

Overview

The following outlines a suggested pace for the use of *APprenons* 2nd edition in a one year course to prepare students for the AP® French Language and Culture exam.* Although it is based on an academic year that is divided into two equal semesters, it may be adapted to suit your school's academic year, be it a traditional schedule with daily periods of 45 to 50 minutes or a block schedule. Whether your course meets three, four or five times per week, the days and assignments can be adjusted accordingly.

The pace presented below is based on an average 180-day academic year (36 weeks). This allows for approximately three to three and one half weeks per chapter. It is suggested to intersperse the Leçon 1 activities with the Leçon 2, 3, and 4 activities to provide variety in instruction and substantial practice on tasks resembling those of the AP® French Language and Culture Exam. The Leçon 1 activities are divided into task-based objectives, each beginning with an input in the interpretive mode (oral and /or written) and culminating with an assessment (the last exercise of each objective) in either the interpersonal or presentational mode (modes are referred to in the Teacher's Edition). The Leçon 2 and 3 activities are modeled after the seven tasks on the AP® exam: Interpretive Communication: Print Texts, Interpretive Communication: Print & Audio Texts, Interpretive Communication: Audio Texts, Interpersonal Writing: E-mail Reply, Presentational Writing: Persuasive Essay, Interpersonal Speaking: Conversation, Presentational Speaking: Cultural Comparison. The Themes and Contexts (primary, secondary, and tertiary, if applicable) are indicated in the chart below as well as the Teacher's Edition, Annexe G, p. 592. A quick reference to the primary Themes/Contexts is found in both the Student Edition and Teacher's Edition, Annexe C, p. 533. Teachers may choose to use the tasks in Leçon 2 for classwork and to save Leçon 3 activities to use as assessments. Leçon 4 is found on the Learning Site at learningsite.waysidepublishing.com, and provides supplementary activities and exercises centered around the themes addressed in each chapter. Vocabulary flashcards can be used for practice throughout the chapter on the Learning Site, Leçon 4. These could be studied as a body of vocabulary or as needed in the context of materials chosen.

As students and classes vary greatly, teachers may not have time to do all of the activities in the book during class and are encouraged to have students work with the materials on the Learning Site and do tasks not covered in class on their own as homework or for enrichment.

Teachers should refer to the *APprenons* 2nd Edition Teacher's Edition for more in-depth suggestions for how to work with the materials contained in the book. This Pacing and Correlation Guide provides an overview of one set of options for working with the book. However, the text offers flexibility and there are different ways of approaching the content of the AP® French Language and Culture exam.

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	Chapitre 0	Chapitre 1	Chapitre 2	Chapitre 3	Chapitre 4	Chapitre 5	Chapitre 6	Chapitre 7	Chapitre 8	Chapitre 9
Thème: Les défis mondiaux	✓	✓	✓	✓		✓	✓	✓	✓	✓
La tolérance								✓	✓	
L'économie		✓	✓	✓			✓	✓	✓	
L'environnement		✓					✓			✓
La santé						✓	✓			
Les droits de l'être humain			✓			✓	✓	✓	✓	✓
L'alimentation		✓				✓	✓		✓	
La paix et la guerre	✓								✓	✓
Thème: La science et la technologie	✓	✓	✓	✓		✓		✓	✓	
La recherche et ses nouvelles frontières						✓			✓	
Les découvertes et les inventions			✓			✓			✓	
Les choix moraux						✓		✓	✓	
L'avenir de la technologie	✓								✓	
La propriété intellectuelle									✓	
Les nouveaux moyens de communication	✓					✓		✓		
La technologie et ses effets sur la société	✓	✓	✓	✓		✓		✓		
Thème: La vie contemporaine	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
La publicité et le marketing							✓	✓		
L'éducation et l'enseignement	✓	✓	✓	✓		✓				
Les fêtes					✓				✓	
Le logement							✓	✓	✓	
Les loisirs et le sport	✓	✓			✓				✓	✓
Le monde du travail	✓	✓	✓	✓		✓				✓
Les rites de passage		✓			✓				✓	
Les voyages	✓	✓	✓					✓		

Thème: La quête de soi	✓	✓		✓	✓	✓		✓	✓	✓
L'aliénation et l'assimilation									✓	
Les croyances et les systèmes de valeur	✓				✓				✓	
La sexualité				✓					✓	✓
L'identité linguistique	✓	✓							✓	✓
Le pluriculturalisme	✓	✓				✓			✓	✓
La nationalisme et le patriotisme	✓							✓	✓	
Thème: La famille et la communauté	✓			✓	✓	✓	✓	✓	✓	
Les rapports sociaux				✓		✓		✓	✓	
L'enfance et l'adolescence				✓				✓		
La citoyenneté						✓	✓			
Les coutumes	✓				✓				✓	
La famille	✓				✓					
L'amitié et l'amour					✓	✓				
Thème: L'esthétique	✓	✓		✓	✓			✓	✓	✓
L'architecture				✓						✓
Le patrimoine	✓								✓	✓
Le beau								✓		✓
Les arts littéraires		✓			✓			✓		✓
La musique								✓		✓
Les arts du spectacle										✓
Les arts visuels								✓		✓

jour ____	Introduction to course (expectations, methods, objectives)
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Chapitre 0 – Je me présente

jour ____	Discuss Questions essentielles (p. 2) to engage students in vocabulary. Begin Leçon 1, Objectif 1 (p. 4-7): Établir un profil électronique (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 4-7): Établir un profil électronique (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, Laurent Jamet, réalisateur: il filme l'émotion des extrêmes (p. 14) or Leçon 3, Développer son identité professionnelle (p. 28)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 8-10): Déterminer sa personnalité (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 8-10): Déterminer sa personnalité (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, L'identité manifeste / L'identité québécoise (p. 16) or Leçon 3, En quoi le blogging peut améliorer nos relations sociales? / Enjeux des réseaux sociaux: l'identité numérique (p. 30)) and complete activity.
jour ____	Begin Leçon 1, Objectif 3 (p. 11-13): Se présenter de manière professionnelle (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 3 (p. 11-13): Se présenter de manière professionnelle (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, L'identité citadine (p. 19) or Leçon 3, Où l'on parle de la guerre pour l'identité numérique et de l'avenir des bitcoins (p. 33)) and complete activity.
jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, Une communication avec le directeur du Centre d'Études Internationales (p. 20) or Leçon 3, L'adhésion au groupe linguistique (p. 34)) and complete activity.
jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, Les anglicismes (p. 22) or Leçon 3, Le plurilinguisme (p. 36)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).
jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, Une communication avec une mère d'accueil (p. 26) or Leçon 3, Une communication avec votre frère d'accueil (p. 40)) and complete activity.

jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, Les réseaux sociaux (p. 27) or Leçon 3, Le patriotisme (p. 41)) and complete activity.
jour ____	Return to the chapter's Questions essentielles (p. 4) to discuss the topics to reflect on materials covered. Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.

Chapitre 1 – C'est drôle, l'école!

jour ____	Discuss Questions essentielles (p. 44) to engage students in vocabulary. Begin Leçon 1, Objectif 1 (p. 46): Comprendre le système éducatif français (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 46): Comprendre le système éducatif français (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, Restaurant scolaire du Lycée Césaire (p. 58) or Leçon 3, Casablanca American School – Questions fréquemment posées (p. 74)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 47-51): Choisir sa voie de formation (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 47-51): Choisir sa voie de formation (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, Bac, brevet: pourquoi vous ne trouverez pas votre résultat dans la presse et sur internet cette année? / Opinion d'une élève française (p. 60) or Leçon 3, «Le Petit Chose» - Alphonse Daudet / L'école du passé et du présent (p. 77)) and complete activity.
jour ____	Begin Leçon 1, Objectif 3 (p. 52-57): Comparer le système français au système américain (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 3 (p. 52-57): Comparer le système français au système américain (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, L'importance des activités extra-scolaires (p. 63) or Leçon 3, Les langues étrangères à l'école (p. 81)) and complete activity.
jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, Inscription dans une école privée (p. 64) or Leçon 3, Un séjour scolaire (p. 82)) and complete activity.

jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, Livre papier ou numériques (p. 66) or Leçon 3, La scolarité (p. 84)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).
jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, L'année scolaire qui arrive (p. 72) or Leçon 3, L'école primaire (p. 88)) and complete activity.
jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, Les systèmes éducatifs (p. 73) or Leçon 3, L'orientation vers un métier (p. 89)) and complete activity.
jour ____	Return to the chapter's Questions essentielles (p. 44) to discuss the topics to reflect on materials covered. Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.

Chapitre 2 – On y va!

jour ____	Discuss Questions essentielles (p. 92) to engage students in vocabulary. Begin Leçon 1, Objectif 1 (p. 94-95): Respecter la chronologie (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 94-95): Respecter la chronologie (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, Voyage en Haïti (p. 106) or Leçon 3, Une convention d'accueil, un contrat (p. 120)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 96): Lire un horaire (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 96): Lire un horaire (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, Sortir de l'ordinaire / Souvenirs de voyage: Antoine de Maximy (p. 109) or Leçon 3, Les 5 phases que vous vivrez lors d'un long voyage / Le blog de Christophe Boudrie (p. 124)) and complete activity.
jour ____	Begin Leçon 1, Objectif 3 (p. 97-100): Exprimer ses préférences vis-à-vis d'un horaire (Include activities from Leçon 1 on the Learning Site)

jour ____	Complete Leçon 1, Objectif 3 (p. 97-100): Exprimer ses préférences vis-à-vis d'un horaire (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, Voyagecast au Cambodge (p. 111) or Leçon 3, Perdu en Asie (p. 127)) and complete activity.
jour ____	Begin Leçon 1, Objectif 4 (p. 101-103): Bien se préparer à voyager (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 4 (p. 101-103): Bien se préparer à voyager (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, Une valise perdue (p. 112) or Leçon 3, Un échange scolaire (p. 128)) and complete activity.
jour ____	Begin Leçon 1, Objectif 5 (p. 104-105): Comparer les vacances (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 5 (p. 104-105): Comparer les vacances (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, Les obèses en voyage (p. 114) or Leçon 3, Les appareils électroniques en vacances (p. 130)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).
jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, Train raté, en retard (p. 118) or Leçon 3, Un voyage incroyable (p. 134)) and complete activity.
jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, Les modes de transport (p. 119) or Leçon 3, Le rythme scolaire et les vacances (p. 135)) and complete activity.
jour ____	Return to the chapter's Questions essentielles (p. 92) to discuss the topics to reflect on materials covered. Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.

Chapitre 3 – Mon boulot, ma vie

jour ____	Discuss Questions essentielles (p. 138) to engage students in vocabulary. Begin Leçon 1, Objectif 1 (p. 140-143): Chercher un emploi (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 140-143): Chercher un emploi (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, Chômage, stages, précarité: les jeunes, ces «esclaves modernes» (p. 152) or Leçon 3, Les inquiétantes perspectives du marché du travail au Burkina Faso (p. 170)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 144): Postuler un emploi (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 144): Postuler un emploi (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, Le personnel de vente refuse l'extension des horaires des magasins / Entretien avec Pierre-François Unger (p. 156) or Leçon 3, Les mammoths: ont-ils disparu? / Votre avis sur ces tiers lieux (p. 172)) and complete activity.
jour ____	Begin Leçon 1, Objectif 3 (p. 145-146): Préparer un entretien (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 3 (p. 145-146): Préparer un entretien (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, Interview de Xavier Mazenod – Ces lieux sont-ils conviviaux? (p. 159) or Leçon 3, 14 Techniques pour se motiver au travail (p. 176)) and complete activity.
jour ____	Begin Leçon 1, Objectif 4 (p. 147-151): Analyser la qualité de la vie (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 4 (p. 147-151): Analyser la qualité de la vie (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, La candidature pour «Espace Enfant» (p. 160) or Leçon 3, Un tuteur d'anglais (p. 178)) and complete activity.
jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, Le télétravail (p. 162) or Leçon 3, L'égalité des hommes et des femmes (p. 180)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).
jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, Une conversation avec le DRH (p. 168) or Leçon 3, Votre futur professionnel (p. 184)) and complete activity.

jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, Les heures de travail par semaine (p. 169) or Leçon 3, L'âge et le travail (p. 185)) and complete activity.
jour ____	Return to the chapter's Questions essentielles (p. 138) to discuss the topics to reflect on materials covered. Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.

Chapitre 4 – Je t'aime

jour ____	Discuss Questions essentielles (p. 188) to engage students in vocabulary. Begin Leçon 1, Objectif 1 (p. 190-191): Décrire sa famille et sa communauté (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 190-191): Décrire sa famille et sa communauté (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, Lettre d'amour: Lame-de-geisha (p. 202) or Leçon 3, Pas bêtes! Animaux de compagnie chics et chocs (p. 216)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 192-194): Exprimer ses désirs (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 192-194): Exprimer ses désirs (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, La Saint-Valentin pour le mariage civil / Emma Daumas – Interview St. Valentin (p. 204) or Leçon 3, Que faire le dimanche . . . / Paris en famille (p. 218)) and complete activity.
jour ____	Begin Leçon 1, Objectif 3 (p. 195-197): Donner des conseils (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 3 (p. 195-197): Donner des conseils (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, La famille marocaine (p. 206) or Leçon 3, C'est quoi le bonheur pour les Français? (p. 223)) and complete activity.
jour ____	Begin Leçon 1, Objectif 4 (p. 198-201): Composer une lettre personnelle (Include activities from Leçon 1 on the Learning Site)

jour ____	Complete Leçon 1, Objectif 4 (p. 198-201): Composer une lettre personnelle (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, Un(e) ami(e) de plume francophone (p. 208) or Leçon 3, Le festival des jumeaux (p. 224)) and complete activity.
jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, Le choix d'un époux et le bonheur (p. 210) or Leçon 3, La structure familiale (p. 226)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).
jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, L'organisation d'une fête surprise (p. 214) or Leçon 3, Un problème avec un(e) ami(e) (p. 232)) and complete activity.
jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, L'expression des sentiments (p. 215) or Leçon 3, Le temps en famille (p. 233)) and complete activity.
jour ____	Return to the chapter's Questions essentielles (p. 188) to discuss the topics to reflect on materials covered. Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.

Chapitre 5 – Suivez le rythme du 21^e siècle

jour ____	Discuss Questions essentielles (p. 236) to engage students in vocabulary.
jour ____	Begin Leçon 1, Objectif 1 (p. 238-241): Expliquer les étapes vers un objectif (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 238-241): Expliquer les étapes vers un objectif (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, Garder vivantes les langues menacées de disparition, grâce à l'Internet (p. 248) or Leçon 3, Cambodge: Un projet de loi liberticide pour Internet (p. 262)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 242-243): Gérer ses priorités (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 242-243): Gérer ses priorités (Include activities from Leçon 1 on the Learning Site)

jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, L'accès à Internet / De quoi je me mail (p. 250) or Leçon 3, Promouvoir une alimentation équilibrée en supprimant les distributeurs ou en proposant une gamme de produits équilibrés dans ces derniers / Prendre le train sans billet avec l'application Voyages SNCF (p. 265)) and complete activity.
jour ____	Begin Leçon 1, Objectif 3 (p. 244-247): Être un bon citoyen numérique (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 3 (p. 244-247): Être un bon citoyen numérique (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, La technologie en classe de FLE (p. 253) or Leçon 3, Visite à Roissy de l'A380 (p. 269)) and complete activity.
jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, Un problème technologique (p. 254) or Leçon 3, L'éthique de travailler avec les données personnelles (p. 270)) and complete activity.
jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, La technologie: une nécessité au 21e siècle (p. 256) or Leçon 3, La communication et la technologie (p. 272)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).
jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, L'achat d'un appareil numérique (p. 260) or Leçon 3, Les réseaux sociaux (p. 276)) and complete activity.
jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, La technologie dans la salle de classe (p. 261) or Leçon 3, La technologie et la vie quotidienne (p. 277)) and complete activity.
jour ____	Return to the chapter's Questions essentielles (p. 236) to discuss the topics to reflect on materials covered. Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.

Chapitre 6 – L’esprit écolo

jour ____	Discuss Questions essentielles (p. 280) to engage students in vocabulary.
jour ____	Begin Leçon 1, Objectif 1 (p. 282-288): Faire le tri dans sa vie (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 282-288): Faire le tri dans sa vie (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, Festival africain sur l’écologie (p. 302) or Leçon 3, Laos: Un centre pour la protection des éléphants (p. 318)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 289-293): Planifier une vie à long terme (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 289-293): Planifier une vie à long terme (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, La cuisine moléculaire, une cuisine écolo? / Des solutions pour l’avenir (p. 304) or Leçon 3, Le bouchon en liège: un avantage pour l’environnement / Une interview avec Christophe Neumann, directeur régional pour Éco-emballage (p. 320)) and complete activity.
jour ____	Begin Leçon 1, Objectif 3 (p. 294-297): Adhérer à un groupe bénévole (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 3 (p. 294-297): Adhérer à un groupe bénévole (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, Chimistes pour l’environnement (p. 307) or Leçon 3, L’Organe de Sauvetage Écologique (p. 323)) and complete activity.
jour ____	Begin Leçon 1, Objectif 4 (p. 298-301): Réfléchissons et agissons ensemble (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 4 (p. 298-301): Réfléchissons et agissons ensemble (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, Un groupe bénévole: purification de l’eau (p. 308) or Leçon 3, Un voyage alternatif au Burkina Faso (p. 324)) and complete activity.
jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, L’autopartage des voitures (p. 310) or Leçon 3, L’environnement et l’achat des produits (p. 326)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).

jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, Un nouvel éco-club (p. 316) or Leçon 3, L'individu et l'écologie (p. 332)) and complete activity.
jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, La protection de l'environnement dans votre communauté (p. 317) or Leçon 3, L'alimentation (p. 333)) and complete activity.
jour ____	Return to the chapter's Questions essentielles (p. 280) to discuss the topics to reflect on materials covered. Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.

Chapitre 7 – À votre goût

jour ____	Discuss Questions essentielles (p. 336) to engage students in vocabulary. Begin Leçon 1, Objectif 1 (p. 338-343): Présenter un point de vue en le soutenant (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 338-343): Présenter un point de vue en le soutenant (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, Audiadis (p. 352) or Leçon 3, Quand l'art transcende le marketing (p. 368)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 344-347): Réfuter un point de vue (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 344-347): Réfuter un point de vue (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, Audio / Le marketing multi-sensoriel (p. 354) or Leçon 3, L'olfactif / Différentes latitudes: Boutiques Liquides (p. 372)) and complete activity.
jour ____	Begin Leçon 1, Objectif 3 (p. 348-351): Faire des comparaisons (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 3 (p. 348-351): Faire des comparaisons (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, Les magasins de souvenirs (p. 357) or Leçon 3, La publicité multi-sensorielle (p. 375)) and complete activity.

jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, Le logement étudiant (p. 358) or Leçon 3, Un séjour aux Antilles (p. 376)) and complete activity.
jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, La situation économique du consommateur (p. 360) or Leçon 3, La manipulation dans le marketing (p. 378)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).
jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, Les préférences de mode (p. 366) or Leçon 3, Une communication avec un ami (p. 382)) and complete activity.
jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, Le patriotisme économique (p. 367) or Leçon 3, Le marketing (p. 383)) and complete activity.
jour ____	Return to the chapter's Questions essentielles (p. 336) to discuss the topics to reflect on materials covered.
jour ____	Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.

Chapitre 8 – Les chemins de la culture

jour ____	Discuss Questions essentielles (p. 386) to engage students in vocabulary.
jour ____	Begin Leçon 1, Objectif 1 (p. 388-389): Expliquer le lien entre deux phénomènes (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 388-389): Expliquer le lien entre deux phénomènes (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, L'autobiographie d'Issiaka Diakitè-Kaba (p. 398) or Leçon 3, Wikitongues: Documentez votre langue (p. 416)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 390-393): Discuter de situations hypothétiques (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 390-393): Discuter de situations hypothétiques (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, L'importance des femmes au sein du commerce équitable / La diversité en entreprise (p. 402) or Leçon 3, Le Sahara marocain / La diversité (p. 418)) and complete activity.

jour ____	Begin Leçon 1, Objectif 3 (p. 394-397): Identifier point de vue et partialité dans un texte (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 3 (p. 394-397): Identifier point de vue et partialité dans un texte (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, Les agriculteurs de cacao goûtent du chocolat pour la première fois (p. 407) or Leçon 3, Comprendre l'économie: le logement (p. 421)) and complete activity.
jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, Un contrat de bail (p. 408) or Leçon 3, Un séjour de football (p. 422)) and complete activity.
jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, Les aînés et leur valeur (p. 410) or Leçon 3, L'Union européenne (p. 242)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).
jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, Les coutumes américaines et les rites de passage (p. 414) or Leçon 3, Le patriotisme (p. 430)) and complete activity.
jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, La mixité sociale (p. 415) or Leçon 3, La culture approfondie (p. 431)) and complete activity.
jour ____	Return to the chapter's Questions essentielles (p. 386) to discuss the topics to reflect on materials covered. Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.

Chapitre 9 – Ce qui embellit la vie

jour ____	Discuss Questions essentielles (p. 434) to engage students in vocabulary.
jour ____	Begin Leçon 1, Objectif 1 (p. 436-439): Distinguer entre les niveaux de langue en écrivant dans les contextes qui y correspondent (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 1 (p. 436-439): Distinguer entre les niveaux de langue en écrivant dans les contextes qui y correspondent (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print Texts activity (either Leçon 2, Rappports avec le français (p. 448) or Leçon 3, L'invitation au voyage – Charles Baudelaire (p. 462)) and complete activity.
jour ____	Begin Leçon 1, Objectif 2 (p. 440-443): Exprimer ses préférences ou ses goûts personnels (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 2 (p. 440-443): Exprimer ses préférences ou ses goûts personnels (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Print & Audio Texts activity (either Leçon 2, Cambodge: Réactions des blogueurs au concours «Miss mine antipersonnel» / Concours mini miss: la marchandisation des petites filles (p. 450) or Leçon 3, L'importance de la beauté / Osez vivre des moments magiques en cassant vos habitudes (p. 464)) and complete activity.
jour ____	Begin Leçon 1, Objectif 3 (p. 444-447): Analyser comparativement des concepts de beauté dans deux cultures différentes (Include activities from Leçon 1 on the Learning Site)
jour ____	Complete Leçon 1, Objectif 3 (p. 444-447): Analyser comparativement des concepts de beauté dans deux cultures différentes (Include activities from Leçon 1 on the Learning Site)
jour ____	Introduce topic of an Interpretive Communication: Audio Texts activity (either Leçon 2, Planète durable – la mode éthique façon Ekyog (p. 453) or Leçon 3, «Drive» pour un cinéma camusien (p. 467)) and complete activity.
jour ____	Introduce topic of an Interpersonal Writing: E-mail Reply activity (either Leçon 2, Une visite artistique à Paris (p. 454) or Leçon 3, Un cours de chant (p. 468)) and complete activity.
jour ____	Introduce topic of a Presentational Writing: Persuasive Essay activity (either Leçon 2, La beauté physique (p. 456) or Leçon 3, L'architecture et son environnement (p. 470)) and begin (or complete) activity.
jour ____	Complete Presentational Writing: Persuasive Essay activity from previous day (if not yet completed).
jour ____	Introduce topic of an Interpersonal Speaking: Conversation activity (either Leçon 2, La définition de la beauté (p. 460) or Leçon 3, Une oeuvre d'inspiration personnelle (p. 474)) and complete activity.
jour ____	Introduce topic of a Presentational Speaking: Cultural Comparison activity (either Leçon 2, Les musées (p. 461) or Leçon 3, L'histoire et l'architecture (p. 475)) and complete activity.

jour ____	Return to the chapter's Questions essentielles (p. 434) to discuss the topics to reflect on materials covered. Assess students' grasp of vocabulary: Select vocabulary from the list and ask students to define in French, orally or in written form.
jour ____	Ask students to complete additional tasks from Leçon 1, Leçon 2, Leçon 3 and Leçon 4 (on the Learning Site).
jour ____	Select previously unused tasks from Leçon 2 or Leçon 3 as a practice exam on the topics covered.