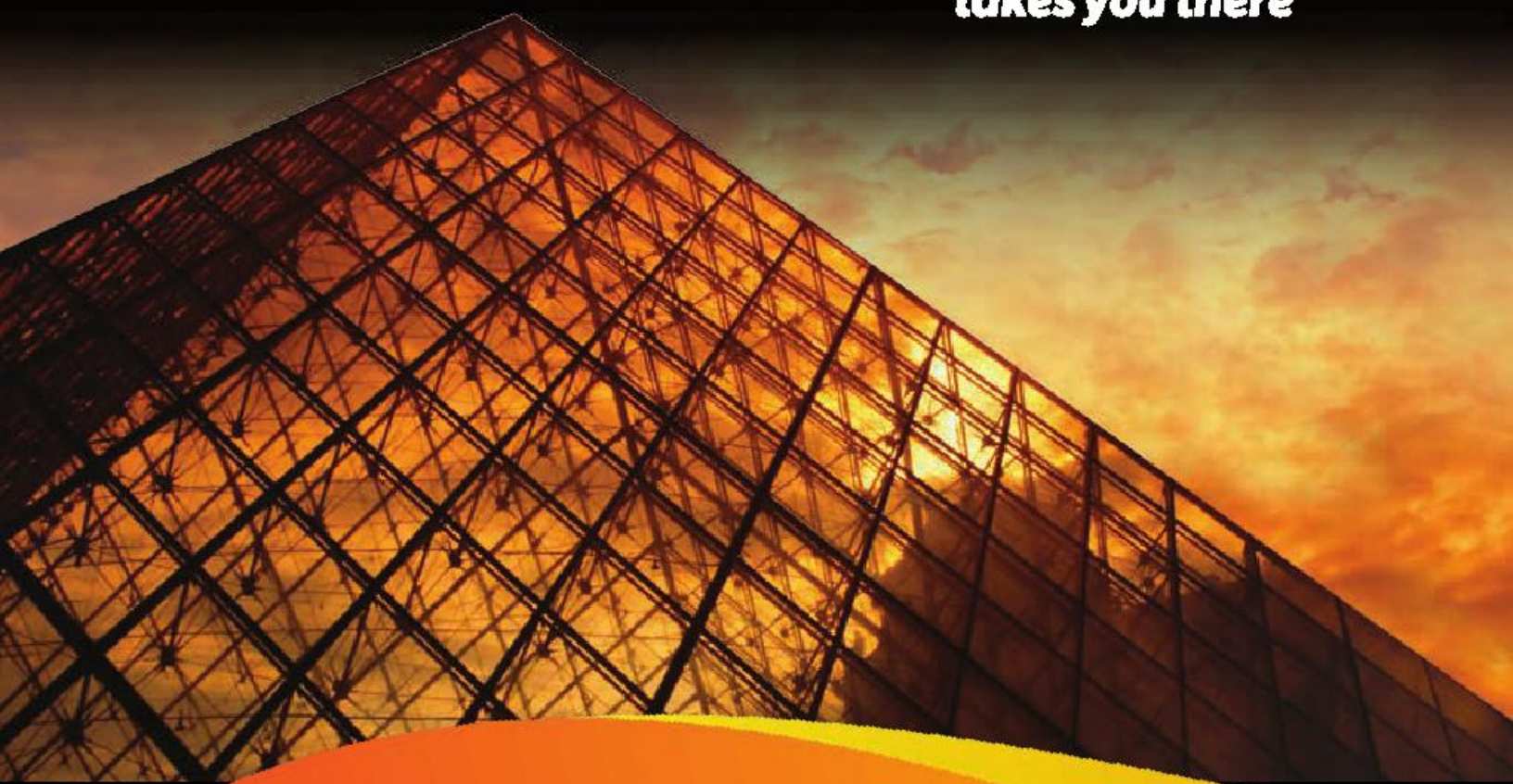


PROGRAM OVERVIEW | © 2018

Bien dit!

**Language
takes you there**



The French-speaking world awaits your students. Empower them to explore that world and to realize the lifelong benefits of learning another language.

Bien dit!® © 2018 is designed to empower students to communicate effectively in French while experiencing the inseparable connections between culture and language.

Vibrant features such as the new **HMH Field Trips powered by Google® Expeditions** and the **HMHfyi Français** site immerse your students in authentic culture and motivate them to build conceptual knowledge.

Designed to meet student and educator needs, **Bien dit!** ©2018 brings you a new intuitive dashboard that provides easy access to all resources in one place.

Try it free for 120 days!

Go to **preview.hrw.com**

Enter sample word: **NAWL18**

Bien dit!®



Language
takes you there



Motivate students with world-class pedagogy grounded in culture.

A deep dive into the French-speaking world

Location-based chapters

- encourage **appreciation for culture** with in-depth views of the diverse French-speaking world.
- serve as the cultural backdrop for real-life themes, **linking culture and language in relevant, interesting ways**.
- allow you to **incorporate culture every day**.

Chapitres 3 et 4

DVD
Géoculture

Géoculture
La province de Québec

Canada
Québec

Almanac
Population: Over 8 million
Cities: Montreal, Quebec, Laval
Industries: natural resources, aerospace, tourism, pharmaceuticals, information technology

Savais-tu que...?
Quebec, Canada's largest province, is four times the size of California but nearly half of its inhabitants live on less than 1% of the total land area.

La Gaspésie
The eastern tip of the Gaspé Peninsula is known for its enormous limestone rock formation, le Rocher Percé.

Les Laurentides
The Laurentides region, north of Montreal has spectacular foliage in the fall.

Le hockey
Ice hockey is the most popular sport in Quebec.

72 *soisante-deux*

► **Le Nord du Québec**
 Wildlife like the caribou and moose, have adapted to the conditions of this harsh landscape.



▲ **Les aurores boréales**
 In July, you can enjoy the remarkable phenomenon of the northern lights from the Mount Cosmos Observatory south of Quebec City.



▲ **Montréal** is the second largest French-speaking city in the world, after Paris.

▲ **Le Saint-Laurent**
 You can see a great variety of large sea mammals like whales, dolphins, and sea lions in this river.



Géo-
 Which is
 city in th

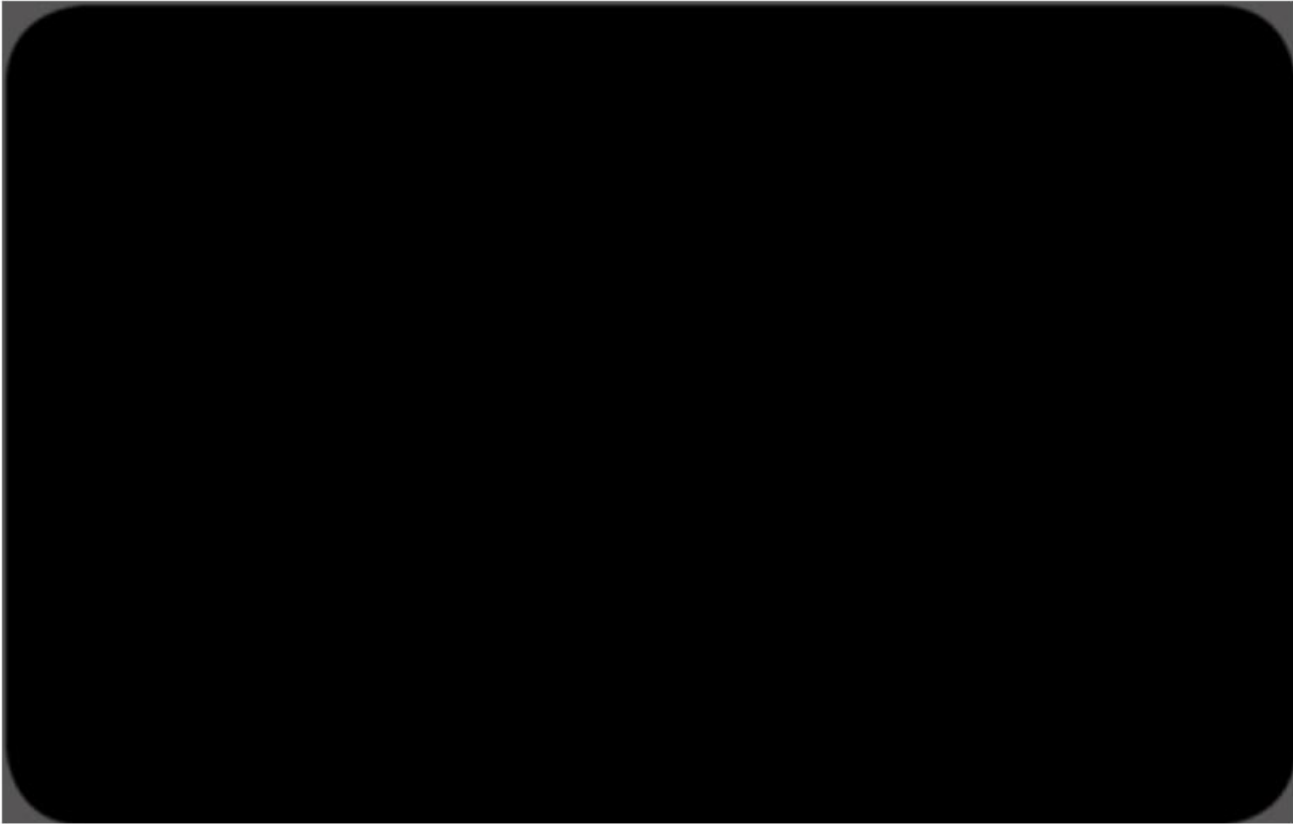


Enhanced cultural experiences

Géoculture videos provide an engaging avenue to immerse students in culture.

Connect Students to Authentic Culture

Involve students in relevant cultural experiences on a daily basis.



Rich variety of cultural activities

Culture sections

- engage students while they learn more about **products and practices** in the French-speaking world.
- introduce students to a topic and then provide a **hands-on activity** in *Culture appliquée*.
- challenge students to **compare the culture studied with their own** through *Comparaisons*.
- ask students to **think critically about their own community** with *Communauté*.

Traditions

Carnaval de Québec

Held every winter since 1834, the Carnaval de Québec is the largest winter carnival in the world. The carnival begins in late January and lasts through mid-February. People from all over the world and across Canada come to take part in the festival and to see the famous Carnaval, a movement featuring a red hat and scarf, and the magnificent Ice Castle built from more than 2,500 blocks of ice. Some of the carnival's highlights are the Sotirio de la Fierge, a night when thousands of candles light up the city, ice-walk climbing courses across the frozen St. Lawrence River, snow-sculpting demonstrations, and the snow bath. This last event features people parading in bathing suits in spite of freezing temperatures, then rolling around in the snow until they can no longer stand the cold.



La cuisine

The maple syrup harvest season in Canada, called the temps des sucres, is a time that many Canadians look forward to every spring. The tradition of harvesting maple syrup dates back many years, long before the arrival of the French or English in Canada, when Hatteso-American harvesters used the sap (sugar water) from the maple tree. Today, Canadians still enjoy maple syrup in a variety of recipes. Encourage students to make sucres à la crème at school or at home for family and friends.

Sucres à la crème

pour 4 personnes



2 litres de sirop d'érable
1/2 litre de crème liquide
1/2 litre de sucre à la crème

1 cuillère à café d'arôme de vanille
1 cuillère à soupe de sirop de sucre

Mélangez le sirop d'érable, le sirop de sucre et la crème liquide dans une casserole et faites bouillir jusqu'à ce que le mélange forme une bombe molle (température de 124°C). Laissez refroidir (100%) et remuez jusqu'à ce que le mélange s'épaississe. Ajoutez la vanille et les noix. Servez sur un plat blanc. Laissez refroidir. Décorer au sucre.

Traditions

Traditions

750

Popular topics that draw students in

Traditions presents additional cultural information specific to the chapter, accompanied by appealing visuals and recipes that allow students to **participate** in cultural experiences.

Flash culture

«Je me souviens» (*I remember*) is the official motto of Québec. It can be seen on automobiles all over Québec, as the official license plate proudly displays the motto. Though Quebecers are not quite sure about what they are to remember, most agree that it is to remember their historical French roots.

Does your state have a motto? If so, what does it mean? Is the state motto on your family car's license plate?



Culture that is easily accessible

Flash culture

- provides **relevant cultural information** specific to the chapter theme or location.
- appears periodically throughout each chapter to **keep culture in focus**.

Connect Students to Authentic Culture

Immerse students in cultural experiences that make them eager to learn the language.

HMH Field Trips powered by Google Expeditions and accompanying instructional resources provide students with rich virtual reality experiences and authentic language practice that take them to French-speaking locations directly aligned to *Bien dit!* content.



 **HMH Field Trips**
powered by
 **Google Expeditions**

Field Trip to the Province of Quebec

LESSON PLAN

Use with

- Level 1, *Observation*, pp. 72–74
- Level 2, *Observation*, pp. 76–78
- Level 3, *Observation*, pp. 130–132

Featured Locations

Château de Château-Québec, le quartier du Petit-Charlemagne, le Parc de la Tête-du-Bœuf, le Musée Jean-De-Parsons, le Parc national du Mont-Tremblant, le Musée olympique de Québec

Objective

Upon completion of this trip, students should be able to:

- **locate** *two* **cities** in the province of Quebec
- **analyze** what they see in the province of Quebec
- **compare and contrast** **landmarks** in the province of Quebec

Introduce

Activate students' prior knowledge by asking them if they have been to the province of Quebec, or what they have learned about it. You may wish to prepare a map of the province and show students where they can find the locations will use in the field trip.

Teach

Guide students through the HMH Field Trip to the province of Quebec. At the end of each section using their science, read to them the information that appears on your screen. Tap on each point of interest to show students and read them about the additional information. You may want to give students an opportunity to take notes. Each screen contains a set of leveled questions that

you can use to check students' understanding. At the end of the field trip, have students post their science sheets for other students.

Guide students through the field trip a second time this time using the information you have provided below. Have them share with you as

Field Trip to the Province of Quebec

de la province de Québec, il est important de connaître l'histoire. Commencez en 1608, quand le Français Jacques Cartier a découvert le fleuve Saint-Laurent. Le Québec est la seule province à avoir été fondée par un Français. Le Québec est la seule province à avoir été fondée par un Français. Le Québec est la seule province à avoir été fondée par un Français.

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Plus de détails sur le Québec et le Québec.

Le Québec est la seule province à avoir été fondée par un Français. Le Québec est la seule province à avoir été fondée par un Français. Le Québec est la seule province à avoir été fondée par un Français. Le Québec est la seule province à avoir été fondée par un Français.

PERFORMANCE TASKS

Integrating Critical Thinking

PRE-CLASSROOM STUDENT WRITING TASKS:

- LEVEL 1:** Have your students look at an image of the Château-Québec. Ask them to describe the hotel, the tower, the surrounding area, or a group of the people they see.
- LEVEL 2:** Have your students compare and contrast the Cathedral of Notre-Dame de Québec and the Musée Jean-De-Parsons. Have them do additional research on Canada for their comparison.
- LEVEL 3:** Have groups of students research either the Musée Jean-De-Parsons or the Musée Jean-De-Parsons. Have them include information on the original and current purpose of the structure. They may want to include an estimate of how much it would cost to build a similar structure today.

Wrap-Up

You may want to use the following questions to wrap-up with students. Have them read about the locations in the field trip and **QUESTION**:

1. Où est-ce que les gens vont pour les célébrations de Québec? Où sont-ils? Pourquoi? Comment est-ce que les célébrations de Québec sont différentes de celles de votre pays? Où sont-elles? Pourquoi? Comment est-ce que les célébrations de Québec sont différentes de celles de votre pays?
2. Pourquoi est-ce que les célébrations de Québec sont importantes pour les Canadiens? Pourquoi? Comment est-ce que les célébrations de Québec sont importantes pour les Canadiens? Pourquoi? Comment est-ce que les célébrations de Québec sont importantes pour les Canadiens?
3. Le musée Jean-De-Parsons est un musée important. Pourquoi? Pourquoi? Comment est-ce que le musée Jean-De-Parsons est un musée important? Pourquoi? Comment est-ce que le musée Jean-De-Parsons est un musée important?
4. Le musée Jean-De-Parsons est un musée important. Pourquoi? Pourquoi? Comment est-ce que le musée Jean-De-Parsons est un musée important? Pourquoi? Comment est-ce que le musée Jean-De-Parsons est un musée important?

LESSON PLAN

Tools and Suggestions for Assessment

If time allows, let students ask each other questions about their presentations. Suggest they add their presentations to their portfolios, or publish them in a class Web page or blog. To assess your students' work, consider that Level 1 students may perform at the stated level, Level 2 students should be able to use simple sentences in their exchanges, Level 3 students may be expected to explain their exchanges longer and with sentences, provide some geographic level information. If they give preliminary they'll be able to understand and incorporate some foreign language vocabulary into their exchanges and presentations.

Alternate Teaching Strategies

In addition to using this field trip as an extension of the curriculum, you may choose to use it as motivation for the activities contained here instead of each chapter.

HMH
 Houghton Mifflin Harcourt

"Language is a culture, and when you get to see the culture, you want to learn the language as well. You want to know how it happened, and [language] is cool because there are many different cultures....Visiting those different places makes me want to learn [the language] more."

—STUDENT FROM MOUNT PROSPECT, ILLINOIS
 AFTER VIEWING AN HMH FIELD TRIP

Unforgettable opportunities to see the world and communicate for authentic purposes

HMH Teacher's Guides for Field Trips

- elevate the Field Trips to a remarkable cultural experience that encourages **production of spontaneous language**.
- motivate students to **improve their language skills** with leveled performance tasks that target the ACTFL® modes of communication and wrap-up questions.
- provide **easy planning** with French language narration, teaching suggestions, and correlations to the Student Edition.

Empower Students to Communicate Effectively

Proven pedagogy in *Bien dit!* offers a foundation in culture and gets students communicating early on.

Coverage of the ACTFL modes of communication in every chapter

chapitre 3

Comment est ta famille?

Objectifs

In this chapter, you will learn to

- ask about and describe people
- ask for and give opinions
- identify family members
- ask about someone's family

And you will use

- the verb être
- adjective agreement
- more irregular adjectives
- possessive adjectives
- contractions with de
- c'est vs. il/elle est

Que vois-tu sur la photo?
Où sont ces personnes?
Qu'est-ce que tu aimes faire avec tes amis?
Qu'est-ce que tu aimes faire avec ta famille?

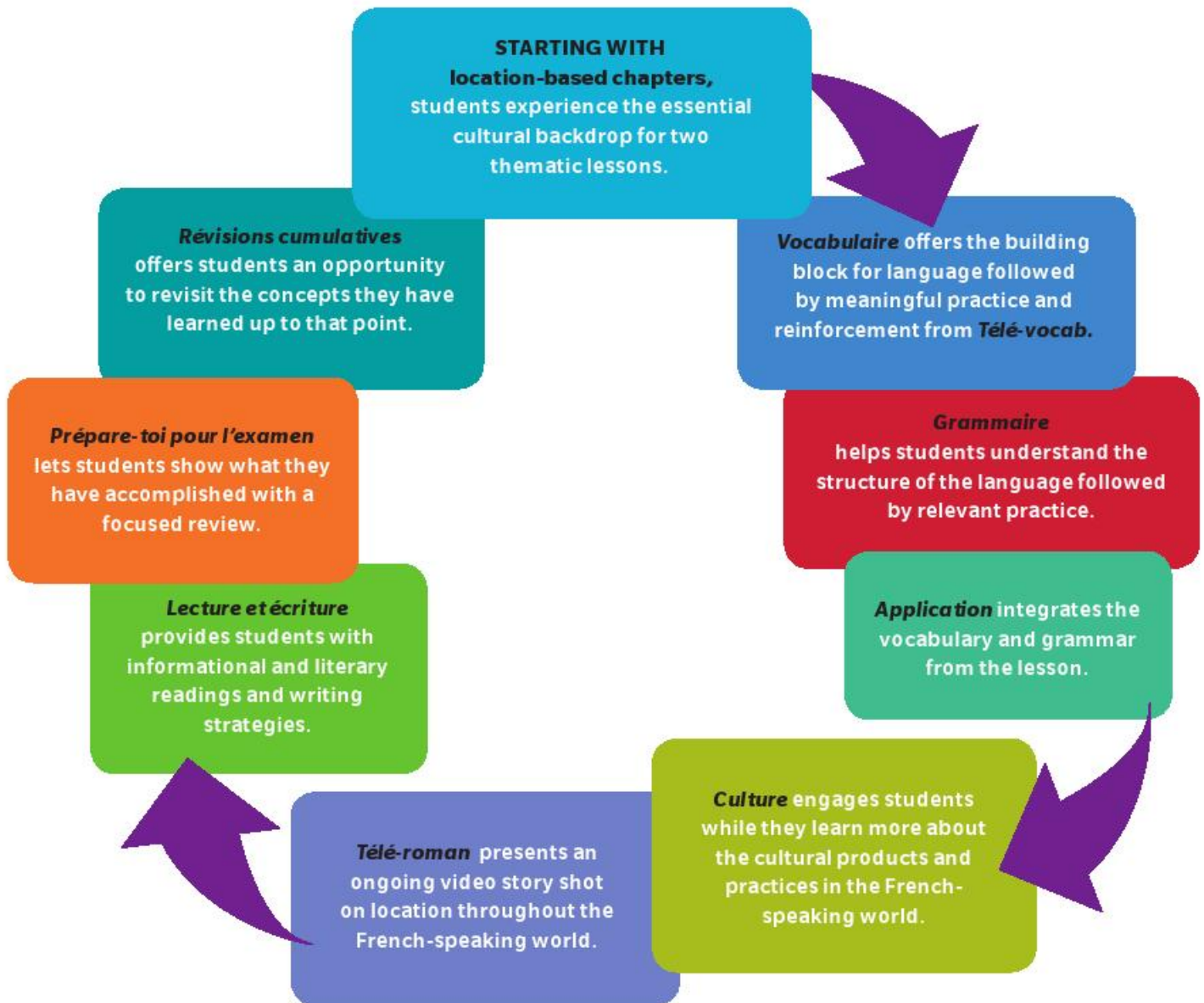
MODES OF COMMUNICATION		
INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
LISTEN TO AND UNDERSTAND BY OTHERS	INTERACT OR COMMUNICATE WITH OTHERS	PRESENT OR COMMUNICATE WITH OTHERS
UNDERSTAND AND INTERACT WITH OTHERS	COMMUNICATE WITH OTHERS ABOUT A TOPIC OR ISSUE	PRESENT OR COMMUNICATE ABOUT A TOPIC OR ISSUE



La terrasse Dufferin et le château Frontenac, à Québec

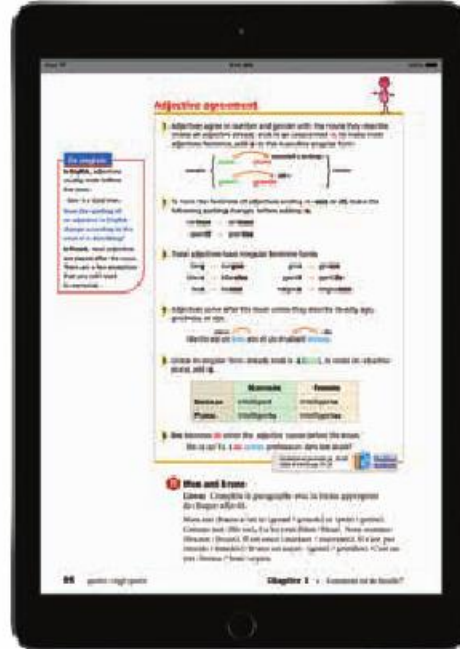
76

Sequencing that embeds meaningful practice and review with relevant culture



Empower Students to Communicate Effectively

Build confidence to communicate with relevant, performance-based instruction.



Modeling of language based on popular themes

Vocabulaire introduces vocabulary with thematic photos and videos.

Grammaire presentations feature color coding, graphics, highlighting, and video to emphasize key concepts.



Vocabulary practice anytime, anywhere

HMH French Vocabulary App

- provides an engaging flashcard interface to help students **retain French words and phrases**.
- includes progress tracking and native-speaker audio that can be slowed down to help students **improve performance**.

Révisions cumulatives

1 Listen as Isabelle and Pauline talk about their families and decide who's talking: a) Isabelle or b) Pauline.



La famille d'Isabelle



La famille de Pauline

2 You're thinking about getting a pet. Read these advertisements, and then answer the questions that follow with: a) the cat, b) the dog, or c) both.

EN DIRECT DES REFUGES

Cézar



Beau chien noir et marron de 6 ans. Yeux marron. Je ne peux pas le garder parce que mon père est allergique. Idéal pour famille avec enfants ou chats. Sociable, docile, très intelligent. Déjà vacciné. Il adore jouer à la balle. Contacter Lise Girard au 418-555-4625.

Un minou adorable!

Chaton gris et blanc aux yeux bleus. 3 mois. Petit, gentil, très mignon, un peu timide. Déjà vacciné. Aime beaucoup les enfants. Si vous voulez l'adopter, téléphonez à Guy Brassard au 418-555-1350.



1. Which pet likes children?
2. Which pet is shy?
3. Which pet likes to chase balls?
4. Which pet is smart?
5. Which pet has blue eyes?
6. Which pet needs a new home because of a family member's allergies?

3 Your family is being considered for a reality show. The staff wants to know everything about your family so they can decide if you'd be right for the show. Work with a classmate to create a conversation in which a staff member interviews you about your family: how many of you there are, each person's age, a description, and what each person likes and dislikes.

4 Look at the painting and write a short narrative, in French, about this family. Imagine who the different family members are and describe them in detail. Then, discuss what you think the family is celebrating. How do you know?



Le grand journal gâché des Rois d'Edmond-Joseph Massolite

5 Imagine that you're shooting a short film at school and you're looking for talent. Write ads describing what kind of people you're looking for (man, woman, boy, girl, tall, etc.). Don't forget to mention if you're looking for specific personality traits.

6 **Les nouveaux voisins** A new family has moved into your neighborhood, and you notice they have a son about your age. First, introduce yourself and find out about the son's likes and dislikes. Then, ask about his family members. Act out your conversation for the class.

Meaningful review

Révisions cumulatives

- helps students **retain information** by re-examining the concepts they have learned up to that point.
- appears after every chapter, integrates the culture from the chapter location, and exposes students to **fine art**.

Empower Students to Communicate Effectively

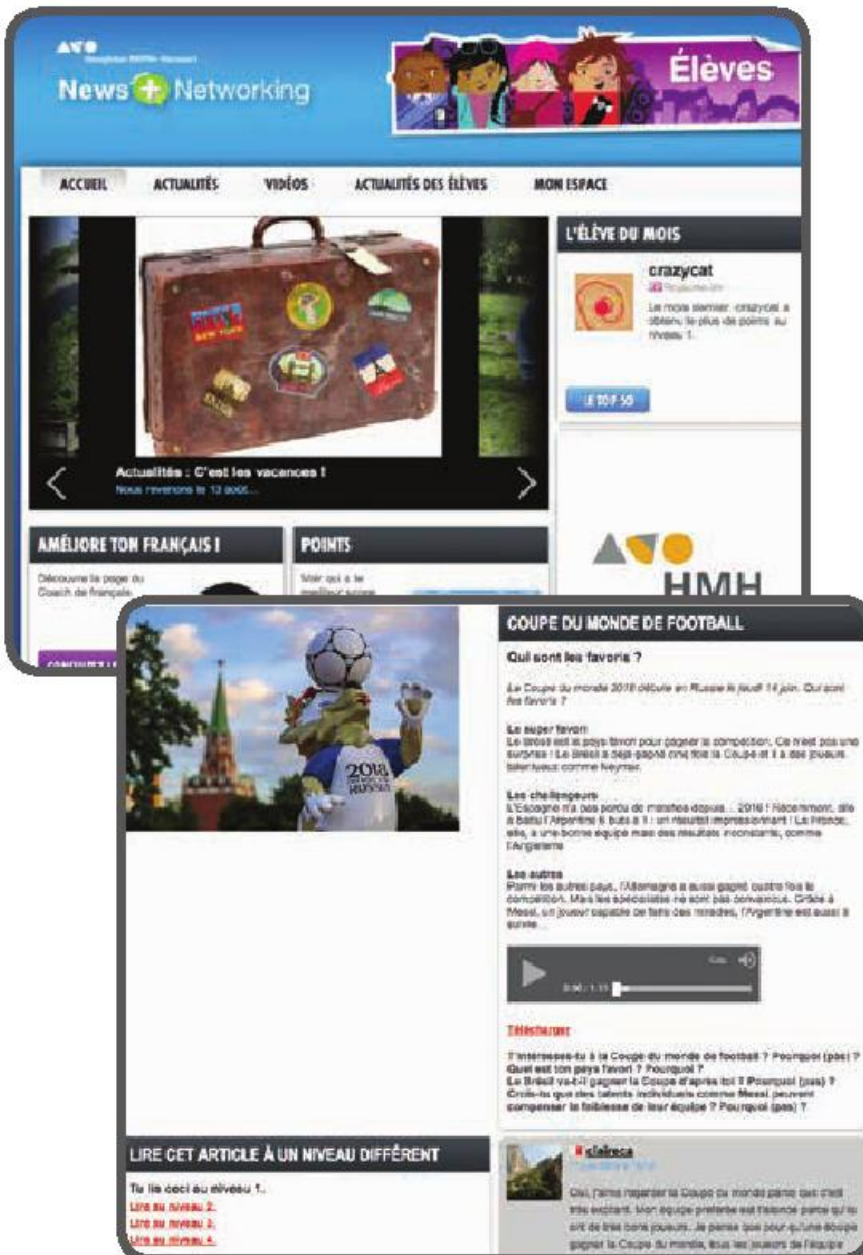
Offer students a wide variety of tools to communicate about the cultural relationships between practices, products, and perspectives.



Insights into culture that encourage relevant conversations

HMHfyi Français

- allows students to **self-select** from authentic articles and videos that offer insights into the rich variety of regional practices, perspectives, and expressions.
- **builds conceptual knowledge** by reinforcing understanding of each chapter's location and theme.
- helps students **find meaning** in what they read and view with thought-provoking questions and activities.
- **keeps students motivated** to learn as they visit the site often to view new content that is added throughout the school year and to share their opinions through *Mon point de vue*.



Confidence to discuss current events

News and Networking

- helps students **take ownership of their learning** by offering a wide variety of current events articles at four levels of difficulty and high-interest videos.
- promotes self-expression in the target language and **appreciation of diverse cultural perspectives** through a monitored social media space.
- provides **frequent opportunities to learn** through ongoing updates to the content and individualized help from a writing coach.

Empower Students to Communicate Effectively

Expose students to authentic language to encourage communication for authentic purposes.



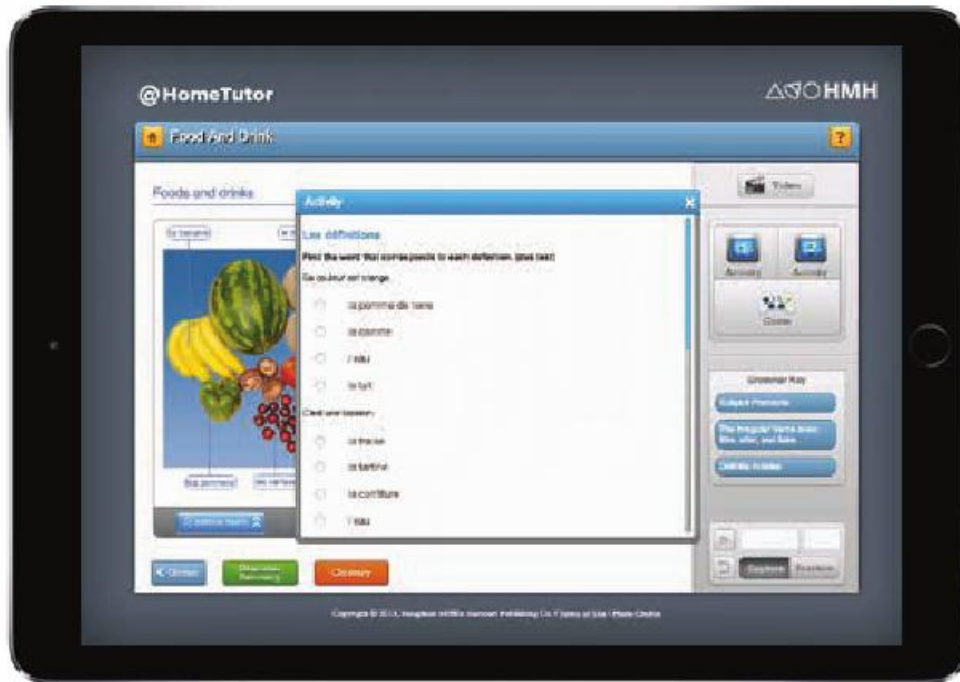
Opportunities to hear and reproduce spontaneous language from native speakers

Authentic French Videos

- present native speakers in **real-life contexts** and provide cultural insights and perspectives.
- align with the **six AP[®] themes** for advanced student engagement.
- provide scripts, teaching suggestions, and resources that transform listening and viewing into **strategies for comprehending and responding in French**.
- offer critical background building that **inspires global citizenship**.

Empower Students to Communicate Effectively

Inspire students to build solid communication skills through differentiated support.



Practice that builds initiative and confidence

French @HomeTutor

- provides **three levels of practice with immediate feedback** and reteaching support.
- encourages students to **practice independently**, at their own level and pace—offering a great tool for the flipped classroom model.
- Includes audio recordings, grammar summaries, video clips, review games, and self-check exercises to **reinforce listening, speaking, reading, and writing skills**.

Bien dit!

Cahier d'activités

CHAPITRE 3 Comment est ta famille?

LECTURE

p. 28

22 Read the article and answer the questions.

Qu'est-ce qu'il faut pour devenir artiste au Cirque du Soleil?

Selon (according to) le directeur du casting, la qualité la plus importante pour faire partie du Cirque du Soleil, c'est le caractère. Mais, ce n'est pas tout. Pour faire partie du Cirque du Soleil, il faut:

- être sportif. Il est nécessaire d'avoir une excellente aptitude physique.
- avoir du talent pour jouer un des rôles: artiste, clown, musicien, comédien ou chanteur.

- être à l'écoute.
- être à l'âge.

Bien dit!

Cahier de vocabulaire et grammaire

CHAPITRE 4 Mon année scolaire

GRAMMAIRE 2

p. 46

p. 47

Préférer and acheter

préférer (to prefer)		acheter (to buy)	
je préfère	nous préférons	tu achètes	nous achetons
tu préfères	vous préférez	tu achètes	vous achetez
il/elle/on préfère	ils/elles préfèrent	il/elle/on achète	ils/elles achètent

- Other verbs like **préférer** are **espérer** (to hope) and **répéter** (to repeat / to rehearse).
- Other verbs like **acheter** are **amener** (to bring along someone), **emmener** (to take along someone), **lever** (to raise), and **promener** (to take for a walk).

23 Fill in the blanks in Djamel's and Carole's conversation with the correct form of the verbs shown at the end of the sentences.

Special Characters

Djamel Salut, Carole! (1) _____ des stylos et des cahiers cet après-midi. (acheter)

Carole Est-ce que tu (2) _____ tes frères? (amener)

Djamel Non, tu (3) _____ le chien l'après-midi. (promener)

Carole Vous n' (4) _____ pas le chien au magasin? (emmener)

Djamel Non, il est gros et un peu méchant, et les chiens n' (5) _____ pas de fournitures scolaires! (acheter)

Check All!

26 Answer the following questions about you and your friends' preferences.

1. Est-ce que tu préfères les maths ou l'anglais?

Practice with immediate feedback for accelerated growth

Cahier d'activités (available in print and online)

- includes **reading, writing, and cultural activities** for expanded application of vocabulary and grammar.

- offers interactive practice with **immediate feedback** from the Student eBook.

Cahier de vocabulaire et grammaire

- includes **three levels of practice** for grammar and vocabulary online (on-level practice available in print).
- offers interactive on-level practice with **immediate feedback** from the Student eBook and links to advanced and modified practice from the online program.

Accessible learning


The **Teacher's Edition** includes suggestions for activities to further **scaffold instruction** for different levels of proficiency.

Differentiated Instruction

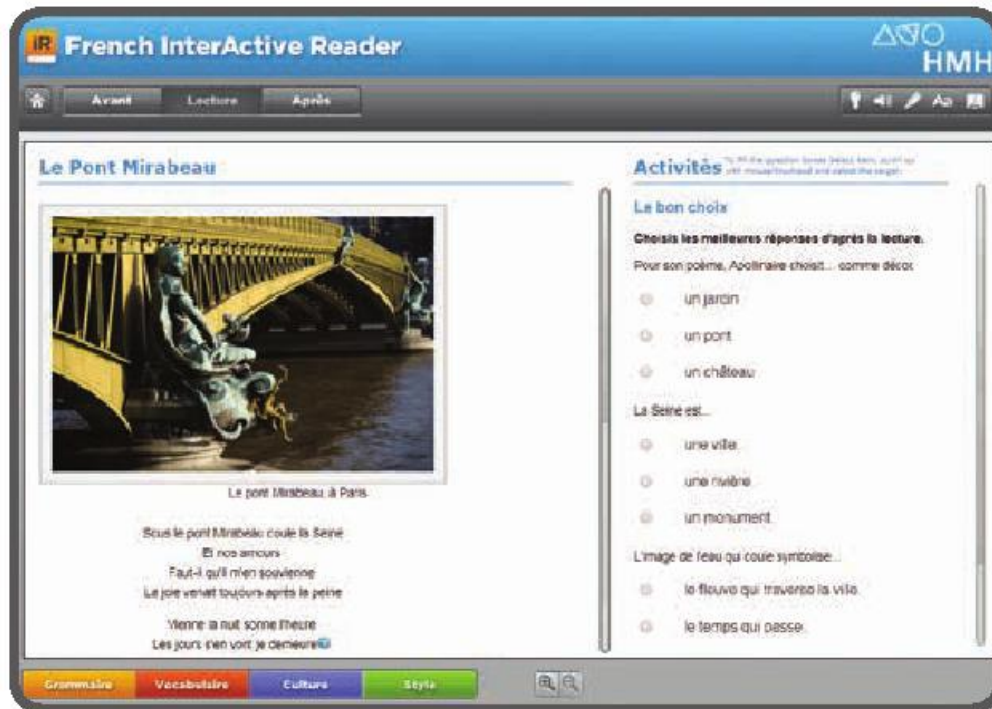
SLOWER PACE LEARNERS

Collect the comics section of the newspaper for several days and ask volunteers to bring newspaper comics to class as well. Have students create flashcards by writing the adjectives to describe people on one side and pasting cut-out comic-strip characters who represent those traits on the other side.

MULTIPLE INTELLIGENCES

Interpersonal Have students think of characters from their favorite movies or television shows. Ask students to describe the personalities and physical appearance of the characters, including personality traits, eye color, length and color of hair, and height. Students may work in pairs or in small groups and present their descriptions to the class.  1.3

Develop reading comprehension in French with rich selections and robust activities.



The screenshot displays the 'French InterActive Reader' interface. At the top, it features the title 'French InterActive Reader' and the HMH logo. Below the title, there are navigation buttons for 'Avant', 'Lecture', and 'Après'. The main content area is titled 'Le Pont Mirabeau' and includes a photograph of the bridge in Paris. Below the photo is a short poem in French. To the right, there is a section for 'Activités' (Activities) with a 'Le bon choix' (The good choice) section containing multiple-choice questions. At the bottom, there are buttons for 'Grammaire', 'Vocabulaire', 'Culture', and 'Style'.

Le Pont Mirabeau

Le pont Mirabeau à Paris.

Sous le pont Mirabeau coule la Seine
Et nos amours
Faut-il qu'il m'en souvienne
Le jour venait toujours après le peine
Venir la nuit, sonne l'heure
Les jours s'en vont je demeure

Activités

Le bon choix
Choisis les meilleures réponses d'après la lecture.

Pour son poème, Apollinaire choisit... comme décor

- un jardin
- un pont
- un château

La Seine est...

- une ville
- une rivière
- un monument

L'image de l'eau qui coule symbolise...

- le fleuve qui traverse la ville
- le temps qui passe

Opportunities for self-selected independent reading

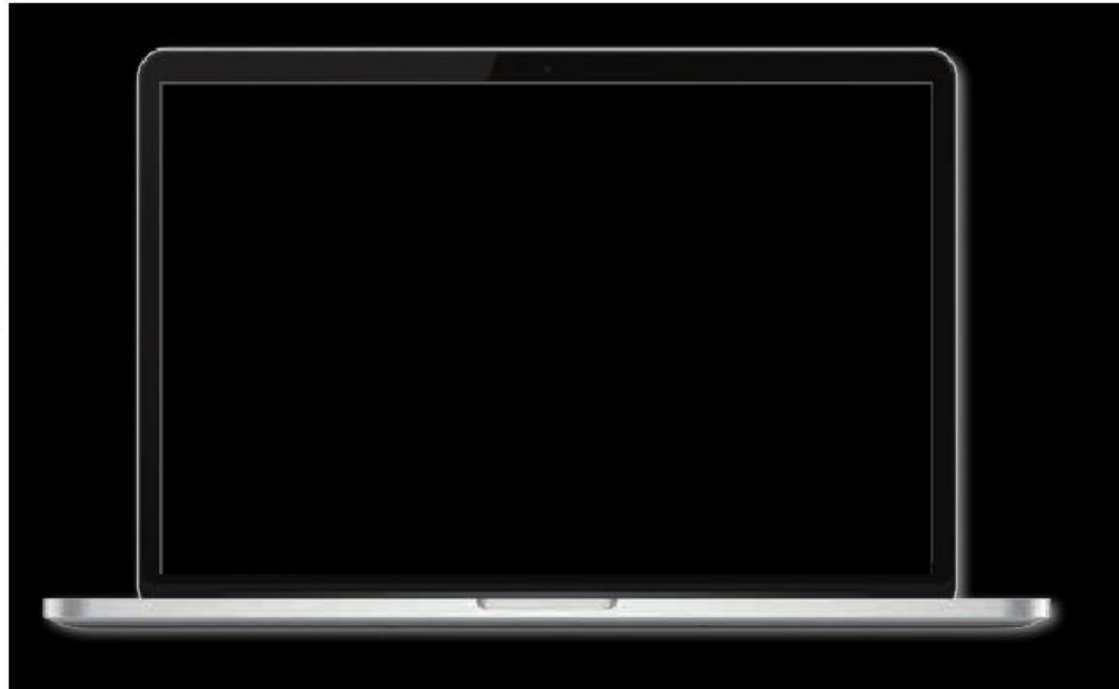
French InterActive Reader

- develops language comprehension with an emphasis on informational and literary texts **leveled** for beginner, intermediate, and advanced.
- encourages students to **dive deeper** into the text before, during, and after reading and provides **immediate feedback**.
- **scaffolds instruction** with additional notes for grammar, vocabulary, style, and culture.

Integrated reading and writing practice

Lecture et écriture

- **improves reading fluency** with informational and literary texts supported by prereading strategies, comprehension activities, and after-reading questions.
- walks students through the writing process, gradually **building their writing skills in French.**



High-interest readings

Variations littéraires

- **encourages a love of reading in French** with engaging informational and literary texts and vibrant illustrations.
- features location-based readings that **build cultural perspectives.**
- provides reading strategies and *Après la lecture* comprehension questions to **make the text accessible.**

La province de Québec

Les romans de Michel Tremblay

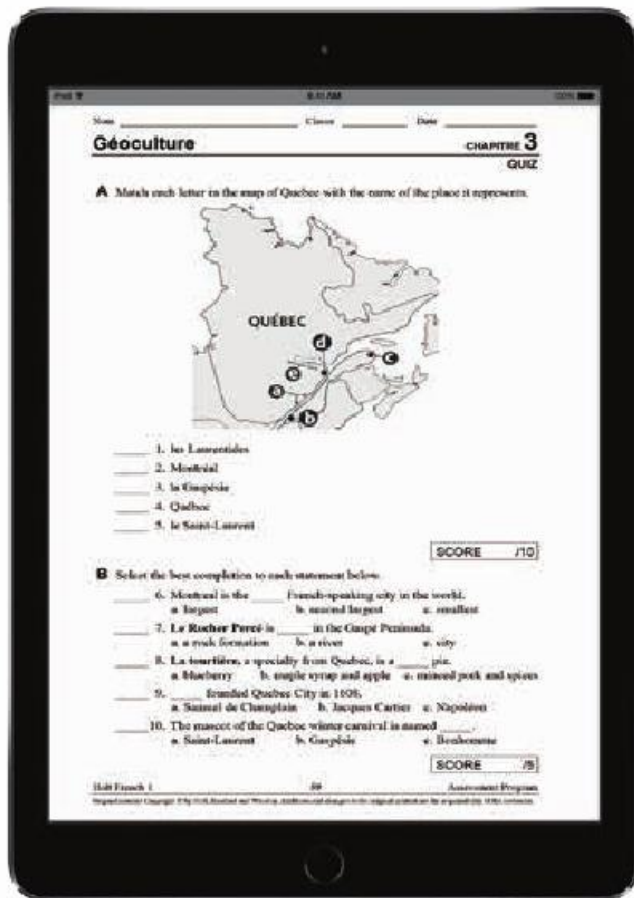
Le Premier quartier de la lune

APRÈS LA LECTURE

1. When did Michel Tremblay write *Le Premier quartier de la lune*?
2. How does the author describe the city of Québec?
3. How does the author describe the city of Québec?
4. How does the author describe the city of Québec?

Target Instruction through Rich Assessment

Deliver optimal, data-driven instruction through a comprehensive view of students' learning needs and progress.



Targeted assessment for all learners

Assessment Program

- provides chapter tests, quizzes, speaking tests, and cumulative exams in PDF and editable formats. The Alternative Assessment section includes portfolio and performance assessments, picture sequences, rubrics, checklists, and evaluation forms.

Differentiated Assessment

- offers advanced and modified chapter quizzes, tests, and cumulative exams in PDF format.

ExamView® Assessment

- allows teachers to print premade tests or **create their own** from a bank of editable, downloadable test items correlated to national standards.
- includes on-level tests and quizzes from the Assessment Program.

Interactive Online Assessment

- includes on-level tests and quizzes from the Assessment Program.
- **scores closed-ended activities automatically** for diagnostic support and allows teachers to generate reports.
- provides **point-of-use audio tracks** for listening questions.

Comment est ta famille?

CHAPITRE 3

ACTIVITY MASTER

Tasks Overview

In this chapter's performance assessment, you will explore and describe families.

Interpretive Reading: First, you will read a blog written by a French-speaking teen.

Interpersonal Communication: Then, you will interview some of your classmates about their own families.

Presentational Writing: Based on what you learned during the interviews, you will write an article about your classmates' families.

Task 1: Interpretive Reading



Read this blog about a family from a French-speaking schools' website. Then answer the following questions in English, unless otherwise indicated.

Un blog par les lycéens pour les lycéens!

Le blog de:
Luc Lafosse

Ma petite famille

C'est la première fois que j'écris un blog! Alors, d'abord, il faut que je parle un peu de ma famille, je pense!

Moi, je m'appelle Luc Lafosse et j'habite à la Martinique. La Martinique, c'est une île des Antilles qui fait partie de la France. C'est drôle parce que la Martinique est très loin de ce qu'on appelle « la métropole », c'est-à-dire la France continentale. Et pourtant, c'est une région française tout comme la Bretagne ou la Provence!

Bon, pour en revenir à ma famille, on est cinq: mon père s'appelle Lucien et ma mère s'appelle Josette. J'ai deux sœurs. Félixa a trois ans et Emilie a sept ans. Emilie est très marrante! Félixa... bon, elle n'est pas redoublante, mais en sa dispute parfois. Ah oui il y a aussi mes grands-parents. Ma grand-mère est adorabile! Elle s'appelle Angéline mais on l'appelle Mémie. Mon grand-père, c'est Honoré. Il est pêcheur et il adore son métier. Parfois, il m'amène à la pêche sur son bateau. Voilà! Je crois que c'est tout. Je n'ai pas d'amis animaux domestiques, mais je voudrais bien adopter un chien. Pour le moment, mes parents ne veulent pas, mais on verra...

D'autres blogs du lycée Carnot

- Adèle Lemoine
- Alex Pélissier
- Clément Mérieux
- Anthony Babine
- Alissandra Mouton
- Marcus Joseph

Autres liens

- Accueil du blog
- Le lycée Carnot
- Contactez-nous

Venez au spectacle du lycée le 30 mars!

Cliquez ici pour en savoir plus.

True picture of student performance for targeted feedback

Integrated Performance Assessments

- help students **set personal proficiency goals** to keep them motivated.
- capture a more accurate assessment of proficiency with the **ACTFL modes of communication**.
- **provide rich resources** to transform assessments into true learning events for students.

Plan and Manage Instruction with Ease

Save time and focus on what is most important:
language learning.

Easy management of all resources

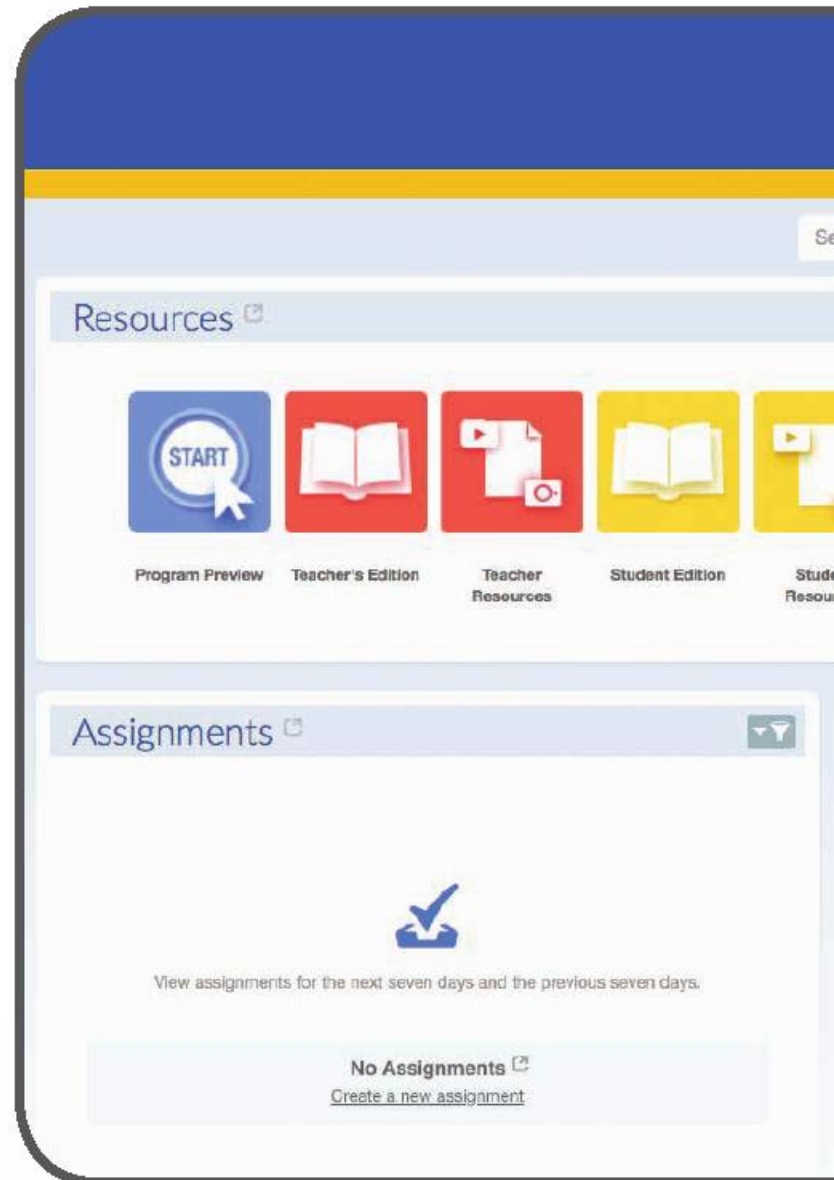
New dashboard and online navigation

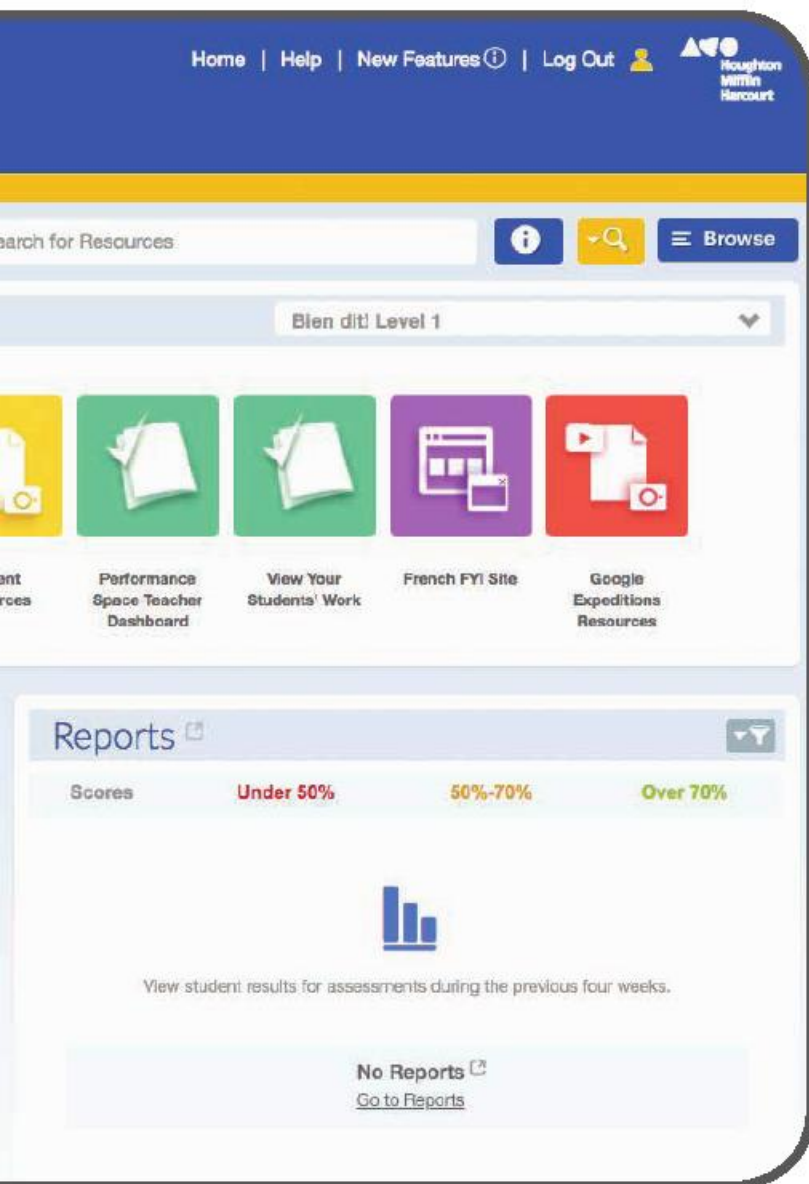
- provide **convenient access** to main program resources.
- offer access to all program material with the **Search for Resources** tool.
- enable flexibility to view, assign, or schedule material by program structure or by standards with the **Browse** function.

Timely data to monitor progress and drive instruction

Review student work and provide oral and written feedback.

Reports provides essential data to inform instructional decisions.





Fundamental resources in one location

Teacher Resources include planning and teaching resources, **ACTFL Standards Correlations, Modalities Crosswalks,** and assessment.

Student Resources allow students to self-select from a wide variety of rich program resources.

One click access to culturally authentic resources

French FYI Site directs students to the new **HMHfyi Français** site, providing a wealth of authentic content directly tied to themes in the Student Edition.

Google Expeditions Resources create unforgettable encounters with cultural locations around the globe by combining virtual tours powered by **Google Expeditions** with HMH® instruction.

Increase Proficiency with Ease

Elevate learning with interactive tools that make the language accessible.

Tools for active learning

Student eBook

- brings content to life with **point-of-use links** to the *Géoculture* videos, *Télé-roman* videos, audio, and other resources such as the Grammar Tutor.
- provides **immediate feedback** for student activities, *Cahier d'activités*, on-level *Cahier de vocabulaire et grammaire*, and Grammar Tutor.
- offers **convenient access** to associated *Cahier d'activités* and on-level *Cahier de vocabulaire et grammaire* pages from the Resources tab (links to advanced and modified practice available from the online program).
- **encourages students to take ownership of their learning** with tools to search the Table of Contents, create and manage bookmarks, change the page view, highlight and annotate text, and add notes.





Maximize your Talents

The Support You Need—When You Need It

Our comprehensive Professional Learning solutions for leaders, teachers, and families are data- and evidence-driven: mapped to your goals, centered around your students, and delivered by master educators. These tailored, flexible solutions were designed with one goal in mind—to help you support all learners in their acquisition of language.



Start Strong, Finish Stronger

A *Getting Started with **Bien dit!*** course will orient you to the program materials and technology, examine the instructional routines, help you support differentiation, and provide effective whole- and small-group instruction.

Need additional support with technology? Our **technical services team** can help you plan, prepare, implement, and optimize your technology so you can get the most out of *Bien dit!* digital tools. We will help to enhance your technology with learning management system interoperability, rostering, and single sign on within your environment.

Build Capacity, Ensure Success with In-Classroom Support

Our professional learning will provide you with deeper support about students' acquisition of language, in-class support to facilitate instructional strategies and routines, and the confidence to engage your students.

You'll get additional support with our **Team** and **Individual Coaching**. We'll be there to help you plan your lessons and model how to meet the needs of all learners with their language acquisition.

- Encourage students to take risks in all of the domains of language
- Incorporate meaningful, standards-based instruction

Proven Results



In 2014, 80% of teachers reported that coaching significantly strengthened their classroom instruction.

Based on national survey data collected from teachers who received coaching from HMH during the 2014–2015 school year.

For more information regarding HMH Professional Services, visit hnhco.com/professionalservices

