

PROGRAM OVERVIEW | © 2018

TEXAS Bien dit!®

Language
takes you there



LEVELS 1A – 3

Language *takes you there*



Texas Bien dit! is designed to help your students demonstrate proficiency in French—to communicate meaningfully and productively in real-world situations.

Supporting **Languages Other Than English TEKS** and college and career readiness standards, ***Texas Bien dit!*** features performance-based materials that help your students practice and master the **modes of communication**—Interpersonal Communication, Interpretive Communication, and Presentational Communication.

TEXAS Bien dit!®



Remarkable Culture

Texas Bien dit! takes students on an exciting journey through the diverse French-speaking world with location-based units and culture woven throughout instruction.



Géoculture introduces students to a new country with connections to geography, art, architecture, food, and celebration.



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?



Flash culture appears periodically throughout each chapter and provides information specific to the chapter theme or location.

Culture engages students while they learn more about cultural products and practices in the French-speaking world.

Culture appliquée introduces students to a topic and then provides a hands-on activity.

Recherches invites students to expand their knowledge through independent research.



Comparaisons challenges students to compare the culture studied with their own.

Communauté asks students to think critically about their own community.



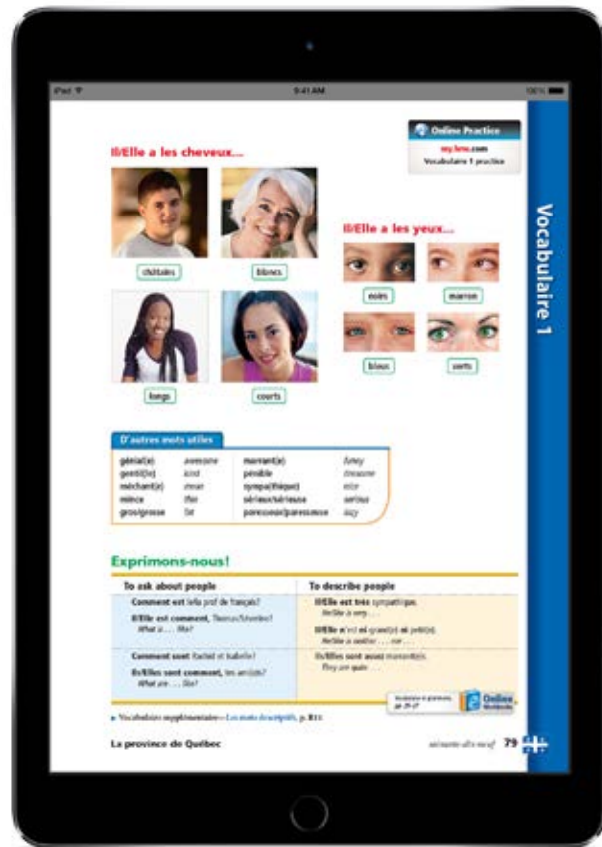
FYI French offers links to culturally authentic websites with thematic connections to **Bien dit!**.



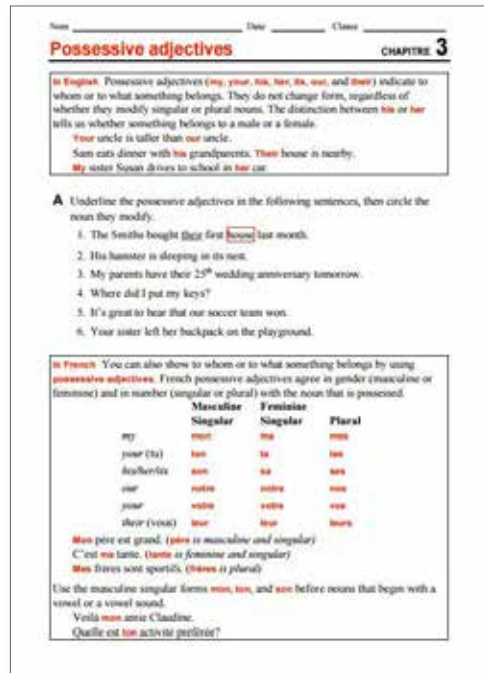
News and Networking provides access to high-interest articles and cultural videos that are updated throughout the school year. Students have a monitored space where they can **add and view comments** from students around the world.

Relevant Instruction

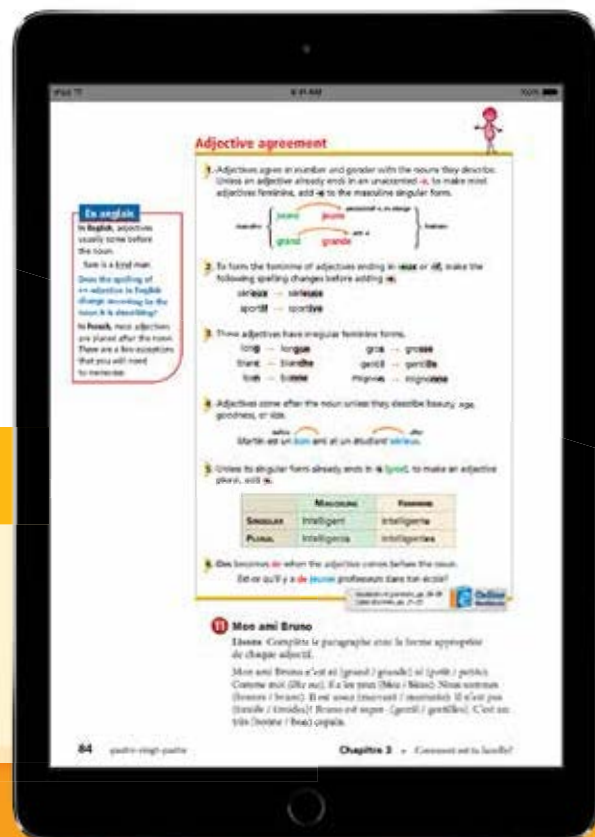
Multiple opportunities to review content help students build language proficiency.



Vocabulaire introduces vocabulary with thematic photos and video. Interactive Whiteboard Activities are also available.

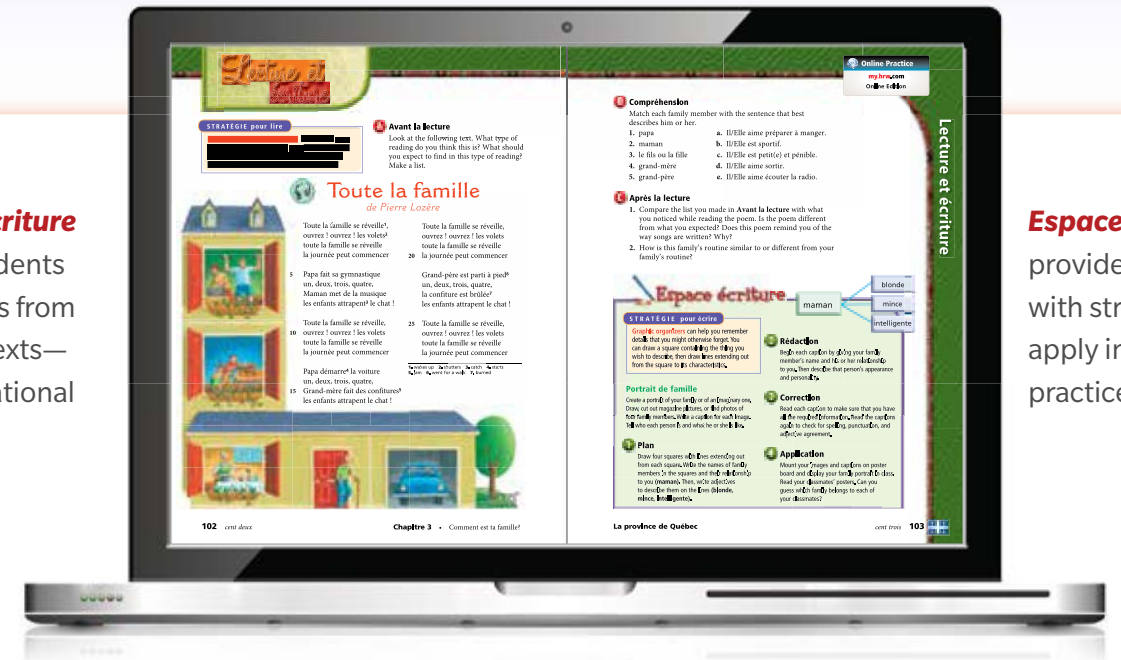


Grammar Tutor helps students grasp French grammar concepts by relating them to the same concepts in English.

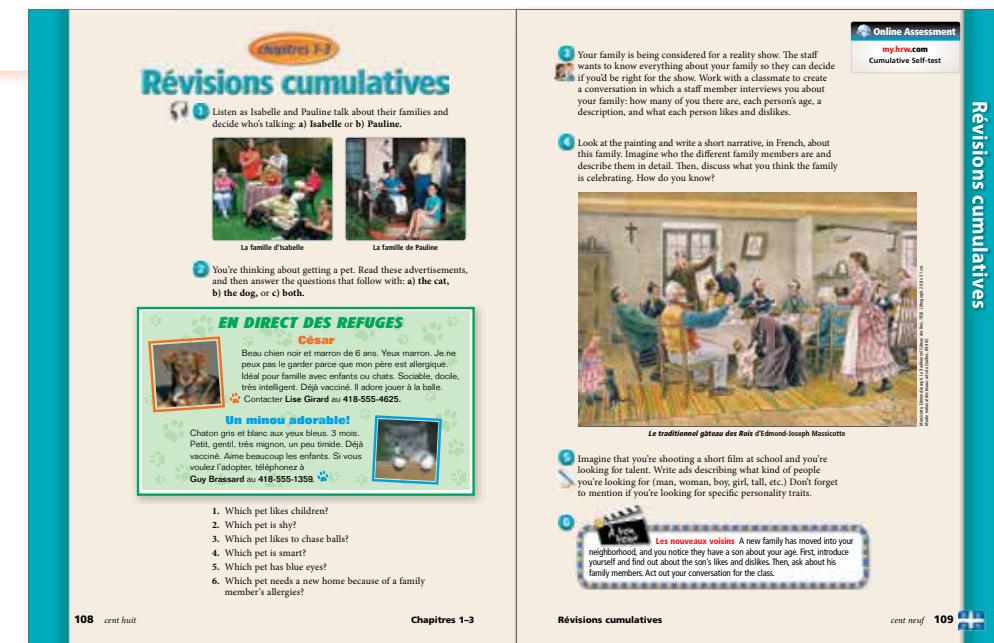


Grammaire presentations feature color coding, graphics, highlighting, and video to emphasize the important points.

Lecture et écriture provides students with readings from a variety of texts—from informational to literary.



Espace écriture provides students with strategies to apply in writing practice.



Révisions cumulatives after every chapter offers students an opportunity to re-examine the concepts they have learned up to that point.



HMH French Vocabulary App provides an engaging flashcard interface. Includes progress tracking and native-speaker audio that can be slowed down.



Relevant Instruction

Differentiation in **Texas Bien dit!** goes beyond the Student Edition and is built into print and digital components.

The **Texas Teacher's Edition** includes suggestions for activities to further differentiate instruction for advanced, slower pace learners, and special learning needs.

À l'école

Parlons Florence always says good things about everyone. What would she say about the following people?

MODÈLE tu / intelligent → Tu es intelligent.
Marie / méchante → Marie n'est pas méchante.

- Clara / paresseuse
- Jules / gros
- Nous / généreux
- Annick et Laure / pénibles
- Tu / sympathique
- Nous / intelligents
- Gilbert / marrant
- Vous / gentils

On est tous différents!

Écrivons Mélodie is an artist, and she likes drawing her friends. Write two sentences to describe each of her friends, including physical descriptions as well as personality traits.

Answers

- Clara n'est pas paresseuse.
- Jules n'est pas gros.
- Nous sommes généreux.
- Annick et Laure ne sont pas pénibles.
- Tu es sympathique.
- Nous sommes intelligents.
- Gilbert est marrant.
- Vous êtes gentils.

Possible Answers

- Simon a les cheveux blonds. Il est très créatif.
- Éléa est grande et mince. Elle est gentille aussi!
- Marius a les cheveux courts et bruns et les yeux noirs. Il est timide.
- Bernard est brun. Il est intelligent et sérieux.

Communication

Pair Activity: Interpretive

Have partners take turns using être and the new adjectives to describe three people they know. One partner describes a person while the other writes down what he or she says. Have partners switch roles. Then, have them either turn in their written work or correct it together.

MODÈLE
Marie est timide.
Claude est blond.
M. Dupont est intelligent.

Differentiated Instruction

SLOWER PACE LEARNERS

As a class, brainstorm adjectives that describe the people shown in the pictures. To help students with adjective agreement, write their suggestions in two columns on the board, one column for masculine forms and the other for feminine forms. Keep the suggestions on the board for students to use as a reference while they write their sentences.

SPECIAL LEARNING NEEDS

Students with Learning Disabilities Use these techniques to help students memorize irregular verb forms. Have students create note cards with the verb form on one card and the subject on another card to play matching games or to use for review. Have students give choral responses with rhythmic emphasis or clapping to repeat the subject/verb combinations. Have students make posters with irregular verbs for classroom display.

French InterActive Reader

Example

Chez Margot

Menu à 25€

Entrées au choix

Soupe à l'oignon
Assiette de charcuterie
Salade niçoise

Plats principaux au choix

Troite aux amandes
(garniture d'haricots verts et carottes)

Activity Title

Do you remember French words to describe time? Complete the sentences below.

A. Il y a sept jours dans

B. Le mois après février

C. Le mois après septembre

What do you think "terre" means?

☐ land
☐ forest
☐ water

Submit

The **French InterActive Reader** provides additional authentic, content-area readings at three levels of difficulty.

@HomeTutor provides three levels of practice with immediate feedback and reteaching support. This student resource includes Grammar Summaries, video clips, review games, and self-check exercises to reinforce reading, speaking, listening, 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 l'article, il faut être jeune, avoir une bonne formation, être très créatif, et avoir une bonne personnalité. Il faut aussi être très sportif, et être capable de travailler dur.

23 Write a letter in French to the casting director of the Cirque du Soleil. Tell your name and age and about the personal qualities that would make you a good Cirque du Soleil artist.

Cahier d'activités includes reading, writing, and cultural activities for expanded application of vocabulary and grammar.

Mon année scolaire

16 On va se préparer la semaine prochaine. Make a list of all the things you will need for each class. Use complete sentences.

1. Qu'est-ce qu'il te faut pour la français?

2. Qu'est-ce qu'il te faut pour les maths?

3. Qu'est-ce qu'il te faut pour le français?

4. Qu'est-ce qu'il te faut pour les arts plastiques?

Cahier de vocabulaire et grammaire includes interactive, on-level practice for grammar and vocabulary with links to advanced and slower-paced practice.

@HomeTutor

Food and Drink

Activity

Choisis un régime (regimes).

☐ le régime végétarien

☐ le régime méditerranéen

☐ le régime cétogène

☐ le régime low-carb

☐ le régime paleo

Choisis un fruit.

☐ la pomme

☐ la banane

☐ la pêche

☐ la cerise

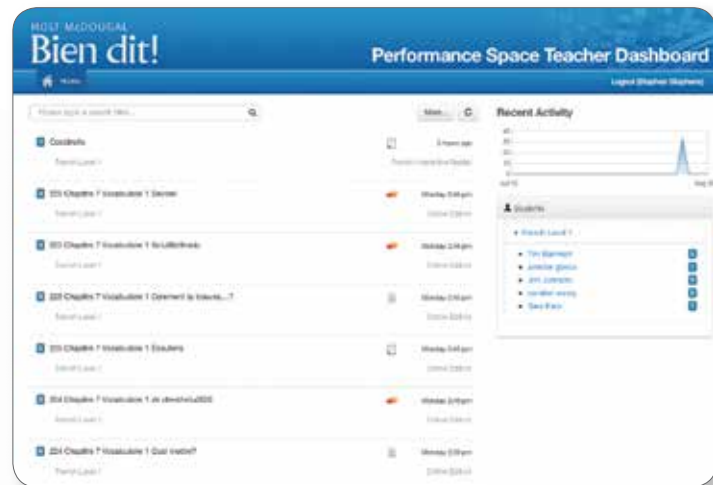
Submit Answer

Robust Teacher Resources

From planning through assessment, **Texas Bien dit!** provides teacher resources that make your life easier.

Online Texas Teacher's Edition and Resources

Texas Bien dit! gives you access to resources and all of your students' online work.



Performance Space is a virtual environment in which students and teachers can access all student work and teachers can leave spoken or written feedback.

Pre-AP® Digital Resources prepare students for the AP® French Language and Culture Exam. Resources include readings, audio, printable worksheets, teaching suggestions, and more. (Level 3)

Texas Bien dit! is available in Common Cartridge®.

Bien dit! Level 1 Chapitre 3

Modes of Communication	Activities	Formative Assessment Tasks	Summative Assessment Tasks
Interpretive communication: Reading The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.	Student Edition: Application 2, p. 99, Act. 39; Lecture et écriture, pp. 102–103, Acts. A–C Cahier d'activités: p. 25, Act. 15; p. 28, Act. 22	Student Edition: Révisions cumulatives, p. 108, Act. 2 Assessment Program: Quiz Application 2, Act. B; Quiz Lecture, Acts. B–C	Assessment Program: Examen, Act. C Integrated Performance Assessments: Interpretive Reading Task
Presentational communication: Speaking The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammatical structures and processes at the specified proficiency levels.	Student Edition: Vocabulaire 1, p. 81, Act. 5; Application 1, p. 87, Act. 20; Vocabulaire 2, p. 93, Act. 25 Teacher's Edition: Teacher to Teacher, p. 79; Communication, p. 85; Communication, p. 87; Communication, p. 99	Student Edition: Révisions cumulatives, p. 109, Act. 6	Assessment Program: Portfolio Suggestions, Oral Activity
Presentational communication: Writing The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammatical structures and processes at the specified proficiency levels.	Student Edition: Grammaire 1, p. 83, Act. 9; Grammaire 1, p. 85, Act. 14; Application 1, p. 87, Act. 19; Vocabulaire 2, p. 93, Act. 24; Grammaire 2, p. 95, Act. 29 Cahier d'activités: p. 21, Act. 3; p. 28, Act. 23; Si tu étais..., pp. 106–107, Act. 1–2	Student Edition: Révisions cumulatives, p. 109, Act. 5 Teacher's Edition: p. 75C, "Mon album de famille" Project; p. 75C, Partner Class Project Assessment Program: Quiz: Application 1, Act. C; Quiz: Application 2, Act. C; Quiz: Écriture, Act. A	Assessment Program: Examen, Acts. H, K, L; Portfolio Suggestions, Written Activity; Picture Sequences; Performance Assessment, Vocabulaire 1/Grammaire 1, Written Assessment Integrated Performance Assessments: Presentational Writing

Teacher's Name _____ Class _____ Date _____

La province de Québec

CHAPITRES 3–4
DAY 1 50-MINUTE LESSON PLAN

TEKS
Géoculture
• 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

CORE INSTRUCTION
Warm-Up
• (3 min.) Have students locate Canada and Quebec on a map.

Géoculture
• (5 min.) Compare the division of Canada into 13 provinces and territories with the U.S. system of 50 states.
• (10 min.) Go over the photos and captions on pp. 72–73 with students.
• (5 min.) Do Map Activities, p. 72.
• (10 min.) Discuss Background Information, p. 72.
• (2 min.) Complete *Géo-quiz*, p. 73.
• (3 min.) Show the *Géoculture* video, *DVD Tutor* (Disc 1).
• (10 min.) Have students answer *Questions*, p. 73.

Wrap-Up
• (2 min.) Go over the answers to *Questions*, p. 73, as a class.

OPTIONAL RESOURCES
• (10 min.) Thinking Critically, p. 71B
• (15 min.) Map Game, p. 71B
• (2 min.) Cultures, p. 73
• (5 min.) Connections, p. 73
• (2 min.) *Savais-tu que...?* (TE), p. 73

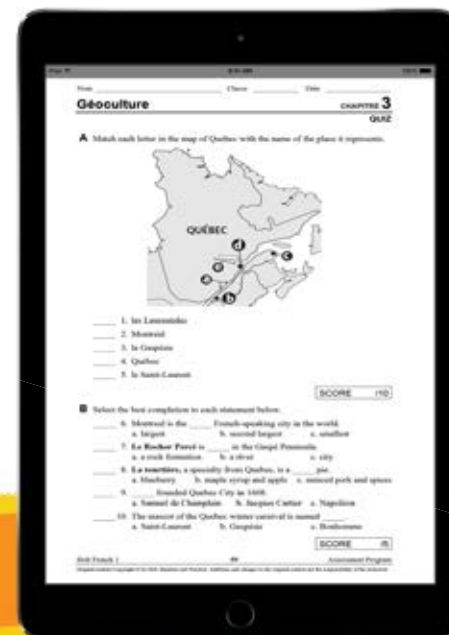
PRACTICE OPTIONS
• Media Guide, pp. 61–62
• *Projectables Transparencies*, Map 5
• *Independent Study Guide*, p. 7
• *@HomeTutor* or *DVD Tutor* (Disc 1)
• Online Practice, Chapter 3 (my.hw.com)

Texas Lesson Plans include **TEKS Objectives** and plenty of optional resources to support instruction.

Modes of Communication are integrated throughout each lesson.

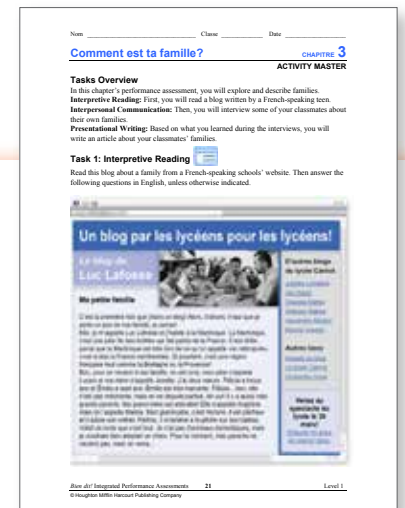
INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Listen to a girl describing her friends. Read a description of a cartoon character on a website.	Interview classmates about their families. Write an email to a pen pal about a favorite television character.	Act out a conversation with a new neighbor. Create a poster describing your family.

Integrated Performance Assessments allow students to demonstrate proficiency in French.



Assessment Program provides chapter tests, quizzes, speaking tests, and cumulative exams in PDF and editable formats. Includes audio.

ExamView® assessment suites provide pre-made or customizable tests with three levels of questions.



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1. Upon Login:
Find Your Course
2. Select **Go to Online Textbook**

Sign up for an evaluation account now.

learn.hmhco.com/SuccessTX

1. Select **Sample Now**
2. Enter sample word: **TXWL18**
3. Complete the form 
4. Write down **Username** and **Password**
5. **Bookmark** the login page for easy return 

#SuccessTX

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