

<ul style="list-style-type: none"> • Participate in familiar activities (real or simulated) • Classify events as past, present, or future • Derive meaning in new language situations 	<p><i>d'appréciation pour les activités orales, Grille d'appréciation pour le travail en groupe, Grille d'appréciation pour les activités écrites, Cartes de progrès pour le projet final, and Grille pour les stratégies d'apprentissage, TG pp. 208-212.</i></p> <ul style="list-style-type: none"> • Record new vocabulary about activities and interests in their <i>Journal d'apprentissage</i>. • Link reading to real-life experiences in Pre-reading activities in Phases 3 and 6, which are designed to motivate students. • React to public service announcements in <i>Mon carnet : Refus renforcés</i>, pp. 20-21. • Listen to the unit song: <i>Faut pas craquer</i>: CD, track 1 and fiche reproductible 3, TG, p. 188. • Play games such as <i>Jeu de cartes: Chasse aux choix</i>: fiches reproductibles 7-8, TG, pp. 196-197 as well as other games listed in the TG to enhance learning. • Read a comic strip: <i>Livret</i>, pp. 16-18. • Watch the unit video. • Play charades in Phase 7 to act out a message • Present their public service announcement, posters and slogan in the present tense. • Practice using the imperative: <i>Comment ça marche? Livret</i>, pp. 8-10; <i>Mon carnet: Fais une suggestion!</i>, p. 10 and <i>Fais comme moi!</i>, p. 11. • Use the imperative for their slogan. • Practise using the verb <i>devoir</i>: <i>Comment ça marche? Livret</i>, pp. 14-15 and <i>Mon carnet: Qu'est-ce qu'il faut faire?</i> pp. 16-17 • Use the verb <i>devoir</i> in the present tense. • Acquire new information in each phase that is applied to <i>Le projet final</i> via <i>la Feuille de route, Mon carnet</i>, pp. 3-5 in order to derive meaning in a communicative and experiential situation. • Follow steps outlined in <i>Zoom sur le projet!</i>: <i>Livret</i>, pp. 4-5 to help them derive meaning throughout the unit. • Work in groups to prepare a public service announcement for the final project. • Share with each other in French in <i>Livret</i> cooperative learning activities: Phases 3, 6, and 9 <i>Comment ça marche? Application</i>, pp. 8-9, 14-15, and 22-23. • Expand their vocabulary and to discover/use it in new situations via the <i>Lexique: Livret</i>, pp. 31-32 and <i>Mon carnet</i>, pp. 30—32. • Draw on personal experience in the Pre-activity of each phase and to use this in new situations in the Activity. • Reflect on their experiences and to share it in <i>Un journal d'apprentissage</i> or the portfolio in the Post-activity of each phase. • Activate strategies used in the <i>Livret</i> and <i>Mon carnet</i> that are fully supported and flagged in the margins of the Teacher's Guide as well as in the Program overview, pp.
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	<p>2-3 as well as on CD, tracks 17-18.</p> <ul style="list-style-type: none"> • Link to authentic information related to <i>À toi le choix!</i> via the Pearson Website, www.pearsoned.ca/camarche.
<p>Understanding Cultural Influences Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify elements of Francophone cultures present in Canada and the World • Identify and compare the activities and interests of young people in Francophone communities to their own 	<ul style="list-style-type: none"> • Acquire information francophone performers, peer pressure groups, cultural differences relating to peer pressure in <i>Culture à la carte, Livret</i>, pp. 26-27 • Familiarize him/herself with the importance of gestures in Francophone conversation in <i>Culture à la carte: Livret</i>, p. 27. • Identify the messages in Francophone public service announcement and compare and contrast these to their own for the final project: <i>Refus renforcés, Mon carnet</i>, pp. 20-21. • Identify cultural influences on public service announcements in <i>Culture à la carte: Livret</i>, p. 27 • Use idiomatic French expressions like « <i>Pas question</i> », « <i>Désolé(e)</i> » found in Phase 9 <i>Comment ça marche?</i> • Discriminate between “<i>faut pas</i>” and “<i>il ne faut pas</i>” in the unit song “<i>Faut pas craquer</i>” and in the “Language Focus”, TG, p. 35. • Watch authentic video footage, <i>Entrevue avec une scénariste</i> and <i>Messages à l’écran!</i> to identify some elements of the Francophone culture. • Link to cultural influences related to <i>Mon style, ma mode</i> via the Pearson Website, www.pearsoned.ca/camarche. • Identify games played in Francophone cultures: Improvisation: Phase 9.