4. v; 5. f; 6. f; 7. f; 8. v; 9. f; 10. f

#### Ex. 5 Questions à choix multiple

Same as in the previous activity, this activity could be made into a game and have students compete to see who gets all the correct answers the fastest. If you would like to use some technology, kahoot.it allows you to copy and paste the statements in the activity and create a class game where students may answer with their smart phones like clickers: <https://kahoot.it/>

If you prefer, you could assign these questions as homework to be corrected in class.

Answer key: 1. a; 2. a; 3. a; 4. b; 5. c; 6. b; 7. a; 8. a; 9. c; 10. a

#### Ex. 6 Les expressions françaises et la cuisine

Answer key: 1. i; 2. l; 3. e; 4. h; 5. d; 6. b; 7. n; 8. m; 9. g; 10. o; 11. a; 12. j; 13. f; 14. c; 15. h

### Ex. 7 Le bon ordre

Answer key: 1. i; 2. j; 3. d; 4. a; 5. g; 6. b; 7. h; 8. c; 9. f; 10. e

### Ex. 8 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity works best done in groups, and instructors could assign different questions to different groups to prepare. You may want to ask the students if they know what *assaisonné*, *étuvé*, *apéritif*, *digestif*, *le trou normand*, *amuse bouche*, or *le goûter* are, and when they are served/used. In addition, when is *le plateau à fromage* served as well as *la salade* (before or after the entrée)?

### Ex. 9 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary.

### Ex. 10 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

### Ex. 11 On analyse

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

### Ex. 12 A vous de tourner!

Links for the activity:

1. Article paru sur Le Point le 28 octobre 2015: [http://www.lepoint.fr/privileges/gastronomie/gastronomie-comment-decrocher-une-etoile-au-michelin-28-10-2015-1977382\\_2585.php](http://www.lepoint.fr/privileges/gastronomie/gastronomie-comment-decrocher-une-etoile-au-michelin-28-10-2015-1977382_2585.php)
2. Restaurant Le cinq à Paris: <http://www.restaurant-lecinq.com/>

### Ex. 13-16 Notes Grammaticales

Ask students to compare and to explain the uses of the articles below and then go over the rules such as with verbs that express liking and disliking such as *aimer*, *préférer*, *détester* and *adorer*, use the definite articles.

### Ex. 17 Les expressions culinaires

Answer key: 1. b; 2. e; 3. f; 4. i; 5. c; 6. d; 7. h; 8. j; 9. g; 10. a

## Chapitre 2

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# SAMBA

### Ex. 1 On se prépare

1. If students cannot think of a movie, *A day without a Mexican* could be a good example of a movie about immigration in the US, or *Les femmes du 6ème étage* in France, about Spanish women who immigrate in France from Spain to flee the Civil War.

- Instructors could ask students to prepare this question outside of class and show the flux of migrants recently; for example, in November 2018, the famous caravan of migrants that arrive to Tijuana, Mexico from Central America trying to cross the US border, for example.

### **Ex. 2 Les acteurs et les personnages**

In this section, students are presented with the movie casting for their reference. Students are asked if they know any of the actors/actresses and if so in which movie they saw them. You may want to talk about a particular actor or actress (such as Omar Sy who became famous in the U.S. with the movie *X-Men* and *Jurassic World*). Or you may ask students to research about a particular actor or actress and tell the class what is important or significant about him/her.

### **Ex. 3 Le lexique**

Tell students to refer back to this section to find words that are used in slang or lexicon they may not know. At the end of the list of words, there is an activity where students may see the words/expressions used in context after which they will be asked to make their own sentences with those words/expressions.

You may go over the lexicon in class and model the pronunciation.

### **Ex. 4 Vrai ou faux ?**

You could make this activity into a game and have students compete to see who gets all the correct answers the fastest. If you would like to use some technology, kahoot.it allows you to copy and paste the statements in the activity and create a class game where students may answer with their smart phones like clickers: <https://kahoot.it/>

If you prefer, you could assign these questions as homework to be corrected in class.

Answer key: 1. f; 2. v; 3. f; 4. f; 5. f; 6. v; 7. f; 8. f; 9. v; 10. f

### **Ex. 5 Questions à choix multiple**

Same as in the previous activity, this activity could be made into a game and have students compete to see who gets all the correct answers the fastest. If you would like to use some technology, kahoot.it allows you to copy and paste the statements in the activity and create a class game where students may answer with their smart phones like clickers: <https://kahoot.it/>

If you prefer, you could assign these questions as homework to be corrected in class.

Answer key: 1. b; 2. c; 3. b; 4. a; 5. a; 6. b; 7. b; 8. b; 9. b; 10. a; 11. b; 12. c

### **Ex. 6 Clichés sur l'immigration en France**

For this activity, give students lexicon to help them express their opinions, such as *je pense que, je suis d'accord sur le fait que, je ne suis pas d'accord avec toi quand tu dis que, à mon avis*. Remind students when to use subjunctive (certainty versus uncertainty and *penser/ne pas penser, croire/ne pas croire, savoir, douter*, etc.)

You may want to select five questions out of the nine that you think are the most relevant.

After answering the questions, it might be useful to do a cross-cultural comparison with the US. Is it the same situation in the US with immigration? Do immigrants receive massive aids from the Governments as they do in France? Do immigrants in the US take away jobs that US citizens could be performing instead? Etc.

### **Ex. 7 Les petits boulots en France**

Some of these jobs may be new to students, for example, *hôtesse d'accueil* or *coursier*. Explain what *hôtesse* and *accueil* mean and describe the job in French; do the same with *coursier* (from *courses/faire des courses*).

### **Ex. 9 Le bon ordre**

Answer key: 1. f; 2. h; 3. b; 4. c; 5. a; 6. g; 7. d; 8. e; 9. j; 10. i

### Ex. 10 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity should be done in groups, and instructors could assign different questions to different groups to prepare.

For question 2, explain what is *travail au noir*. You may want to talk about how the French work week has 35 hours instead of 40 hours—that applies to civil servants (government positions), and does not apply to liberal professions, such as attorneys or doctors. For question 3, discuss how in how many countries French is the official language. For question 4, you may show students a map of Africa and discuss which countries are francophone countries. For question 10, discuss the importance of soccer in France and Francophone Europe and Africa.

### Ex. 11 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary.

### Ex. 12 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand. For example, the acronym OQTF (Obligation de Quitter le Territoire Français), or in question 2, what is Roissy and what other airports there are in Paris. Also, the word *ben* instead of *bien*. In question 4, explain the meaning of *carnage* (*faire un carnage*) and *faire une blague* or *blaguer*. For question 5, go over the meaning of *faire un toast* and *roulage de clopes*. Tell the students that *clope* is “cigarettes” in slang. For question 6, explain the words *pompons*, *chaussures en cuir* and *se débrouiller*. Also go over the word *ballons* in the context of plumbing.

### Ex. 14 A vous de tourner!

Links for the activities:

1. Site du Service Public français: <https://www.service-public.fr/particuliers/vosdroits/N110>  
Obtention de la nationalité française: <https://www.service-public.fr/particuliers/vosdroits/N111>
2. Page de L'INSEE: <https://www.insee.fr/fr/accueil>

### Ex. 15–17 Notes Grammaticales

In these activities, students will have to conjugate the verbs in present, command tense, and passé composé and imperfect. Review the rest of the conjugations by asking students to write the sentences in the different tenses: conditional, subjunctive and future.

## Chapitre 3

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# L'ARNACOEUR

### Ex. 1 On se prépare

For question 2, if students cannot answer, write *arnaqueur* and *arnacoeur* and pronounce them both. Ask students if they know the meaning of *arnaqueur*. Then, ask students the meaning of *coeur*. Do they see the pun on words?

We recommend assigning questions 5 and 6 before class meeting so that students may discuss their findings in class and compare their answers.

## Ex. 2 Les acteurs et les personnages

Students may know Vanessa Paradis as she was Johnny Depp's partner for almost two decades; she is the mother of his two children. She is a singer and an actress. She started singing in France as a young girl and her first famous single was "Joe le Taxi": [https://www.youtube.com/watch?v=IKxMTFvo\\_0s](https://www.youtube.com/watch?v=IKxMTFvo_0s)

## Ex. 4 Vrai ou faux?

Answer key: 1. v; 2. v; 3. v; 4. f; 5. f; 6. f; 7. v; 8. f; 9. v; 10. f; 11. f; 12. f

## Ex. 5 Questions à choix multiple

Answer key: 1. c; 2. c; 3. a; 4. b; 5. b. 6. a; 7. b; 8. a; 9. c; 10. b

## Ex. 6 Le thème de l'amour et la séduction

This activity may work better if done in groups or if separating the class in two groups. Each group could work on either *amour* or *séduction*.

## Ex. 8 Le bon ordre

Answer key: 1. e; 2. g; 3. j; 4. h; 5. c; 6. b; 7. i; 8. a; 9. d; 10. f

## Ex. 9 On discute

These questions may be assigned to be prepared outside of class. The entire class should be engaged in the discussion.

## Ex. 10 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary.

## Ex. 11 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

## Ex. 13 À vous de tourner!

For the first activity iMovie is suggested to create a trailer, however any other app or tool may be used. For the second activity, Calameo or Envato Elements are suggested to create the poster for the movie, however any other tool may be used.

Links for the activities

Trailers of the movie: in English: <https://youtu.be/DszlIYoH68M> or in French <https://www.youtube.com/watch?v=ZBABE6rqZWQ>

To create a poster: <https://en.calameo.com/features>

[https://elements.envato.com/lp/design/?gclid=CLLQpubF19ICFUOXfgod2QYD\\_g](https://elements.envato.com/lp/design/?gclid=CLLQpubF19ICFUOXfgod2QYD_g)

## Ex. 14–16 Notes Grammaticales

Ask students to give you examples of reflexive verbs, for example to talk about their daily routine: *se lever, se laver, s'habiller*, etc. Go over some reflexive verbs to make sure that the students remember the reflexive pronouns with each subject; compare and contrast reciprocal actions with reflexive ones, such as *nous nous parlons* and *je me parle quand je suis seule à la maison*. Remind students that these verbs are conjugated with *être* in *passé composé*. Ask students to give you sentences with reflexive verbs in the past.

## Ex. 15 Quand les verbes pronominaux ne sont plus pronominaux!

Students have a tendency to conjugate all the pronominal verbs that way, even when the actions are no longer reflexives. Point out that in this case the meaning of these verbs often changes. Finally, tell the students that when these verbs are in *passé composé*, they use *avoir*. You may want to go over these points with the students before assigning this activity.

### Ex. 18 Le mot “plouc”

Before students take the test below, check the link first and identify the vocabulary may be challenging for your students; go over the vocabulary in class.

b. Link for the test: [http://www.terrafemina.com/article/etes-vous-plouc-faites-le-test\\_a273282/1](http://www.terrafemina.com/article/etes-vous-plouc-faites-le-test_a273282/1)

## Chapitre 4

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### LE PRÉNOM

#### Ex. 1 On se prépare

As homework, and in preparation for question 1, ask students to search for the most popular names for boys and girls in the US in the last couple of years.

For question 8, explain the term *huis-clos*; you may want to mention the play by Sartre.

#### Ex. 2 Les acteurs et les personnages

Patrick Bruel is also a singer and students may have heard his music. One of his most famous hits is “Casser la voix”: [https://www.youtube.com/watch?v=Il8r6Ev-zm8&index=8&list=PLHTIIU\\_-UhbCVyOB7cvmh6IKgiz2M-iEI](https://www.youtube.com/watch?v=Il8r6Ev-zm8&index=8&list=PLHTIIU_-UhbCVyOB7cvmh6IKgiz2M-iEI)

#### Ex. 4 Vrai ou faux ?

Answer key: 1. f; 2. v; 3. f; 4. v; 5. f; 6. v; 7. f; 8. f; 9. f; 10. v

#### Ex. 5 Questions à choix multiple

Answer key: 1. a; 2. b; 3. a; 4. a; 5. b; 6. b; 7. a; 8. a; 9. c; 10. a

#### Ex. 6 Le thème de la discorde

Some of these topics are complex: keeping a secret garden, being greedy, the image we show others, and the meaning of the name Adolf as fascist. For each question and before students start working on them in groups, brainstorm ideas and vocabulary that they may need to answer them.

#### Ex. 7 Le bon ordre

Answer key: 1. c; 2. e; 3. g; 4. a; 5. b; 6. d; 7. j; 8. f; 9. c; 10. i

#### Ex. 8 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity could be done in groups, and instructors could assign different questions to different groups to prepare.

For question 3, you may show students how to read a wine label and stress the importance of *Mise en bouteille au château*, *Appellation Contrôlée*, the year, the type of grape, etc.

### Ex. 9 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary. For topic 3, you may want to review first the differences between *connaître* and *savoir*, which are included in the next section, *Notes Grammaticales*.

### Ex. 10 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

### Ex. 12 A vous de tourner!

Links for the activities:

3. Extract of the play: <https://www.dailymotion.com/video/xfl0op>
4. Rehearsal of the play: <https://www.dailymotion.com/video/xemeol> and <https://www.dailymotion.com/video/xemzzk>

### Ex. 13–17 Notes Grammaticales

Review the conjugations of the verbs *croire*, *savoir*, and *connaître* in present, past, and future before going over the activities that follow.

### Ex. 15 Et vous?

Students may have never heard of *Adolphe* from the author Benjamin Constant. The novel is available in e-format: <https://beq.ebooksgratuits.com/vents/Constant-Adolphe.pdf>

The novel was adapted into a movie, whose director Benoît Jacquot has also filmed *Les adieux à la reine* (Chapter 9) interpreted by Isabelle Adjani. For more information about *Adolphe* this link may be of interest: <https://www.intellego.fr/soutien-scolaire--/aide-scolaire-francais/fiche-de-lecture-adolphe-de-constant/10622>

## Chapitre 5

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# LA FRENCH

### Ex. 1 On se prépare

In preparation of question 5, ask students what they know of Marseille. If they do not know much about the city's reputation (Corsican gang, immigration, portuary city, corruption, but also tourism, Marcel Pagnol, etc.) assign some readings from the Internet about the city.

### Ex. 2 Les acteurs et les personnages

If students do not know it yet, share with them that Jean Dujardin won an Oscar and numerous other awards, such as the Golden Globe Award for Best Actor for his role in the silent movie *The Artist*.

### Ex. 4 Vrai ou faux?

Answer key: 1. f; 2. v; 3. v; 4. f; 5. f; 6. v; 7. v; 8. f; 9. v; 10. f; 11. f; 12. f

### Ex. 5 Questions à choix multiple

Answer key: 1. c; 2. a; 3. a; 4. c; 5. a; 6. b; 7. b; 8. b; 9. 10. a; 11. a; 12. c



### Ex. 6 Les ennemis

This activity may work better if done in groups or if separating the class in two groups: one group discusses Juge Michel's personality and the other group Zampa's. Then both groups may compare their answers.

### Ex. 9 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity could be done in groups, and instructors could assign different questions to different groups to prepare. You may want to show how Marseille is today: tourism, crime statistics, gastronomy, economy, etc.

### Ex. 10 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary. For example, the word *pressentiment*. Ask students to explain what it is and to give examples.

### Ex. 11 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand. For example, ask students if they know the meaning of *pieuvre* (literal and figurative) in question 1. Same with the verb *délirer* in question 4.

### Ex. 13 A vous de tourner!

3. Interview with Cedric Jiménez: <https://www.youtube.com/watch?v=2HQQDEYEfp0>
4. Jean Dujardin and his awards: <https://www.youtube.com/watch?v=ccLaj-29Iec>

### Ex. 14–17 Notes Grammaticales

Review the relative pronouns, asking the class the grammatical function and uses of relative pronouns. Make a list—*qui, que, quoi, dont, où, lequel(s)/laquelle(s)*—and ask them to make sentences with each one of them. Or if you prefer, find examples with these pronouns, and ask the students to explain their grammatical uses. Review also the difference between *ce qui/ce que* and the relative pronouns *qui, que*, etc.

### Ex. 18 Expressions bien marseillaises!

Link for the activity: <http://www.marseilletourisme.fr/expressionsmarseillaises/>

## Chapitre 6

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# INTOUCHABLES

### Ex. 1 On se prépare

For question 5, and as much as the subject of disability may be sensitive, there are many inspiring stories such as how two brothers trained and competed in an Ironman triathlon together, in spite of one of them having cerebral palsy: <https://www.usatoday.com/story/news/humankind/2018/07/23/man-cerebral-palsy-racing-get-world-championship/809770002/>

Share this story with your students, and ask them to find similar ones, and discuss resilience and breaking physical and mental limitations (among other topics).

For question 6, show where Dunkerque is in the map and how far it is from Paris.

## Ex. 2 Les acteurs et les personnages

Omar Sy is well known internationally for his roles in *X-Men*, *Jurassic World*, and in *Transformers*. In France, he is also very famous.

## Ex. 4 Vrai ou faux ?

Answer key: 1. v; 2. f; 3. v; 4. f; 5. v; 6. f; 7. f; 8. v; 9. f; 10. f; 11. v; 12. v; 13. f

## Ex. 5 Questions à choix multiple

Answer key: 1. a; 2. b; 3. c; 4. b; 5. b; 6. b; 7. c; 8. a; 9. c; 10. f

## Ex. 6 Le thème du handicap dans la société

Have students work in groups for this activity and go over the vocabulary in the grid.

## Ex. 7 Le bon ordre

Answer key: 1. d; 2. a; 3. f; 4. b; 5. c; 6. h; 7. e; 8. g

## Ex. 9 On discute

These questions may be assigned to be prepared outside of class. The entire class should be engaged in the discussion. The topic of emotional and physical pain is present in the movie. Have students elaborate on the subject, particularly in question 4. Have them give examples.

## Ex. 10 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary. For topic 2, you may want to refer to Cyrano de Bergerac who, like Philippe, gains the love of Roxane through words.

## Ex. 11 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

## Ex. 13 A vous de tourner!

Trailer for question 1: <https://youtu.be/34WIbmXkewU>

Link to create a movie poster for question 2: <https://en.calameo.com/features>

## Ex. 14 L'impératif

It may be a good idea to review the command tense first: verbs ending in -er, -ir and -re, but also the irregular ones, like *être*, *avoir*, *aller*, etc.

## Ex. 15 L'impératif et les pronoms d'objet direct et indirect

For this activity, ask the class to give you examples in English of affirmative and negative commands with indirect object and direct object pronouns; then ask the class to translate them into French; write them down on the board and leave them as a model before doing this activity.

## Ex. 17 Verlan ou slang!

For the last question in this activity, discuss further the question of language and identity. Some suggested readings: <https://www.cairn.info/revue-ela-2001-3-page-341.htm>

On language and immigrants living in the Cités: <http://www.lecturejeunesse.org/articles/langue-et-identite-comment-marquer-son-identite-en-stigmatisant-les-autres/>

Language and exclusion: <https://journals.openedition.org/cdlm/729>

# YVES SAINT-LAURENT

### Ex. 1 On se prépare

*Yves Saint Laurent* is a biographical movie. Among other biographies, *Coco Chanel* was recently released in film. If time allows, it might be interesting to watch both movies and compare both lives and styles.

### Ex. 2 Les acteurs et les personnages

As in other chapters, you may want to present the main actor/actress of the movie to the class if they do not know him/her. For example, Pierre Niney was one of the youngest actors to be part of the Comédie Française. You may find this link interesting: <https://christopheruveniodesign.blogspot.com/2015/04/pierre-niney-yves-saint-laurent-actor.html>

### Ex. 4 Vrai ou faux ?

Answer key: 1. v; 2. v; 3. f; 4. v; 5. f; 6. f; 7. f; 8. f; 9. f; 10. v; 11. v; 12. v

### Ex. 5 Questions à choix multiple

Answer key: 1. b; 2. b; 3. c; 4. b; 5. b; 6. c; 7. a; 8. a

### Ex. 6 Yves Saint-Laurent et l'idée de la mode

This activity may work better if done in groups or if separating the class in two groups: one group works on the first four quotes and the other one on the last four quotes; then both groups comment their quotes and the way they interpreted them.

### Ex. 7 Sacha Guitry

This link has interesting quotes from fashion designers. Choose a few and discuss them with the class (they are in English) <https://www.whowhatwear.com/fashion-quotes/slide4>

Some quotes in French from designers and other celebrities, such as writers to compare them with the previous ones: <http://eveve.lefigaro.fr/citations/mot.php?mot=habillement>

### Ex. 8 Le bon ordre

Answer key: 1. g; 2. f; 3. c; 4. a; 5. j; 6. c; 7. e; 8. i; 9. d; 10. h

### Ex. 9 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity could be done in groups, and instructors could assign different questions to different groups to prepare.

For question 3, you may show students pictures of collections of *Haute Couture* and others of *Prêt-à-Porter*, to help them figure out what are the differences between the two.

### Ex. 10 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary.

### Ex. 11 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

### Ex. 13 A vous de tourner!

Some of these questions/activities require some research outside of class; you may assign them to be done in groups outside of class and presented in class.

Links for songs from the sound track:

- a. Lighthouse: <https://www.youtube.com/watch?v=oQP3Vm0pvC8>
  - b. Paris: <https://www.youtube.com/watch?v=JtgsiGHervQ>
  - c. Pierre et Yves: <https://www.youtube.com/watch?v=OmemD7eZv9Y>
  - d. Looking for love: [https://www.youtube.com/watch?v=jYDFRUKj\\_2Y](https://www.youtube.com/watch?v=jYDFRUKj_2Y)
  - e. Les quais: <https://www.youtube.com/watch?v=d6G16AhYVWk>
2. Links for the TV ads:
- Rouge Pur Couture: <https://www.youtube.com/watch?v=BWkx4u1xQC4>
- Opium: [https://www.youtube.com/watch?v=ovmaK\\_eCLaM](https://www.youtube.com/watch?v=ovmaK_eCLaM)
- Y: [https://www.youtube.com/watch?v=Nh\\_5-1-9PLA](https://www.youtube.com/watch?v=Nh_5-1-9PLA)

### Ex. 14–16 Notes Grammaticales

It may be useful to review the uses and conjugations of *passé composé* and *imparfait* as well as the *plus-que-parfait* before going over the activities that follow.

## Chapitre 8

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# MADE IN FRANCE

### Ex. 1 On se prépare

*Made in France* is about terrorism. Question 1 asks about the attacks in Paris at the Bataclan and at the terrace of cafes in the 10<sup>th</sup> and 11<sup>th</sup> arrondissements, as well as at the Stade de France in Saint Denis in November 2015. Ask students to do some research to gather information about the facts of the attacks and to compare with similar ones in the US.

### Ex. 2 Les acteurs et les personnages

As in other chapters, you may want to present the main actor/actress of the movie to the class if they do not know him/her. For example, Malik Zidi, won the César du Meilleur Espoir in 2007.

### Ex. 4 Vrai ou faux?

Answer key: 1. f; 2. f; 3. f; 4. v; 5. v; 6. f; 7. f; 8. v; 9. v; 10. f

### Ex. 5 Questions à choix multiple

Answer key: 1. c; 2. a; 3. c; 4. c; 5. b; 6. a; 7. b; 8. b; 9. b; 10. a

### Ex. 7 La France face au terrorisme

Ask students what measures the US has taken after terrorist attacks. Compare them with French measures. Are they very different? How?

### Ex. 9 Caricatures

Possible interpretations: The first cartoon shows a pun on words: *ça tire* means “it shoots” (a rifle) and *satire* means just that (a pen that draws satires). The second cartoon alludes to the fact that freedom of speech will prevail and will win even over terrorism; pens, brushes, pencils will extinguish bullets and fire arms. The last cartoon shows the symbol of the French Revolution, the Marianne in the center, and *Liberté, Fraternité and Égalité*, standing holding pencils instead of weapons as a sign freedom of expression/speech.

### Ex. 10 Le bon ordre

Answer key: 1. h; 2. g; 3. a; 4. j; 5. d; 6. i; 7. e; 8. b; 9. c; 10. f

### Ex. 11 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity could be done in groups, and instructors could assign different questions to different groups to prepare.

For question 5, you may want to ask students if they know what terrorist attacks have happened in France in the last years, and what these attacks were targeting. Mention the fact that the movie was released before the simultaneous attacks in Paris in 2015, and how it is somewhat visionary.

### Ex. 12 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary.

### Ex. 13 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

### Ex. 15 A vous de tourner!

Link for the interview with the Director: Nicolas Boukhrief <http://www.allocine.fr/personne/fichepersonne-20296/interviews/?cmedia=19560421>

Link for the Facebook page of the movie: <https://www.facebook.com/MadeInFranceLeFilm>

Link for products Made in France: <https://www.la-croix.com/Economie/France/Made-France-Origine-France-garantie-2017-01-30-1200821159>

### Ex. 16–19 Notes Grammaticales

Review the conjugations of verbs that are followed by infinitives: *devoir*, *vouloir*, *falloir*, *valoir*, and verbs that are followed by the prepositions *à* or *de*: *réussir à*, *servir à*, *tenir à*, *essayer de*, *finir de*, *venir de*.

### Ex. 18 D'autres verbes?

Other common verbs and expressions that take prepositions are (we have included only a small selection): *avoir peur de*, *oublier de*, *se dépêcher de*, *avoir honte de*, *s'excuser de*, *arrêter de*, *chercher à*, *apprendre à*, *se mettre à*, *s'amuser à*, *se préparer à*, *penser à*.

### Ex. 21 Les mots en arabe

Answer key: 1. e; 2. f; 3. b; 4. c; 5. a; 6. d

If you would like to discuss the subject further we would like to propose an additional activity:

**Choc de cultures ou choc de civilisations?**

Pourquoi les terroristes ciblent-ils la France plus que d'autres pays comme par exemple l'Italie ou l'Allemagne? Voici quelques pistes pour commencer vos réflexions. A vous de les continuer, en groupes de trois ou quatre. Discutez de vos réflexions avec la classe.

- a. La France lutte contre Daesh.
- b. La France est le principal allié des États-Unis dans la bataille contre Daesh.
- c. Les avions militaires français bombardent leur territoire, en Syrie et en Irak.
- d. La France est un pays fortement laïc.
- e. La France est un pays multiculturel.
- f. La France a une grande communauté musulmane. Avec les attentats, les terroristes veulent diviser les Français. Expliquer cette stratégie.

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## CHAPITRE 9

# LES ADIEUX À LA REINE

### Ex. 1 On se prépare

The topic of the movie is the French Revolution, and in particular the first few days before the Revolution. It features how these days were lived in Versailles by Marie Antoinette and the King. You may want to ask students to do some research about the French Revolution: who were the instigators, why, what were the results, who were Marie Antoinette and Louis XVI, etc.

### Ex. 2 Les acteurs et les personnages

Diane Krüger plays the role of the Queen Marie-Antoinette. If students do not know it already, it may be interesting to talk about the fact that she is a German-American actress. She is trilingual (French, English and German), and since Marie-Antoinette was from Austria, Mrs. Krüger's accent suits well her role. For more details about the filming in Versailles and how the actress felt like a foreigner in that cold castle, the same way the Queen may have felt, we recommend this interview from Europe 1 with Diane Krüger: <https://www.youtube.com/watch?v=BCvkayRlsbM>

### Ex. 4 Vrai ou faux ?

Answer key: 1. f; 2. v; 3. v; 4. f; 5. v; 6. f; 7. f; 8. f; 9. v; 10. v; 11. f; 12. v

### Ex. 5 Questions à choix multiple

Answer key: 1. b; 2. b; 3. b; 4. c; 5. a; 6. c; 7. a; 8. b; 9. a; 10. b; 11. c; 12. b

### Ex. 7 Le bon ordre

Answer key: 1. j; 2. i; 3. c; 4. g; 5. f; 6. d; 7. b; 8. e; 9. a; 10. h

## Ex. 8 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity could be done in groups, and instructors could assign different questions to different groups to prepare.

For question 8, explain what the *Etats-Généraux* were. (A general assembly under the Old Régime formed by deputies from all three estates: clergy, nobility and commoners); for question 5 explain what *Le Petit Trianon* is, where the queen in the movie spends her time away from the palace.

You may find guided visits in Youtube of the Versailles castle and *Le Petit Trianon*.

## Ex. 9 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary. As a follow-up, students could research the Francophone monarchies that are still in place in Morocco, Belgium, Luxembourg and Monaco, for example (role, political power, etc.).

## Ex. 10 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand. For question 4, explain what an *hermine* is, its symbolism, and what it is in this context—the fur from the animal.

## Ex. 12 A vous de tourner!

Link for the interview with the writer Chantal Thomas: <http://www.lecerclepoints.com/page-les-adioux-reine-chantal-thomas-nous-parle-film-189.htm>

Script of the interview:

a. Parlez-nous de la Petite Venise, le quartier où se déroule cette scène.

« C'était un quartier que Louis XIV avait installé, tenu par des familles d'Italiens. Le Grand Canal était couvert de bateaux—des gondoles—on a du mal à imaginer ça, n'est-ce pas? Les gens s'y promenaient le soir en bateau. A cette époque, Versailles était un lieu incroyablement animé. Il y avait des guinguettes tout le long des grilles—c'est une chose que j'ai adoré retrouver dans le film—et beaucoup de marchands. Partout dans Versailles, à l'entrée, dans les couloirs, les gens essayaient de vendre des choses, et saviez-vous qu'il suffisait de louer une veste à l'entrée du château pour pouvoir assister au déjeuner du roi? C'est merveilleux, non? On n'entre plus ainsi dans les lieux de pouvoir. »

b. Est-ce que le film a bien reflété les conditions dans lesquelles vivaient les nobles à la cour?

« Le film comme le livre rapportent les conditions de vie insensées des nobles de la cour, entassés dans des appartements minables donnant eux-mêmes sur des couloirs lugubres.

C'était vraiment comme ça. On nous parle toujours de Versailles et de ses grands appartements en oubliant qu'il s'agissait essentiellement des appartements du Roi et de la Reine. Où logeaient les autres—trois mille personnes environ, soit l'équivalent d'un petit village? Et bien, ils s'entassaient sous les combles, dans des espaces réduits où ils se sentaient mal à l'aise. Leur seule consolation était les rituels de cour. Durant ces jours de juillet où ils voient leur monde s'effondrer, leur angoisse est d'autant plus forte qu'ils n'ont plus de cérémonial auquel se raccrocher. Ne restent plus que ces trous à rats dans lesquels ils habitent. Et il y a aussi cette masse de domestiques qui est déjà au courant de ce qui se passe à Paris et intensifie leurs peurs... C'est vraiment un monde qui tombe. »

c. Que pense l'écrivaine du personnage de Marie-Antoinette dans le film?

« Le film et le livre dépeignent une personnalité incroyablement contrastée.

Benoit Jacquot a très bien saisi les points de crispation qu'elle a sur la frivolité—une crispation presque nerveuse alors que tout chavire autour d'elle. Il montre également sa maturité. Marie-Antoinette a une vraie lucidité sur les événements. C'est une femme enfant, pas du tout formée à la politique—sa mère a tout fait pour qu'elle n'y entende rien—mais face à l'adversité, elle ne tremble pas et garde une grande stature intérieure. Les femmes de son époque, comme celles du XIXe, me touchent profondément: à cause de toutes ces réserves d'intelligence et de capacité à déchiffrer le réel qui sont restées en friche.

L'amour qu'elle éprouve pour la duchesse de Polignac la rend plus émouvante encore.

Marie-Antoinette a une sensualité exacerbée et un sens esthétique très étonnant. Elle était passionnée par le vêtement et l'univers filmique de Benoit Jacquot le rend admirablement. Ce sont des caresses qui passent d'une femme à une autre – et pas seulement par la peau – par les tissus, la brillance des cheveux, des gestes: voyez la scène où son coiffeur lui ôte sa perruque au moment où elle comprend que la Polignac va partir: en un plan, il résume tout un chapitre et exprime magnifiquement le désarroi qu'elle éprouve alors».

d. Chantal Thomas trace un parallélisme entre le 11 septembre à New York et la Révolution. Quel est ce parallélisme?

Croyez-vous qu'elle a raison? Pourquoi sommes-nous comme Sidonie?

«Les Adieux à la Reine » est paradoxalement très raccord avec l'époque actuelle...

J'ai écrit ce roman pendant et après le 11 septembre et ce n'est pas du tout anodin, en ce sens que, même si aujourd'hui l'information est incroyablement démultipliée, d'une certaine façon, rien ne change. Si un événement monstrueux doit se produire, comme ce fut le cas au World Trade Center, il se déroule dans la stupeur. Nous ne sommes pas mieux préparés qu'on l'était en 1789. En voyant le film de Benoit Jacquot, j'ai d'ailleurs été frappée par la façon dont Léa/Sidonie évoque l'innocence perdue. Sidonie voit le monde d'en bas, de très bas. C'est une personne qui lève les yeux vers les autres, par admiration ou désir. Nous sommes comme elle, nous ne dominons rien. C'est pour souligner ce parallèle que je n'utilise pas le langage du XVIII<sup>ème</sup> siècle dans mes livres. Pour éviter l'exotisme et ne pas enfermer le lecteur dans une sorte de musée Grévin qui lui rendrait le passé momifié. Et le film rend magnifiquement cette intention. Les personnages, les décors, les dialogues, tout est très souple».

### Ex. 13–16 Notes Grammaticales

In this section, students will be reviewing the comparative and superlative. Go over the rules and give some examples.

Particularly the differences between *mal/mauvais*, *meilleur/mieux*, *pire*, and *bien/bon*.

In one of the activities, students are asked to make comparisons using *aussi ... que*, *autant ... que*, *plus ... que*, *moins ... que*. Review these adjectives and the adverbs giving contextualized examples. Review the uses of the superlative as well: *le plus/le moins*.

## Chapitre 10

# BIENVENUE À MARLY-GOMONT

### Ex. 1 On se prépare

The main topics of the movie are racism and rural versus urban settings. Ask students to research the urban population in France versus the rural and to do the same in Francophone Europe and in Africa. Is racism less prevalent in urban areas than in rural ones? Is it the same in the US?

### Ex. 2 Les acteurs et les personnages

The actor Marc Zinga (who plays the role of Seyolo in *Bienvenue à Marly-Gomont*) won the César for the *Meilleur Espoir masculin* in 2015 with the movie *Qu'Allah bénisse la France*. He played the role of a villain in the James Bond movie *Spectre* with Daniel Craig.

### Ex. 4 Vrai ou faux?

Answer key: 1. f; 2. v; 3. v; 4. f; 5. f; 6. v; 7. v; 8. f; 9. v; 10. f; 11. f; 12. f



### Ex. 5 Questions à choix multiple

Answer key: 1. c; 2. a; 3. a; 4. c; 5. c; 6. c; 7. c; 8. a; 9. c; 10. b

### Ex. 7 Les clichés du film

Possible answers: 1. The first cliché is how life is portrait in a small town in the country side: people living in the town refuse to go to a doctor who is black and not from the town; at first they refuse to trust and accept a foreigner from another race; 2. The big family with extended uncles and cousins who comes to the small town and starts signing during the Christmas mass; 3. How kids are rejected by their peers; 4. The fact that at the farmer's market, one of the farmers assumes that the doctor's wife cannot understand French well as she has an African accent when she speaks French; 5. How could a black African doctor immigrant be a good doctor? (In spite of having studied medicine in France).

### Ex. 8 La chanson rap *Marly-Gomont de Kamini*

Link for the song *Marly-Gomont*: <https://www.youtube.com/watch?v=GGPXjiwIWZc>

### Ex. 9 Le bon ordre

Answer key: 1. h; 2. c; 3. g; 4. a; 5. f; 6. e; 7. b; 8. d

### Ex. 10 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity could be done in groups, and instructors could assign different questions to different groups to prepare.

### Ex. 11 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary.

### Ex. 12 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

### Ex. 14 A vous de tourner!

2. Interview with Kamini's father: <https://www.youtube.com/watch?v=E0JaOwMgTA4>
3. Kamini the comedian: <https://www.youtube.com/watch?v=qjpBqTgOqKo>
4. Interview with the actress Aïsa Maïga: <http://www.missebene.fr/bienvenue-a-marly-gomont-entretien-avec-aissa-maiga/>
5. Links for the songs by Corneille, *Seul au monde*: <https://www.youtube.com/watch?v=tf1BTnLfvyE> and Stromae, *Papaoutai*: <https://www.youtube.com/watch?v=LhddrZJ98SI>

We also recommend watching the official video for Papaoutai: [https://www.youtube.com/watch?v=oiKj0Z\\_Xnjc](https://www.youtube.com/watch?v=oiKj0Z_Xnjc)

### Ex. 15–17 Notes Grammaticales

In this chapter students will review the present subjunctive. Remind students of the uses of subjunctive: certainty vs. uncertainty, subjunctive vs. infinitive, verbs of volition and impersonal expressions.

# ROCK THE CASBAH

### Ex. 1 On se prépare

The movie's cast is almost exclusively comprised of women. In the movie we see women's rivalries, intimacy, secrets, complicity, opposition, sisterhood, bonding and separation. Are these gender sentiments? Ask students their opinion on the topic: do women compete more against each other? Or on the contrary do they support each other more, etc.? What about sisters? And brothers? And men?

The action happens in Morocco, ask students where French is spoken in the world and how many people speak it as their first language and as the official language.

### Ex. 2 Les acteurs et les personnages

Omar Sharif is an Egyptian actor who has made Hollywood films. He has played in movies as legendary as *Lawrence of Arabia* (1962) for which he was nominated for an Oscar, and *Doctor Zhivago* (1965). He was nominated for an Oscar for Best Supporting Actor. He is an avid bridge player and wrote a bridge column for the Chicago Tribune. For more details about his life and career this link may be of interest: [http://www.browsebiography.com/bio-omar\\_sharif.html](http://www.browsebiography.com/bio-omar_sharif.html)

### Ex. 4 Vrai ou faux ?

Answer key: 1. v; 2. v; 3. f; 4. f; 5. f; 6. v; 7. v; 8. v; 9. f; 10. v; 11. f; 12. f

### Ex. 5 Questions à choix multiple

Answer key: 1. b; 2. b; 3. a; 4. b; 5. c; 6. c; 7. c; 8. c; 9. a; 10. b

### Ex. 7 Le bon ordre

Answer key: 1. b; 2. a; 3. h; 4. e; 5. c; 6. i; 7. d; 8. g; 9. f; 10. j

### Ex. 8 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity could be done in groups, and instructors could assign different questions to different groups to prepare.

### Ex. 9 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary.

### Ex. 10 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

### Ex. 12. A vous de tourner!

4. Trailer of the movie *Marock*: <https://www.youtube.com/watch?v=isz4MKhxjTA>

### Ex. 13–15 Notes Grammaticales

In these activities students will have to review the differences between *Il/elle est* and *C'est*. Ask students if they remember the rule for their usage. Give them examples and go over the rule: "*C'est/Ce sont* + noun" identifies and "*Il/Elle est/Il/Elles sont* + professions/adjectives" describes.

### Ex. 16 Situations pratiques (et pragmatiques)

Answer key: **a.** faux. Les marocains boivent aussi du café; **b.** faux. Il ne faut jamais refuser du thé offert; **c.** vrai; **d.** faux. D'ailleurs, les deux ne se ressemblent pas du tout; **e.** vrai; **f.** faux. Il faut se servir de la main droite (et se laver les mains et la bouche avant et après manger); **g.** vrai. **h.** vrai. **i.** vrai. **j.** vrai. **k.** vrai. **l.** faux. **m.** vrai

## Chapitre 12

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### CLOCLO

#### Ex. 1 On se prépare

Question 5 may be assigned ahead of time, before class so that students have time to research what happened in 1939 in Egypt.

#### Ex. 2 Les acteurs et les personnages

The main character, Jérémie Renier, is a Belgian actor. He won several awards for his role as Cloclo: Swann d'Or of the Best Actor in the Film festival of Cabourg and Globes de Cristal for best actor in 2013.

#### Ex. 4 Vrai ou faux ?

Answer key: **1.** v; **2.** f; **3.** v; **4.** v; **5.** v; **6.** f; **7.** v; **8.** v; **9.** v; **10.** v; **11.** v; **12.** f

#### Ex. 5 Questions à choix multiple

Answer key: **1.** b.; **2.** b; **3.** b; **4.** a; **5.** a; **6.** b; **7.** b; **8.** a; **9.** a

#### Ex. 6 Le thème de la gloire et du succès

This activity may work better if done in groups or if separating the class in two groups. Each group could work on either *gloire* or *succès*.

#### Ex. 7 Le bon ordre

Answer key: **1.** j; **2.** g; **3.** a; **4.** h; **5.** i; **6.** d; **7.** b; **8.** f; **9.** c; **10.** e

#### Ex. 8 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity could be done in groups, and instructors could assign different questions to different groups to prepare.

#### Ex. 9 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary. For topics 2 and 3, you may want to review first the *conditionnel* and the *futur*, which are included in the next section, *Notes Grammaticales*.

4. Lady Gaga's comment in Netflix' *Five foot two*: <http://rocknfool.net/2017/09/24/lady-gaga-netflix-five-foot-two/>

### Ex. 10 On réagit

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

### Ex. 12 A vous de tourner!

5. Link for the article about Francophone Egypt: [http://www.lorientlitteraire.com/article\\_details.php?cid=31&nid=3035](http://www.lorientlitteraire.com/article_details.php?cid=31&nid=3035)

### Ex. 13–17 Notes Grammaticales

Review the conjugations of the future tense and the conditional in present and the past conditional; ask students to give the infinitive of the verbs and to tell if they are regular or irregular.

## Chapitre 13

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# LES HÉRITIERS

### Ex. 1 On se prépare

You may want to assign question 5 before class to give students time to prepare their answers and to do some research.

Discuss the topic of religion and education: ask students to research if public schools in France are secular or not and to compare with the US.

### Ex. 2 Les acteurs et les personnages

Remind students that Ahmed Dramé plays his own role based on his life, and that his novel, *Nous sommes tous des exceptions*, was adapted into the movie. Ahmed was the screenwriter for the movie.

### Ex. 4 Vrai ou faux?

Answer key: 1. v; 2. f; 3. f; 4. f; 5. v; 6. v; 7. v; 8. f; 9. f; 10. v; 11. f; 12. f

### Ex. 5 Questions à choix multiple

Answer key: 1. a; 2. b; 3. c; 4. c; 5. c; 6. b; 7. c; 8. c; 9. b; 10. a

### Ex. 8 Le bon ordre

Answer key: 1. h; 2. e; 3. g; 4. j; 5. i; 6. c; 7. d; 8. b; 9. a; 10. f

### Ex. 9 On discute

These questions may be assigned to be prepared outside of class, particularly because for some of the questions, students have to search the Internet. The entire class should be engaged in the discussion. This activity could be done in groups, and instructors could assign different questions to different groups to prepare.

For question 12, it is important for students to understand what *le bac* is as well as all the “mentions”: *mention, mention bien, mention très bien*.

### Ex. 10 On rédige

Students may pick one or two topics for their compositions. Before assigning this activity, do a brain storming with the class, and write down the main ideas on the board with useful vocabulary.

**Ex. 11 On réagit**

Before doing this activity, go over the vocabulary words and expressions that may be difficult to understand.

**Ex. 13 A vous de tourner!**

1. Shoa Memorial in Paris: <http://www.memorialdelashoah.org/>
4. Article about Léon Zyguel: <http://www.bfmtv.com/societe/mort-de-leon-zyguel-deporte-et-temoin-au-proces-de-maurice-papon-860597.html>

**Ex. 14–17 Notes Grammaticales**

Review the direct, indirect, and stressed pronouns—which ones are they and what they replace.