

EMC Publishing’s Correlation of

C’est à toi! Level 1

Pennsylvania State Standards for Foreign Language – Stage 1

CULTURES

Concepts	Competencies	Page References
Products, artifacts, and perspectives Students know... Songs, dances, visual artwork from the target culture	Identify and talk about products, artifacts, well-known landmarks in the target culture	Examples within <i>Apercus culturels</i> (pages 4, 22, 34, 45, 60, 71,...) and in <i>Culture</i> (pages 40, 78-79, 157-158, 200-202, 243-244, 286-287, 328-329, 404-406, and 445-447).
	Identify and create a project (e.g., poster, haiku) related to a cultural product	Examples within <i>Apercus culturels</i> (pages 428-429 and 439), in <i>Connections</i> (ATE pages 145, 354, 428, and 438), and in <i>Teaching Notes</i> (ATE page 428).
	Talk about well known holidays and celebrations	Examples on ATE pages 22, 34, 40, 385, 428, 429, and 439. Examples within <i>Évaluation Orale</i> (pages 15, 52, 94, 130, 216, 256,...), in <i>Game</i> (ATE pages 9, 81, 82, 353, 356, and 366,...), in <i>Communication</i> (pages 253, 351, and 361), and in <i>TPR</i> (ATE pages 9, 66, 112, 121, 200, and 409,...).
	Connect products to attitudes, behaviors, environment of a country	Examples on page xv, and within <i>Apercus culturels</i> (pages 4, 11, 34, 103, 113, 149, 162, 247, 291, 333, 348, 385, and 411), in <i>Communication</i> (pages 13, 31, 67, 231, 285, 297, and 352), in <i>Communication culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), in <i>Connections</i> (ATE pages 177, 181, 200, 384, and 404), in <i>Cooperative Group Practice</i> (ATE page 333), in <i>Culture</i> (pages 157-159 and 200-203), in <i>Culture Journal</i> (ATE 333, 430, and 431), and in <i>TPR</i> (Total Physical Response) (ATE page 200).

Products, artifacts, and perspectives Students know...Contemporary and traditional artifacts from daily life (e.g., toys, sports equipment, clothing)	Identify and talk about products, artifacts, well-known landmarks in the target culture	Examples within Apercus culturels (pages 4, 22, 34, 45, 60, 71,...) and in Culture (pages 40, 78-79, 157-158, 200-202, 243-244, 286-287, 328-329, 404-406, and 445-447).
	Identify and create a project (e.g., poster, haiku) related to a cultural product	Examples within Apercus culturels (pages 428-429 and 439), in Connections (ATE pages 145, 354, 428, and 438), and in Teaching Notes (ATE page 428).
	Talk about well known holidays and celebrations	Examples on ATE pages 22, 34, 40, 385, 428, 429, and 439. Examples within Évaluation Orale (pages 15, 52, 94, 130, 216, 256,...), in Game (ATE pages 9, 81, 82, 353, 356, and 366,...), in Communication (pages 253, 351, and 361),and in TPR (ATE pages 9, 66, 112, 121, 200, and 409,...).
	Connect products to attitudes, behaviors, environment of a country	Examples on page xv, and within Apercus culturels (pages 4, 11, 34, 103, 113, 149, 162, 247, 291, 333, 348, 385, and 411), in Communication (pages 13, 31, 67, 231, 285, 297, and 352), in Communication culturelle (pages 3, 10, 21, 33, 44, 59,...), in Connections (ATE pages 177, 181, 200, 384, and 404), in Cooperative Group Practice (ATE page 333), in Culture (pages 157-159 and 200-203), in Culture Journal (ATE 333, 430, and 431), and in TPR (Total Physical Response) (ATE page 200).
Products, artifacts, and perspectives Students know...Informational materials (e.g., menus, schedules, ads, graphics)	Identify and talk about products, artifacts, well-known landmarks in the target culture	Examples within Apercus culturels (pages 4, 22, 34, 45, 60, 71,...) and in Culture (pages 40, 78-79, 157-158, 200-202, 243-244, 286-287, 328-329, 404-406, and 445-447).

	Identify and create a project (e.g., poster, haiku) related to a cultural product	Examples within Apercus culturels (pages 428-429 and 439), in Connections (ATE pages 145, 354, 428, and 438), and in Teaching Notes (ATE page 428).
	Talk about well known holidays and celebrations	Examples on ATE pages 22, 34, 40, 385, 428, 429, and 439. Examples within Évaluation Orale (pages 15, 52, 94, 130, 216, 256,...), in Game (ATE pages 9, 81, 82, 353, 356, and 366,...), in Communication (pages 253, 351, and 361), and in TPR (ATE pages 9, 66, 112, 121, 200, and 409,...).
	Connect products to attitudes, behaviors, environment of a country	Examples on page xv, and within Apercus culturels (pages 4, 11, 34, 103, 113, 149, 162, 247, 291, 333, 348, 385, and 411), in Communication (pages 13, 31, 67, 231, 285, 297, and 352), in Communication culturelle (pages 3, 10, 21, 33, 44, 59,...), in Connections (ATE pages 177, 181, 200, 384, and 404), in Cooperative Group Practice (ATE page 333), in Culture (pages 157-159 and 200-203), in Culture Journal (ATE 333, 430, and 431), and in TPR (Total Physical Response) (ATE page 200).
Social interactions, practices, and perspectives Students know...Customs and conventions associated with celebrations, holidays, everyday life	Greet and say good-by according to norms of politeness	Examples on pages 5 and 12 and within Apercus culturels (pages 4 and 11), in Communication (pages 8 and 13), in Conversation culturels (page 3), in Évaluation culturelle (page 15), in Évaluation orale (page 15), FYI (ATE page 2) , and in Vocabulaire (page 2).
	Use appropriate forms of address	Examples within Apercus culturels (page 4), in Évaluation culturelle (page 15), in Langue Active (page 26), and in Pratique (page 26).

	Include appropriate gestures when interacting with people	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454),in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
Social interactions, practices, and perspectives Students know...Expressions of politeness and social amenities (e.g., greetings/leave-taking, apologies, thanks)	Greet and say good-by according to norms of politeness	Examples on pages 5 and 12 and within Apercus culturels (pages 4 and 11), in Communication (pages 8 and 13), in Conversation culturels (page 3), in Évaluation culturelle (page 15), in Évaluation orale (page 15), FYI (ATE page 2) , and in Vocabulaire (page 2).
	Use appropriate forms of address	Examples within Apercus culturels (page 4), in Évaluation culturelle (page 15), in Langue Active (page 26), and in Pratique (page 26).
	Include appropriate gestures when interacting with people	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages

		15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454),in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
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COMMUNITIES

Concepts	Competencies	Page References
Places in the local community where the language is spoken and/or the culture maintained	Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454),in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu

		de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Express reactions to food, the arts, or entertainment from the world culture	Examples in pages 69, 263, 274, and 289) and within Apercus culturels (pages 60, 71, 264, and 277), in Comparisons (ATE page 79), in Connections (ATE pages 40, 79, 145, 155, 264, 428, 429, 438, and 439), in Cooperative Group Practice (ATE page 265), in Culture (pages 40-41, 78, 80, 286-288, 328-330, 404-406, and 445-448), in Culture Journal (ATE pages 60, 78, 265, and 277), in Lecture (page 298), and in Un Peu de Plus (ATE page 298).
Ways of communicating with native speakers though technology	Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Express reactions to food, the arts, or entertainment from the world culture	Examples in pages 69, 263, 274, and 289) and within Apercus culturels (pages 60, 71, 264, and 277), in Comparisons (ATE page 79), in Connections (ATE pages

		40, 79, 145, 155, 264, 428, 429, 438, and 439), in Cooperative Group Practice (ATE page 265), in Culture (pages 40-41, 78, 80, 286-288, 328-330, 404-406, and 445-448), in Culture Journal (ATE pages 60, 78, 265, and 277), in Lecture (page 298), and in Un Peu de Plus (ATE page 298).
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CONNECTIONS

Concepts	Competencies	Page References
Persons, places, acts and events from other disciplines (e.g., weather, planets, heroes/villains, geography, history, arts)	Name objects, people, places, ideas from other subject areas in the world language	Examples within Aperçus culturels (pages 4, 11, 22, 34, 45, 60, ...), in Connections (ATE pages 7, 40, 79, 154, 155, 177,...), and in Culture (40, 78-79, 118-119, 157-158, 200-202, 243-244, ...).
	Identify other monetary systems, convert currencies	Examples within Aperçus culturels (page 83), in Connections (ATE page 246), and in FYI (ATE page 83).
	Reinforce learning from areas such as geography, history, art, science	Examples within Connections (pages ATE 7, 40, 79, 145, 155, 177,...), in Lecture (pages 254-255 and 338), and in un peu de plus (ATE pages 254, 255, and 338).
Some sources from the target culture that show how that culture treats the subject matter (e.g., maps in US courses view the US at the center whereas maps from other countries turn the map so that they are in the center giving a different perspective on geographic features)	Name objects, people, places, ideas from other subject areas in the world language	Examples within Aperçus culturels (pages 4, 11, 22, 34, 45, 60, ...), in Connections (ATE pages 7, 40, 79, 154, 155, 177,...), and in Culture (40, 78-79, 118-119, 157-158, 200-202, 243-244, ...).
	Identify other monetary systems, convert currencies	Examples within Aperçus culturels (page 83), in Connections (ATE page 246), and in FYI (ATE page 83).

	Reinforce learning from areas such as geography, history, art, science	Examples within Connections (pages ATE 7, 40, 79, 145, 155, 177,...), in Lecture (pages 254-255 and 338), and in un peu de plus (ATE pages 254, 255, and 338).
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INTERPRETIVE COMMUNICATION

Concepts	Competencies	
Listening and reading strategies to get meaning (e.g., using visual and context clues, making inferences and predictions)	Recognize meanings of words/phrases in context	Examples in Aperçus culturels (page 22), in Culture Journal (ATE page 15), in FYI (ATE page 92), in Langue Active (pages 24, 25, 26, 27, 36, 46,...), in Lecture (pages 92-93), in Prononciation (31, 68, 110, 145, 187, 231,...), and in Teaching Notes (ATE pages 22, 69, and 409), and in un peu de plus (ATE page 92).
	Identify or graph the main idea of an illustrated story or song	Examples within questions following Reading Materials (pages 41, 120, 127, 155, 156, 159, 198,...) and questions following Lecture (pages 50, 92-93, 128, 168, 214-215, 254,...), and in Connections (ATE pages 40, 428, and 429).
	Respond to simple directions and commands	Examples within Comparisons (ATE 8, 15, 22, 25, 27, 34,...), in Connections (ATE 7, 40, 79, 145, 155, 177,...), Cooperative Group Practice (ATE pages 3, 4, 39, 71, 91, 106,...), in Game (ATE pages 9, 10, 11, 29, 54, 58,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), in Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...) and examples on pages ATE 79, ATE 264, 272, and 298.
Vocabulary from authentic materials when clearly labeled or shown in context	Recognize meanings of words/phrases in context	Examples in Aperçus culturels (page 22), in Culture Journal (ATE page 15), in FYI (ATE page 92), in Langue Active (pages 24,

		25, 26, 27, 36, 46,...), in Lecture (pages 92-93), in Prononciation (31, 68, 110, 145, 187, 231,...), and in Teaching Notes (ATE pages 22, 69, and 409), and in un peu de plus (ATE page 92).
	Identify or graph the main idea of an illustrated story or song	Examples within questions following Reading Materials (pages 41, 120, 127, 155, 156, 159, 198,...) and questions following Lecture (pages 50, 92-93, 128, 168, 214-215, 254,...), and in Connections (ATE pages 40, 428, and 429).
	Respond to simple directions and commands	Examples within Comparisons (ATE 8, 15, 22, 25, 27, 34,...), in Connections (ATE 7, 40, 79, 145, 155, 177,...), Cooperative Group Practice (ATE pages 3, 4, 39, 71, 91, 106,...), in Game (ATE pages 9, 10, 11, 29, 54, 58,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), in Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...) and examples on pages ATE 79, ATE 264, 272, and 298.

INTERPERSONAL COMMUNICATION

Concepts	Competencies	
Vocabulary about people, places, everyday objects in areas such as family, school, environment	Introduce self, family, friends	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13,

		31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Greet and take leave	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Exchange likes and dislikes	Examples on page 108 and within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...) and in Communication (pages 30, 31, 38, 49, 117, 213,...), in Pratique (109 and 110), in Revision de fonctions (pages 131 and 132), and in Un peu de plus (ATE page 108).

	Name everyday objects	Examples within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...).
Greetings with appropriate gestures	Introduce self, family, friends	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Greet and take leave	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique

		(pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Exchange likes and dislikes	Examples on page 108 and within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...) and in Communication (pages 30, 31, 38, 49, 117, 213,...), in Pratique (109 and 110), in Revision de fonctions (pages 131 and 132), and in Un peu de plus (ATE page 108).
	Name everyday objects	Examples within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...).
Expressions of preferences, politeness, possessions	Introduce self, family, friends	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433,

		443, and 454),in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Greet and take leave	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454),in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Exchange likes and dislikes	Examples on page 108 and within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...) and in Communication (pages 30, 31, 38, 49, 117, 213,...), in Pratique (109 and 110), in Revision de fonctions (pages 131 and 132), and in Un peu de plus (ATE page 108).
	Name everyday objects	Examples within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...).

PRESENTATIONAL COMMUNICATION

Concepts	Competencies	
Purpose and audience for presentation	Make and display a poster, album or other visual item	Examples within Communication (pages 8, 13, 14, 30, 31, 38, 455...), in Comparisons: Culture Journal (ATE pages 15, 22, 34, 60, 78, 103,...), in Connections (ATE page 7), Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale (pages 15, 52, 94, 130, 170,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Teaching Notes (ATE page 373), and in un peu de plus (ATE page 36, 368, 373, and 455).
	Sing a children’s song or recite a poem	Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and in Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Act out a memorized skit	Examples within Communication (pages 13, 31, 67, 231, 285, 297,...), in Conversation culturels (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale (pages 15, 52, 94, 130, 170, 216,...), and in Teaching Notes (ATE pages 217, 257, and 302).
Memorization strategies for songs, poems, skits	Make and display a poster, album or other visual item	Examples within Communication (pages 8, 13, 14, 30, 31, 38, 455...), in Comparisons: Culture Journal (ATE pages 15, 22, 34, 60, 78, 103,...), in Connections (ATE page 7), Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale (pages 15, 52, 94, 130, 170,...), in

		Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Teaching Notes (ATE page 373), and in un peu de plus (ATE page 36, 368, 373, and 455).
	Sing a children's song or recite a poem	Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and in Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	Act out a memorized skit	Examples within Communication (pages 13, 31, 67, 231, 285, 297,...), in Conversation culturels (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale (pages 15, 52, 94, 130, 170, 216,...), and in Teaching Notes (ATE pages 217, 257, and 302).

COMPARISONS

Concepts	Competencies	
Patterns of word relationships between two or more languages as well as false cognates	State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or case	Examples within Aperçus culturels (page 4), in Évaluation culturelle (page 15), in Langue Active (pages 24, 25, 26, 27, 36, 46,...), in Pratique (pages 24, 25, 26, 27, 28, 29,...), and in Prononciation (31, 68, 110, 145, 187, 231,...). Also, see the following ancillary: Grammar & Vocabulary Exercises.
	Identify cognates, idioms, and different ways words express meaning in the two languages	Examples on pages 20, 32, 42, 69, 101, and 111. Also, examples within Aperçus culturels (pages 11, 22, 34, 60, 207, 369,...), in

		Culture Journal (ATE page 15), in FYI (ATE page 92), in Lecture (pages 92-93), and in Teaching Notes (ATE pages 22, 69, and 409), and in un peu de plus (ATE page 92).
	Tell how behaviors, gestures, and language differ in target cultures and their own in social settings such as greetings/farewells, manners, concepts of time and space	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454),in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
Meaning of products, practices, perspectives as applied to the target culture and their own	State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or case	Examples within Aperçus culturels (page 4), in Évaluation culturelle (page 15), in Langue Active (pages 24, 25, 26, 27, 36, 46,...), in Pratique (pages 24, 25, 26, 27, 28, 29,...), and in Prononciation (31, 68, 110, 145, 187, 231,...). Also, see the following ancillary: Grammar & Vocabulary Exercises.

	<p>Identify cognates, idioms, and different ways words express meaning in the two languages</p>	<p>Examples on pages 20, 32, 42, 69, 101, and 111. Also, examples within Aperçus culturels (pages 11, 22, 34, 60, 207, 369,...), in Culture Journal (ATE page 15), in FYI (ATE page 92), in Lecture (pages 92-93), and in Teaching Notes (ATE pages 22, 69, and 409), and in un peu de plus (ATE page 92).</p>
	<p>Tell how behaviors, gestures, and language differ in target cultures and their own in social settings such as greetings/farewells, manners, concepts of time and space</p>	<p>Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).</p>