

COURSE: FRENCH II	GRADES: 8-12
UNIT: Shopping “On fait les magasins?”	Unit 2.1

<p>NATIONAL STANDARDS:</p> <p>Communication:</p> <p>1.1 Provide & obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written & spoken language</p> <p>1.3 Present information & ideas to an audience</p> <p>Cultures:</p> <p>2.1 Relationship between practices & perspectives</p> <p>2.2 Relationship between products & perspectives</p> <p>Connections:</p> <p>3.1 Reinforce & further knowledge of other disciplines (math, science, history,...)</p> <p>3.2 Acquire & recognize distinctive viewpoints only available through foreign language</p> <p>Comparisons:</p> <p>4.1 Demonstrate understanding of the nature of language through comparing French & English</p> <p>4.2 Compare French culture to American culture</p> <p>Communities:</p> <p>5.1 Use French within & beyond school setting</p> <p>5.2 Demonstrate lifelong learning by using language for personal enjoyment</p>
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<p>APPLIED NATIONAL STANDARDS:</p> <p>1.1 Students will exchange information about past events while discussing personal shopping habits.</p> <p>1.2 Interpret written and spoken dialogue about past events.</p> <p>1.2 Create a fashion show and present it to the class.</p> <p>2.1 Discuss perspective evident in the European practice of dressing more formally on a daily basis.</p> <p>3.1 Analyze similarities of past tense formation in languages spoken by students in the class (Eng., Span,...)</p> <p>4.1 Compare different structures of compound tenses in English and French.</p> <p>4.2 Discuss culturally appropriate dress and how it changes over time and space.</p> <p>5.1 Present a fashion show of French clothing styles to other language classes, or for international day in the halls.</p>	<p>UNIT OBJECTIVES:</p> <p>1. Communicate completed past actions using the <i>passé composé</i> with verbs that take “avoir” as a helping verb.</p> <p>2. Utilize vocabulary pertaining to clothing in such a way as to fully describe what various people are wearing now and did wear in the past.</p> <p>3. Compare culturally acceptable clothing trends.</p> <p>4. Students will be able to communicate their own opinions about what to wear and where.</p> <p>5. Students will be able to give directions and advise another person what type of store they need to go to, to purchase various products.</p>
<p>ACTIVITIES:</p> <p>1. Instructional review of the conjugation of “avoir”, study of irregular and regular past participles.</p> <p>2. Cooperative constructive activity to formulate a fashion show, students are given some elemental prerequisites.</p> <p>3. Sentence writing with the verb “mettre” in the present tense and other verbs in the <i>passé composé</i>.</p> <p>4. Game: box of clothes- Mettez les vêtements si rapide que possible.</p> <p>5. View a video- describe what people are wearing.</p> <p>RESOURCES:</p> <p>1. <i>Bien Dit</i> level I, chapitre 7</p> <p>2. Box of clothing articles for game</p> <p>3. Various videos: for example “A year in Provence”, for authentic French dress.</p> <p>4. Video camera and film to watch and critique presentations.</p>	<p>ASSESSMENTS:</p> <p>1. Participation during instructional and cooperative lessons.</p> <p>2. Independent work done outside of the class.</p> <p>3. Quiz on vocabulary and dictation.</p> <p>4. Class work evident in fashion show.</p> <p>5. Written response to listening and reading test.</p> <p>REMEDIATION:</p> <p>1. Find some pictures of people wearing different clothing and label the elements you can see.</p> <p>2. Peer practice- name the clothing articles</p> <p>ENRICHMENT:</p> <p>1. Web Quest: Using IPL, find and present current fashion trends in francophone countries.</p>

COURSE: FRENCH II	GRADES: 8-12
UNIT: House and furniture “a la maison”	Unit 2.2

<p>NATIONAL STANDARDS:</p> <p>Communication:</p> <ol style="list-style-type: none"> 1.1 Provide & obtain information, express feelings, exchange opinions 1.2 Interpretation of written & spoken language 1.3 Present information & ideas to an audience <p>Cultures:</p> <ol style="list-style-type: none"> 2.1 Relationship between practices & perspectives 2.2 Relationship between products & perspectives <p>Connections:</p> <ol style="list-style-type: none"> 3.1 Reinforce & further knowledge of other disciplines (math, science, history) 3.2 Acquire & recognize distinctive viewpoints only available through foreign language <p>Comparisons:</p> <ol style="list-style-type: none"> 4.1 Demonstrate understanding of the nature of language through comparing French & English 4.2 Compare French culture to American culture <p>Communities:</p> <ol style="list-style-type: none"> 5.1 Use French within & beyond school setting 5.2 Demonstrate lifelong learning by using language for personal enjoyment

<p>APPLIED NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1.1 Describe homes and articles of furniture in them. 1.2 Interpret story or dialogue about home furnishings. 1.3 Present elements of a dream house to the class. 2.1 Describe the concept of the rez-du-chausée and premier étage and the difference between les toilettes and la salle de bains. 3.2 Find gender and number cues in some verb forms of French. 4.1 Compare compound verbs of English to Passé Composé in French. 4.2 Discuss costs and types of housing options. 5.1 Presentations will be conducted in class to other students. French club will be available after school for further practice of French. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will learn the acronym “Vandertramp” and recall the verbs that use etre as a helping verb in passé composé. 2. List the rooms of the house in French and learn the difference between “le premier étage” and the first floor. 3. Conjugate the irregular “airplane” verbs: dormir, sortir, partir and servir and –yer verb such as nettoyer in the present tense. 4. Describe a room by the location of furniture elements and in relationship to where it is located in relationship to other rooms in the house. 5. Past participle agreement will be discussed 6. New verbs pouvoir and devoir will be practiced.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Students draw pictures of homes based on classmates oral descriptions of their dream homes, labeling rooms and furniture. 2. Read dialogue that brings the reader through different rooms of a home. Practice pronunciation and memorization of the dialogue. Learn about typical family chores in Senegal. 3. Create cards with names and pictures of furniture, then listen to a description of where moving men are to place the furniture, and with tape on the back of the card, place the card on the board within the confines of the correct room displayed by a floor plan drawn on the board. 4. Using new verb forms fill in the correct form that shows subject agreement with airplane verbs and Vandertramp verbs. 5. Rehearse Vandertramp verbs by writing them on the board, then create sentences using each one. Using pp agreement! <p>RESOURCES: Bien Dit, chapitre 8 3x5 cards, white board with markers, floor plan to display. French/English dictionaries.</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Participation- asking and answering questions during instructional sessions. 2. Home work- individual practice using “Vandertramp” verbs in the passé compose with past participle agreement. 3. Class work- creating description and interpreting another student’s description of a house. 4. Quizzes- on vocabulary and dictation. 5. Test- on listening and reading responses. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Review adjective agreement, and then do exercises that require past participle agreement (to show correlation). 2. Practice passé compose with both “avoir” and “être” as the helping verbs. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Describe your dream house and list rooms and furniture not given in our text book.

COURSE: FRENCH II	GRADES: 8-12
UNIT: getting around a city “En ville” Level 1 book, chp 9	Unit 2.3

<p>NATIONAL STANDARDS:</p> <p>Communication:</p> <ol style="list-style-type: none"> 1.1 Provide & obtain information, express feelings, exchange opinions 1.2 Interpretation of written & spoken language 1.3 Present information & ideas to an audience <p>Cultures:</p> <ol style="list-style-type: none"> 2.1 Relationship between practices & perspectives 2.2 Relationship between products & perspectives <p>Connections:</p> <ol style="list-style-type: none"> 3.1 Reinforce & further knowledge of other disciplines (math, science, history) 3.2 Acquire & recognize distinctive viewpoints only available through foreign language <p>Comparisons:</p> <ol style="list-style-type: none"> 4.1 Demonstrate understanding of the nature of language through comparing French & English 4.2 Compare French culture to American culture <p>Communities:</p> <ol style="list-style-type: none"> 5.1 Use French within & beyond school setting 5.2 Demonstrate lifelong learning by using language for personal enjoyment

<p>APPLIED NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1.1 Directional and locational information is exchanged. 1.2 Action based on comprehension is demonstrated using TPR to show meaning of new prepositions. 1.3 Students give and follow directions to/of classmates. 2.1 The unique practices that stem from living in a walled city like Aigues-Mortes will be discussed. 2.2 The French Telecarte and its use will be introduced. 3.1 Geography of France will be discussed and studied. 3.2 Prepositional idioms will show historical and geographical connections. 4.1 Comparison of prepositional use will be discussed. 4.2 Unique culture of a walled city will be compared to our own. 5.1 Students will consider and create directions around town. 5.2 Internet research of walled cities may pique interest. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will use the appropriate prepositions with various means of transportation. 2. Giving and following directions will be practiced and prepositions will be physically demonstrated. 3. Use voir, savoir and connaître in idiomatic phrases. 4. Review and expand use of adjectives. 5. Students will compare their city to Aigues-Mortes. 6. Students will describe their town/ city/ or neighborhood.
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Small groups will be assigned a mode of transportation and create a short skit that uses ten directional prepositions. 2. Large group will practice demonstration of locational prepositions using mime type charades. 3. Pairs will conduct read alouds of dialogues, cultural readings and work on writing activities together. 4. Whole class will practice pronunciation and use new words in scripted dialogue before creating dialogues of their own. 5. Students will do some internet research on Aigues-Mortes. <p>RESOURCES:</p> <p>Bien Dit, chapitre 9 Hand out with directional prepositions 3x5 cards for writing down directions Internet access in computer lab.</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Participation- asking and answering questions during instructional sessions. 2. Home work- individual practice creating and answering directional questions. - research walled cities of France. 3. Class work- Fill in missing words in polite questions. - following directions around school. 4. Quizzes- on vocabulary and dictation. 5. Test- on listening and reading responses. <p>REMEDIATION: Students may draw pictures or label a picture with adjectives that describe the location of individual elements.</p> <p>ENRICHMENT: Student may create a power point presentation on walled cities using new prepositional vocabulary in lieu of test.</p>
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COURSE: FRENCH II	GRADES: 8-12
UNIT: Vacations “Enfin les vacances” Level 1 book, chp 10	Unit 2.4

<p>NATIONAL STANDARDS:</p> <p>Communication:</p> <ol style="list-style-type: none"> 1.1 Provide & obtain information, express feelings, exchange opinions 1.2 Interpretation of written & spoken language 1.3 Present information & ideas to an audience <p>Cultures:</p> <ol style="list-style-type: none"> 2.1 Relationship between practices & perspectives 2.2 Relationship between products & perspectives <p>Connections:</p> <ol style="list-style-type: none"> 3.1 Reinforce & further knowledge of other disciplines (math, science, history) 3.2 Acquire & recognize distinctive viewpoints only available through foreign language <p>Comparisons:</p> <ol style="list-style-type: none"> 4.1 Demonstrate understanding of the nature of language through comparing French & English 4.2 Compare French culture to American culture <p>Communities:</p> <ol style="list-style-type: none"> 5.1 Use French within & beyond school setting 5.2 Demonstrate lifelong learning by using language for personal enjoyment

<p>APPLIED NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1.1 Students will exchange opinions about preferred vacations. 1.2 Written and spoken language interpretation through skits. 1.3 Skits will be presented to the class. 2.1 August vacation in France will be discussed. 2.2 Cirque du Soleil from Quebec will be read about (viewed?) 3.1 History of Brittany region will be studied 3.2 The legends associated with King Arthur, Merlin, and Tristan and Iseult have had an influence on both French and English. 4.1 Past participle agreement is contrasted in the two languages. 4.2 Escargots, Foie gras and other cultural foods will be highlighted. 5.1 French cuisine may be created and brought into class. 5.2 French cuisine is a source of personal enjoyment for many! 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will practice integrating the use of present and past tense verb forms in dialogue. 2. Idiomatic expressions using the verb “faire” will be rehearsed and used in reading and speaking samples. 3. The verb “appeler” will be compared to “s’appeler”. 4. Reflexive verbs and their pronouns will be used in passé composé tense. 5. Past participle agreement will be discussed. 6. Vocabulary associated with travel will be worked into student created skits.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Small groups will be assigned to create travel skits. 2. Large group will practice games that differentiate the “etre” and “avoir” helping verbs in passé compose. 3. Pairs will conduct read alouds of dialogues, cultural readings and work on writing activities together. 4. Whole class will practice pronunciation and use new words in scripted dialogue before creating dialogues of their own. 5. Individuals will have differentiated worksheets according to their level of comprehension using “etre” and “avoir” helping verbs in passé compose. <p>RESOURCES: Bien Dit 1 chapitre 10 Sample travel dialogues from work sheets or books. Remedial handouts for passé compose.</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Participation- asking and answering questions during instructional sessions. 2. Home work- individual practice writing sentences using reflexive verbs in the past tense. 3. Class work- Create a skit about traveling abroad. 4. Quizzes- on vocabulary and dictation. 5. Test- on listening and reading responses. <p>REMEDICATION: Students will review the “passé composé” tense. Avoir and Etre verbs will be kept separate to further cement the concept of treating the verbs differently.</p> <p>ENRICHMENT: Students will integrate present, past and near future tenses into their skit.</p>

COURSE: FRENCH II	GRADES: 8-12
UNIT: Friends & family “Ma Famille et Mes Copains” Level 2 book, Chapter 1	Unit 2.5

<p>NATIONAL STANDARDS:</p> <p>Communication:</p> <ol style="list-style-type: none"> 1.1 Provide & obtain information, express feelings, exchange opinions 1.2 Interpretation of written & spoken language 1.3 Present information & ideas to an audience <p>Cultures:</p> <ol style="list-style-type: none"> 2.1 Relationship between practices & perspectives 2.2 Relationship between products & perspectives <p>Connections:</p> <ol style="list-style-type: none"> 3.1 Reinforce & further knowledge of other disciplines (math, science, history) 3.2 Acquire & recognize distinctive viewpoints only available through foreign language <p>Comparisons:</p> <ol style="list-style-type: none"> 4.1 Demonstrate understanding of the nature of language through comparing French & English 4.2 Compare French culture to American culture <p>Communities:</p> <ol style="list-style-type: none"> 5.1 Use French within & beyond school setting 5.2 Demonstrate lifelong learning by using language for personal enjoyment

<p>APPLIED NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1.1 Provide & obtain information about family & friends, exchange opinions & feelings using good adjective agreement. 1.3 Presentation of information about one’s family ancestry to the class. Presentation of Research project. 2.1, 2.2 Demonstrate relationships between France & the US through discussion and teacher presentation. 3.1 Reinforce and further knowledge about history and art through study of the major monuments of Paris, the castles of the Loire Valley and the Provinces. 3.2 Acquire & recognize distinctive viewpoints of the French through their architecture, art, geography, and family traditions 4.1 Demonstrate understanding of the nature of language through comparison of grammatical constructions, (Inversion, verb conjugation, & adjective agreement) 4.2 Comparing US culture to French & European cultures while studying geography. 5.1 Student Francophone Culture presentation to perform for other classes. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to apply adjective agreement correctly using regular & BANGS adjectives. 2. Students will properly conjugate regular ER, IR & RE verbs. 3. Students will learn basic European Geography in French while learning about France’s rivers, mountains, cities, large bodies of water, and surrounding countries. 4. Students will write a research paper related to France’s culture and/or geography 5. Students will prepare an oral presentation for the class. 6. Students will learn to conjugate verbs like “dormir” 7. Students will apply all ways to form a question.
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Skits – asking & talking about Friends & Family 2. Class discussion about Family life in France 3. The verb game (A conjugation game) Using a mixture of ER, IR, RE, & irregular verbs 4. Write research paper about some geographic region of France or about a particular building, castle, or monument. <p>RESOURCES:</p> <p><i>Bien Dit</i> (2008) level 2. Chapitre 1 “Ma Famille et Mes Copains” http://french.about.com/ Teacher generated France geography maps and worksheets. Châteaux de la Loire Study sheets and worksheets, Teacher’s Discovery, 2000 http://www.ipl.org/div/news for listing of and access to world newspapers on line. Blume, <i>French First Year</i>, 3rd edition, Amsco Various teacher generated hand-outs and work sheets</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Oral dialogues & skits 2. Map quiz on France’s Geography 3. Verb quiz on Regular ER, IR, & RE verbs 4. Written research paper 5. Oral Presentation <p>REMEDATION:</p> <ol style="list-style-type: none"> 1. Extra help after school 2. Peer tutoring 3. Practice sheets 4. Ability grouping <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Additional vocabulary related to chapter. (Foreign countries, nature vocab., ...) 2. The past perfect tense (l’imparfait)
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COURSE: FRENCH II	GRADES: 8-12
UNIT: Let's Party "On fait la fête" Level 2 book, Chapter 2	Unit 2.6

<p>NATIONAL STANDARDS:</p> <p>Communication:</p> <ol style="list-style-type: none"> 1.1 Provide & obtain information, express feelings, exchange opinions 1.2 Interpretation of written & spoken language 1.3 Present information & ideas to an audience <p>Cultures:</p> <ol style="list-style-type: none"> 2.1 Relationship between practices & perspectives 2.2 Relationship between products & perspectives <p>Connections:</p> <ol style="list-style-type: none"> 3.1 Reinforce & further knowledge of other disciplines (math, science, history) 3.2 Acquire & recognize distinctive viewpoints only available through foreign language <p>Comparisons:</p> <ol style="list-style-type: none"> 4.1 Demonstrate understanding of the nature of language through comparing French & English 4.2 Compare French culture to American culture <p>Communities:</p> <ol style="list-style-type: none"> 5.1 Use French within & beyond school setting 5.2 Demonstrate lifelong learning by using language for personal enjoyment

<p>APPLIED NATIONAL STANDARDS</p> <ol style="list-style-type: none"> 1.1 Express feelings by wishing someone a good time, ask for and give advice and ask for help 1.2 Interpretation of written and spoken language by being able to fill in blanks with appropriate vocabulary. 1.3 Presentation of information of a French or Francophone holiday. 2.1, 2.2 , 4.2 Discussion of French holidays & how they compare/contrast to our holidays. Products bought/sold for those holidays. 3.1, 3.2 Reinforce and further knowledge of Art and Business, Word Processing through creation of greeting cards in French and researching gifts for that holiday in France. 4.1 Demonstrate understanding of the nature of language through grammar. Formation of the past tense using avoir and être, negative expressions and object pronouns. 5.1 Celebrate French holidays as they come up. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to wish someone a good time. 2. Students will be able to ask for and give advice. 3. Students will ask for help 4. Students will be able to check if things have been done. 5. Students will be able to use direct & indirect object pronouns correctly. 6. Students will accurately apply the "passé composé using Avoir or Être depending on verb 7. Students will learn about France's major holidays and about other French customs. 8. Students will learn more expressions of negation.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Skits – asking & talking about a party. 2. Class discussion & essay about holidays & festivals in France. 3. Write about something in the Past. 4 Prepare a French holiday party. (Invite Elem. Or Inter. Students. 5. Presentation of a festival or particular tradition within a festival/holiday. (A dance, song, recipe) <p>RESOURCES: Bien Dit (2008) level 2, Chapitre 2 http://french.about.com/ French holiday packets given as needed. http://www.ipl.org/div/news for listing of and access to world newspapers on line. Blume, French First Year, 3rd edition, Amsco Various teacher generated hand-outs and work sheets</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Oral dialogues & skits 2. Written vocab. quizzes on holidays & festivals. 3. Verb quiz (verbs related to chapter) 4. Essay on related topic- (Student choice of holiday or festival) <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Extra help after school 2. Peer tutoring 3. Practice sheets 4. Ability grouping <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Additional vocabulary related to chapter. (Parties, holidays, more negative expressions) 2. Double object pronouns within a sentence

COURSE: FRENCH II	GRADES: 8-12
UNIT: Let's Shop! (Faisons les Courses) Level 2 book, Chapter 3	
2.7	

NATIONAL STANDARDS:

Communication:

- 1.1 Provide & obtain information, express feelings, exchange opinions
- 1.2 Interpretation of written & spoken language
- 1.3 Present information & ideas to an audience

Cultures:

- 2.1 Relationship between practices & perspectives
- 2.2 Relationship between products & perspectives

Connections:

- 3.1 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.2 Acquire & recognize distinctive viewpoints only available through foreign language

Comparisons:

- 4.1 Demonstrate understanding of the nature of language through comparing French & English
- 4.2 Compare French culture to American culture

Communities:

- 5.1 Use French within & beyond school setting
- 5.2 Demonstrate lifelong learning by using language for personal enjoyment

APPLIED NATIONAL STANDARDS:

- 1.1 Express feelings & opinions about foods
- 1.2 Interpretation of written and spoken language by filling in the blanks of a French menu and interpreting what another says about foods
- 1.3 Present a recipe to the class in French
- 2.1, 2.2 Discussion about foods in France and other Francophone countries along with their similarities and differences.
- 3.1, 3.2 Reinforce and further knowledge of Math (weights and measures, fractions) History (of certain regional foods) Discuss common views about food in France versus the United States
- 4.1, 4.2 Demonstrate the nature of language through the use of partitive articles and the use of Prendre over Avoir when talking about food.
- 5.1,5.2 Use French to host a Foods Party inviting French students from the level 1 & 2

UNIT OBJECTIVES:

1. Students will be able to ask about food preparation
2. Students will be able to make requests and ask where things are
3. Students will be able to shop for groceries
4. To be able to ask where things are
5. Students will use and review Partitive Articles
6. Students will use the pronoun Y and EN
7. Students will review question formation
8. Students will review object pronouns and their placement
9. Students will review contractions with **à** and **de**

ACTIVITIES:

1. Skits & dialogues about shopping
2. Foods survey to create a menu.
3. Research on traditional foods of Quebec
4. Learn how to make Maple Syrup
5. Practice using fake Euros to pay for items in Student created stores.
6. Listening games like 20 Questions to guess a recipe
7. Readings like "Le Petit Nicolas"

RESOURCES:

Bien Dit (2008) level 2. Chapitre 3 "Faisons les Courses"
<http://french.about.com/>
<http://www.ipl.org/div/news> for listing of and access to world newspapers on line.
 Blume, *French Second Year*, 3rd edition, Amsco
 Various teacher generated hand-outs and work sheets

ASSESSMENTS:

1. Participation – During instructional and cooperative lessons
2. Home Work – Individual practice writing sentences using Direct object pronouns and the pronouns Y and EN as well as contractions of **à** and **de**.
3. Class work – Practice dialogues that would take place shopping.
4. Quizzes – On vocabulary and dictation
5. Test – Reading, Writing, Listening, & Speaking

REMEDIATION: Extra help after school, Peer tutoring, Practice sheets, Ability grouping.

ENRICHMENT:

1. Additional vocabulary related to chapter. (Advanced foods, double object pronoun sentences, additional vocab. On stores,...)
2. Create a comic strip with food vocab.
3. Internet research on Jean-Jacques Sempé & René Goscinny. Choose a book and write about what book they want to read & why.