

<ul style="list-style-type: none"> Classify events as past, present, or future Derive meaning in new language situations 	<p><i>B</i>, p. 10 and <i>La carte du Canada</i>, pp. 12-13.</p> <ul style="list-style-type: none"> Listen to an airplane announcement in <i>Mon carnet: En route vers Marrakech</i>, p. 9, part A. Listen to the unit song: <i>La Francophonie: fiche reproductible 2</i>, TG, p. 141. Play games such as <i>Jeu: Match de tennis</i>, <i>Jeu de cartes: Où est-ce qu'on peut aller?</i> as well as other games listed in the TG to enhance learning. Read an email message : <i>Tu as du courriel!: Mon carnet</i>, p. 21. Watch the unit video. Express preferences and describe their region in the present tense. Compare and contrast Montreal, Marrakech and their own region in the present tense. Complete activities to enhance accuracy of expression of <i>vouloir</i> and <i>pouvoir</i> in the present tense: <i>Livret: Comment ça marche?</i>, p. 21 and <i>Langue express</i>, p. 28 (<i>Mon carnet</i>, p. 26). Participate in teacher-directed “Language Focus” to use the present tense of <i>aller</i>, (p. 93) and to use <i>l’impératif</i> (p. 103). Acquire new information in each phase that is applied to <i>Le projet final</i> via <i>la Feuille de route</i>, <i>Mon carnet</i>, pp. 4—6 in order to derive meaning in a communicative and experiential situation. Share with each other in French in <i>Livret</i> cooperative learning activities: Phases 4, 7, and 9 <i>Comment ça marche? Application</i>, pp. 10—11, 15, and 21. Work with information in a Placemat activity survey, Phase 5. Expand their vocabulary and to discover/use it in new situations via the <i>Lexique: Livret</i>, pp. 30—31 and <i>Mon carnet</i>, pp. 30—32 Create and describe tourist attractions in their region for <i>le projet final</i>. 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. 4—17.
<p>Acquiring Information Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> Extract, retrieve, and process specific information from French-language resources to complete authentic tasks. 	<ul style="list-style-type: none"> Navigate through the phases of <i>Venez chez nous</i> to extract, retrieve and process information in preparation for <i>Le projet final</i>. Complete <i>Feuille de route</i>, <i>Mon carnet</i>, pp. 3—5 to record information extracted and processed in preparation for <i>le projet final</i>.

<ul style="list-style-type: none"> Express acquired information in oral, visual, and written forms. 	<ul style="list-style-type: none"> Use the reference section at the back of the <i>Livret</i>, pp. 24—31, to synthesize culture, language and Oral Communication strategies found throughout the unit so students have easy access to information. Watch video presentations, which introduce them to the final projet (segment 1) and model the authentic task (segment 4). They can refer to <i>Livret</i>, pages 1, 4-5, and 2 2-23 as well as CD tracks 3 and 12. Retrieve information from the video in <i>Mon carnet: Un colis spécial</i>, p. 7. Link to information related to travel via the Pearson Website, www.pearsoned.ca/camarche. Link students to cultural information and creative works related to <i>Venez chez nous</i> via the Pearson Website, www.pearsoned.ca/camarche. Oral Production activities provide opportunities for free-exchange, e.g. <i>Livret</i>, p. 10-11, <i>Comment ça marche?</i>, <i>Application</i>; <i>Mon carnet: Mes photos préférées</i>, part B, p.7; <i>La nourriture, ça fait fête</i>, part D, p.14; <i>Question de goût</i>, p. 16; <i>Radio ados</i>, part B, p. 19; <i>Photo-mystère</i>, part C, p. 22; <i>Non, on n'aime pas ça!</i>, part B, p. 23 Activity related to <i>Des photos extraordinaires</i> reading in Phase 6 allows students to retrieve information: <i>Des photos extraordinaires</i>, <i>Mon carnet</i>, pp. 20—21. Progress from controlled activities to creative expression in preparation for <i>le projet final</i>, Contextualized models of Written Production are provided to take students from e.g. <i>Mon carnet: Non, on n'aime pas ça!</i> p. 23. Create a visual and a written portion of <i>Le projet final</i>. Present <i>Le projet final</i> to other students and participate in an awards ceremony. Reflect on the shape of <i>le projet final</i> and to reflect on the activity as in the authentic video footage, <i>Tribune des jeunes</i> and <i>Explorons les festivals francophones</i> in the Post-activity.
<p>Experiencing Creative Works Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> Respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> Listen to the unit song, <i>La Francophonie</i> on CD track 1 and follow along with <i>fiche reproductible 2</i>, TG, p. 141. Watch the unit video of authentic Canadian and Francophone experiences in <i>Tribune des jeunes</i> and <i>Explorons les festivals francophones!</i> Link to authentic information related <i>Venez chez nous</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 areas of the world, <i>Culture à la carte</i>, <i>Livret</i>, pp. 24-25. Identify activities of young people and tourist attractions in the francophone cities of Montreal and Marrakech and compare and contrast these to their own region for the final project. Watch authentic video footage, <i>Tribune des jeunes</i> and <i>Explorons les festivals francophones!</i> to identify some elements of the francophone culture of young people.

