



**Georgia Performance Standards  
for Modern Languages Level IV  
Correlated to  
Glencoe Trésors du temps Niveau avancé © 2005**

<b>Standard</b>	<b>Standard</b>	<b>Where Taught</b>
<b>MLIV.IP1</b>	The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate. The students:	
<b>MLIV.IP1A</b>	Express needs and desires.	<b>SE:</b> p. 49, Act. H; p. 113, Act. C; p. 114, Act. E; p. 285, <i>La grammaire en direct</i> ; p. 295, <i>Exprimez-vous</i>  <b>TAE:</b> p. 130, Cooperative Learning
<b>MLIV.IP1B</b>	Share emotions and preferences.	<b>SE:</b> p. 23, <i>Discussion</i> ; p. 91, <i>Exprimez-vous-#2</i> ; p. 104, Act. F; p. 113, Act. A-B; p. 124, <i>Exprimez-vous</i> ; p. 127, <i>Exprimez-vous</i> ; p. 147, <i>La grammaire en direct</i> ; p. 156, <i>Exprimez-vous-#1</i> ; p. 165, <i>Exprimez-vous-#2</i> ; p. 168, Act. E; p. 248, Act. D; p. 270, <i>Exprimez-vous</i> ; p. 285, <i>La grammaire en direct</i> ; p. 295, Act. E; p. 299, Act. E; p. 303, <i>Exprimez-vous</i> ; p. 334, Act. D; p. 367, <i>Exprimez-vous</i>  <b>TAE:</b> p. 92, Pre-reading; p. 102, Pre-reading; p. 130, Cooperative Learning
<b>MLIV.IP1C</b>	Elicit and express opinions and information.	<b>SE:</b> p. 5, <i>Exprimez-vous</i> ; p. 10, Act. C, <i>Exprimez-vous</i> ; p. 23, <i>Discussion</i> ; p. 31, <i>Exprimez-vous</i> ; p. 36, Act. E, <i>Exprimez-vous- #1</i> ; p. 49, Act. H; p. 51, <i>Discussion</i> ; p. 59, Act. G, <i>Exprimez-vous</i> ; p. 91, Act. E, <i>Exprimez-vous</i> ; p. 101, Act. E; p. 104, Act. F; p. 124, Act. D; p. 127, Act. E; p. 130, Act. E, <i>Exprimez-vous</i> ; p. 133, Act. E-#1; p. 136, Act. E; p. 156, Act. E; p. 165, Act. E, <i>Exprimez-vous-#1</i> ; p. 168, Act. E; p. 192, Act. E, <i>Exprimez-vous</i> ; p. 198, Act. E-#3; p. 228, Act. E; p. 231, Act. E, <i>Exprimez-vous</i> ; p. 263, Act. E; p. 285, <i>La grammaire en direct</i> ; p. 295, Act. E; p. 303, Act. E, <i>Exprimez-vous</i> ; p. 326, Act. E; p. 331, Act. E; p. 354, Act. D, <i>Exprimez-vous</i> ; p. 360, <i>Exprimez-</i>

		<p><i>vous</i>; p. 369, <i>Discussion</i></p> <p><b>TAE:</b> p. 5, Vocabulary Expansion; p. 130, Cooperative Learning; p. 134, Pre-reading; p. 328, Pre-reading</p>
<b>MLIV.IP1D</b>	Exchange personal reactions to spoken and written information related to the target culture(s).	<p><b>SE:</b> p. 5, Act. F; p. 10, Act. C; p. 36, Act. E; p. 51, <i>Discussion</i>; p. 59, Act. G; p. 91, Act. E; p. 101, Act. E; p. 104, Act. F; p. 124, Act. D; p. 127, Act. E; p. 130, Act. E; p. 133, Act. E-#1; p. 136, Act. E; p. 156, Act. E; p. 165, Act. E-#2; p. 192, Act. E; p. 192, <i>Exprimez-vous</i>; p. 198, Act. E, <i>Exprimez-vous</i>; p. 201, Act. E; p. 228, Act. E; p. 231, Act. E; p. 236, Act. E; p. 263, Act. E; p. 287, <i>Discussion</i>; p. 295, Act. E; p. 299, Act. E-#2; p. 303, Act. E, <i>Exprimez-vous</i>; p. 306, Act. E; p. 317, <i>Discussion</i>; p. 326, Act. E; p. 331, Act. E; p. 334, Act. D; p. 345, <i>Discussion</i>; p. 354, Act. D, <i>Exprimez-vous</i>; p. 360, <i>Exprimez-vous</i>; p. 367, Act. E</p> <p><b>TAE:</b> p. 128, Pre-reading; p. 131, Pre-reading; p. 134, Pre-reading</p>
<b>MLIV.IP2</b>	The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:	
<b>MLIV.IP2A</b>	Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.	<p><b>SE:</b> p. 19, Act. C; p. 20, Act. E; p. 49, Act. H; p. 51, <i>Discussion</i>; p. 78, Act. D; p. 145, Act. C; p. 146, Act. F-G; p. 147, Act. I; p. 285, <i>La grammaire en direct</i>; p. 303, <i>Exprimez-vous</i>; p. 354, <i>Exprimez-vous</i>; p. 367, <i>Exprimez-vous</i></p>
<b>MLIV.IP2B</b>	Exchange ideas clearly using level-appropriate material.	<p><b>SE:</b> p. 5, <i>Exprimez-vous</i>; p. 23, <i>Discussion</i>; p. 51, <i>Discussion</i>; p. 83, <i>Discussion</i>; p. 124, <i>Exprimez-vous</i>; p. 127, <i>Exprimez-vous</i>; p. 156, <i>Exprimez-vous</i>-#1; p. 165, <i>Exprimez-vous</i>; p. 192, Act. E, <i>Exprimez-vous</i>; p. 198, Act. E, <i>Exprimez-vous</i>; p. 231, Act. E, <i>Exprimez-vous</i>; p. 285, <i>La grammaire en direct</i>; p. 287, <i>Discussion</i>; p. 303, <i>Exprimez-vous</i>; p. 317, <i>Discussion</i>; p. 331, Act. E; p. 354, <i>Exprimez-vous</i>; p. 369, <i>Discussion</i></p>
<b>MLIV.IP2C</b>	Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.	<p><b>SE:</b> p. 4, Act. C; p. 30, Act. B; p. 35, Act. B; p. 57, Act. D; p. 90, Act. B; p. 100, Act. B; p. 103, Act. C; p. 126, Act. B; p. 129, Act. B; p. 167, Act. B; p. 190, Act. B; p. 197, Act. B; p. 227, Act. B; p. 268, Act. B; p. 302, Act. B</p>
<b>MLIV.IP2D</b>	Use self-correction.	<p><b>SE:</b> p. 19, Act. B-C; p. 20, Act. E; p. 48, Act. E; p. 49, Act. H; p. 114, Act. E-F; p. 115, Act. J; p. 146, Act. F-G; p. 147, Act. I</p>
<b>MLIV.IP2E</b>	Demonstrate Intermediate-Low to	<p><b>SE:</b> p. 5, <i>Exprimez-vous</i>; p. 19, Act. B-C; p. 20,</p>

	Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	Act. E; p. 23, <i>Discussion</i> ; p. 48, Act. E; p. 49, Act. H; p. 51, <i>Discussion</i> ; p. 78, Act. D; p. 83, <i>Discussion</i> ; p. 114, Act. E-F; p. 115, Act. J; p. 124, <i>Exprimez-vous</i> ; p. 127, <i>Exprimez-vous</i> ; p. 146, Act. F-G; p. 147, Act. I; p. 156, <i>Exprimez-vous-#1</i> ; p. 165, <i>Exprimez-vous</i> ; p. 192, Act. E, <i>Exprimez-vous</i> ; p. 198, Act. E, <i>Exprimez-vous</i> ; p. 231, Act. E, <i>Exprimez-vous</i> ; p. 285, <i>La grammaire en direct</i> ; p. 287, <i>Discussion</i> ; p. 303, <i>Exprimez-vous</i> ; p. 317, <i>Discussion</i> ; p. 331, Act. E; p. 354, <i>Exprimez-vous</i> ; p. 367, <i>Exprimez-vous</i> ; p. 369, <i>Discussion</i>
<b>MLIV.INT1</b>	The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:	
<b>MLIV.INT1A</b>	Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.	<b>SE:</b> p. 5, Act. E; p. 10, Act. B; pp. 30-31, Act. D; p. 36, Act. D; p. 58, Act. F; p. 65, Act. D; pp. 90-91, Act. D; p. 101, Act. D; p. 104, Act. E; pp. 123-124, Act. C; p. 127, Act. D; p. 130, Act. D; p. 133, Act. D; p. 135, Act. D; p. 136, <i>Exprimez-vous</i> ; p. 156, Act. D; pp. 164-165, Act. D; p. 168, Act. D; p. 191, Act. D; p. 198, Act. D; p. 200, Act. D; pp. 230-231, Act. D; p. 233, Act. B; pp. 262-263, Act. D; p. 269, Act. D; p. 295, Act. E; p. 299, Act. D; pp. 302-303, Act. D; p. 306, Act. D; p. 326, Act. D; p. 331, Act. D; p. 334, Act. C; pp. 353-354, Act. D; p. 360, Act. C; p. 364, Act. C; p. 367, Act. C
<b>MLIV.INT1B</b>	Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.	<b>SE:</b> p. 36, Act. E; pp. 50-51, <i>L'humour Gallo-Romain</i> ; p. 65, Act. E-#2; p. 101, Act. E; p. 127, Act. E; p. 130, Act. E; p. 133, Act. E-#2; p. 136, Act. E-#1; p. 165, Act. E-#1; p. 198, Act. E; p. 233, Act. C; p. 266, Act. D; p. 270, Act. E; p. 299, Act. E; p. 303, Act. E; p. 305, Act. B; p. 306, Act. C, E; p. 331, Act. D; p. 334, Act. B-D; p. 360, Act. D; p. 364, Act. D; p. 367, Act. D  <b>TAE:</b> p. 65, Making Connections
<b>MLIV.INT1C</b>	Comprehend and react to current events and issues presented through print and electronic media.	<b>SE:</b> p. 10, Act. B; p. 124, Act. D-#2; p. 156, Act. E-#2; p. 165, <i>Exprimez-vous-#1</i> ; p. 192, Act. E; p. 198, <i>Exprimez-vous</i> ; p. 228, Act. E-#1; p. 326, Act. E-#2, French Online; p. 354, Act. D; p. 360, <i>Exprimez-vous</i>
<b>MLIV.INT1D</b>	Understand simple connected discourse.	<b>SE:</b> pp. 92-101, <i>La Farce de Maître Pathelin</i> ; pp. 159-165, <i>L'École des femmes</i> ; pp. 309-312, <i>Le discours indirect</i>
<b>MLIV.INT1E</b>	Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading	<b>SE:</b> p. 5, Act. E; p. 10, Act. B; pp. 30-31, Act. D; p. 36, Act. D; p. 58, Act. F; p. 65, Act. D; pp. 90-91, Act. D; p. 101, Act. D; p. 104, Act. E; pp. 123-124,

	comprehension.	Act. C; p. 127, Act. D; p. 130, Act. D; p. 133, Act. D; p. 135, Act. D; p. 136, <i>Exprimez-vous</i> ; p. 156, Act. D; pp. 164-165, Act. D; p. 168, Act. D; p. 191, Act. D; p. 198, Act. D; p. 200, Act. D; pp. 230-231, Act. D; p. 233, Act. B; pp. 262-263, Act. D; p. 269, Act. D; p. 295, Act. E; p. 299, Act. D; pp. 302-303, Act. D; p. 306, Act. D; p. 326, Act. D; p. 331, Act. D; p. 334, Act. C; pp. 353-354, Act. D; p. 360, Act. C; p. 364, Act. C; p. 367, Act. C
<b>MLIV.P1</b>	The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:	
<b>MLIV.P1A</b>	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.	<b>SE:</b> p. 5, Act. E; p. 10, Act. B; pp. 30-31, Act. D; p. 36, Act. D; p. 58, Act. F; pp. 90-91, Act. D; p. 101, Act. D; p. 104, Act. E; pp. 123-124, Act. C; p. 127, Act. D; p. 130, Act. D; p. 133, Act. D; p. 135, Act. D; p. 136, <i>Exprimez-vous</i> ; p. 156, Act. D; pp. 164-165, Act. D; p. 168, Act. D; p. 191, Act. D; p. 198, Act. D; p. 200, Act. D; pp. 230-231, Act. D; p. 233, Act. B; pp. 262-263, Act. D; p. 266, Act. C-D; p. 269, Act. D; p. 299, Act. D; pp. 302-303, Act. D; p. 306, Act. D; p. 331, Act. D; p. 334, Act. C; p. 360, Act. C; p. 364, Act. C; p. 367, Act. C
<b>MLIV.P1B</b>	Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.	<b>SE:</b> p. 59, <i>Exprimez-vous</i> ; p. 127, <i>Exprimez-vous</i> ; p. 130, <i>Exprimez-vous</i> ; p. 133, <i>Exprimez-vous</i> ; p. 156, <i>Exprimez-vous</i> ; p. 201, <i>Exprimez-vous</i> ; p. 228, <i>Exprimez-vous</i> ; p. 233, <i>Exprimez-vous</i> ; p. 303, <i>Exprimez-vous</i> ; p. 315, <i>La grammaire en direct</i> ; p. 326, <i>Exprimez-vous</i> ; p. 331, <i>Exprimez-vous</i> ; p. 354, <i>Exprimez-vous</i>
<b>MLIV.P1C</b>	Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.	<b>SE:</b> p. 21, <i>La grammaire en direct</i> ; p. 81, <i>La grammaire en direct</i> ; p. 127, <i>Exprimez-vous</i> ; p. 133, <i>Exprimez-vous</i> ; p. 217, <i>La grammaire en direct</i> ; p. 228, <i>Exprimez-vous</i> ; p. 233, <i>Exprimez-vous</i> ; p. 251, <i>La grammaire en direct</i> ; p. 266, <i>Exprimez-vous</i> ; p. 315, <i>La grammaire en direct</i> ; p. 326, <i>Exprimez-vous</i> ; p. 331, <i>Exprimez-vous</i> ; p. 360, <i>Exprimez-vous</i>  <b>TAE:</b> p. 65, Making Connections
<b>MLIV.P1D</b>	Give prepared presentations (near full control of present, past, and future tenses), using visual and technological support as appropriate.	<b>SE:</b> p. 31, <i>Exprimez-vous</i> ; p. 130, <i>Exprimez-vous</i> ; p. 315, <i>La grammaire en direct</i> ; p. 331, <i>Exprimez-vous</i> ; p. 334, <i>Exprimez-vous</i>  <b>TAE:</b> p. 104, Extension ( <i>Exprimez-vous</i> )
<b>MLIV.P1E</b>	Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with	<b>SE:</b> p. 21, <i>La grammaire en direct</i> ; p. 79, Act. E-F; p. 80, Act. G-H; p. 81, <i>La grammaire en direct</i> ; p. 216, Act. I; p. 217, <i>La grammaire en direct</i> ; p. 248,

	respect to proper pronunciation, intonation, and writing mechanics.	Act. C; p. 250, Act. F; p. 251, <i>La grammaire en direct</i> ; p. 314, Act. E; p. 315, Act. F, <i>La grammaire en direct</i> ; p. 331, <i>Exprimez-vous</i> ; p. 343, <i>La grammaire en direct</i>
<b>MLIV.P2</b>	The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language. The students:	
<b>MLIV.P2A</b>	Prepare and present organized culturally authentic poetry, skits, or stories.	<b>SE:</b> p. 36, <i>Exprimez-vous- #2</i> ; p. 66, <i>Exprimez-vous-#1</i> ; p. 101, <i>Exprimez-vous-#1</i> ; p. 104, <i>Exprimez-vous-#2</i> ; p. 136, <i>Exprimez-vous</i> ; p. 200, Act. B; p. 299, <i>Exprimez-vous</i> ; p. 334, <i>Exprimez-vous</i>
<b>MLIV.P2B</b>	Prepare and present original essays, authentic poetry, skits or stories in the target language.	<b>SE:</b> p. 101, <i>Exprimez-vous-#2</i> ; p. 104, <i>Exprimez-vous-#1</i> ; p. 130, <i>Exprimez-vous</i> ; p. 136, <i>Exprimez-vous</i> ; p. 168, <i>Exprimez-vous</i> ; p. 200, Act. B; p. 270, <i>Exprimez-vous</i> ; p. 306, <i>Exprimez-vous</i> ; p. 334, <i>Exprimez-vous</i> ; p. 357, <i>Exprimez-vous</i>  <b>TAE:</b> p. 66, Additional Topics-#2
<b>MLIV.CU1</b>	The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:	
<b>MLIV.CU1A</b>	Participate in real or simulated cultural events.	<b>SE:</b> p. 228, <i>Exprimez-vous</i> ; p. 236, <i>Exprimez-vous</i>
<b>MLIV.CU1B</b>	Discuss cultural patterns of behavior.	<b>SE:</b> p. 165, Act. E-#1; p. 367, Act. D  <b>TAE:</b> p. 88, Did You Know?
<b>MLIV.CU1C</b>	Research and report on some aspect of the history and development of the target culture(s).	<b>SE:</b> p. 31, French Online; p. 59, French Online; p. 124, French Online; p. 295, French Online; p. 326, French Online; p. 354, French Online
<b>MLIV.CCC1</b>	The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. The students:	
<b>MLIV.CCC1A</b>	Report on the role of major contemporary and historical figures and events from the cultures studied.	<b>SE:</b> p. 10, Act. B-C; p. 30, Act. D; p. 31, Act. E; p. 36, Act. D; p. 58, Act. F; p. 59, Act. G; pp. 90-91, Act. D-E; p. 104, French Online; p. 123, Act. C; p. 124, Act. D-#1; p. 156, Act. D; p. 168, French Online; p. 191, Act. D; p. 192, French Online; p. 201, French Online; p. 228, French Online; p. 236, Act. D; pp. 262-263, Act. D; p. 295, Act. D-E,

		<p>French Online; p. 326, Act. D, French Online; p. 345, French Online; p. 353, Act. B-C; p. 354, Act. D, French Online</p> <p><b>TAE:</b> p. 86, Did You Know?</p>
<b>MLIV.CCC1B</b>	Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.	<p><b>SE:</b> pp. 1-5, <i>Un peu d'histoire</i>; pp. 25-31, <i>Un peu d'histoire</i>; pp. 53-59, <i>Un peu d'histoire</i>; pp. 82-83, <i>L'art autour de l'An Mil</i>; pp. 85-91, <i>Un peu d'histoire</i>; pp. 116-117, <i>L'art du Moyen-Âge</i>; pp. 119-124, <i>Un peu d'histoire</i>; pp. 148-149, <i>L'art de la Renaissance</i>; pp. 151-156, <i>Un peu d'histoire</i>; pp. 182-183, <i>L'art du dix-septième siècle</i>; pp. 185-192, <i>Un peu d'histoire</i>; pp. 218-219, <i>L'art du dix-huitième siècle</i>; pp. 221-228, <i>Un peu d'histoire</i>; pp. 252-253, <i>L'art de la fin de l'Ancien Régime</i>; pp. 255-263, <i>Un peu d'histoire</i>; p. 263, <i>Exprimez-vous-#2</i>; p. 287, <i>Discussion</i>; pp. 289-295, <i>Un peu d'histoire</i>; p. 299, <i>Exprimez-vous-#2-3</i>; pp. 316-317, <i>L'art sous le règne de Napoléon</i>; pp. 319-326, <i>Un peu d'histoire</i>; p. 333, <i>La poésie</i>; p. 334, French Online; pp. 344-345, <i>L'art du dix-neuvième siècle</i>; pp. 347-354, <i>Un peu d'histoire</i>; p. 354, French Online; pp. 368-369, <i>L'art du vingtième siècle</i></p>
<b>MLIV.CCC1C</b>	Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.	<p><b>SE:</b> pp. 6-9, <i>La France, ses provinces et ses départements</i>; p. 23, <i>Discussion</i>; p. 32, <i>La religion des Gaulois</i>; p. 33, <i>Le gui du Nouvel An</i>; p. 60, <i>Les chansons de geste</i>; pp. 82-83, <i>L'art autour de l'An Mil</i>; p. 91, Act. E; p. 91, <i>Exprimez-vous-#1</i>; pp. 116-117, <i>L'art du Moyen-Âge</i>; p. 125, <i>Vie et littérature</i>; pp. 148-149, <i>L'art de la Renaissance</i>; p. 152, <i>L'Académie française</i>; p. 165, <i>Exprimez-vous</i>; pp. 182-183, <i>L'art du dix-septième siècle</i>; pp. 188-189, <i>Les nouvelles idées, La marche des idées</i>; p. 193, <i>Vie et littérature</i>; p. 198, Act. E, <i>Exprimez-vous</i>; pp. 218-219, <i>L'art du dix-huitième siècle</i>; pp. 252-253, <i>L'art de la fin de l'Ancien Régime</i>; p. 299, <i>Exprimez-vous-#3</i>; pp. 316-317, <i>L'art sous le règne de Napoléon</i>; p. 327, <i>Vie et littérature</i>; pp. 344-345, <i>L'art du dix-neuvième siècle</i>; pp. 355-356, <i>Vie et littérature</i>; p. 367, Act. D</p> <p><b>TAE:</b> p. 193, Pre-reading</p>
<b>MLIV.CCC2</b>	The students investigate the similarities and differences that exist within and among the cultures studied. The students:	
<b>MLIV.CCC2A</b>	Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture.	<p><b>SE:</b> p. 31, <i>Exprimez-vous- #3</i>; pp. 222-223, <i>La France aide les États-Unis d'Amérique</i>; p. 348, <i>De Gaulle, la Résistance et l'aide américaine</i>; p. 349, <i>Le débarquement de Normandie</i></p>

		<b>TAE:</b> p. 119, Did You Know?
<b>MLIV.CCC2B</b>	Discuss how members of the target culture(s) view the United States.	
<b>MLIV.CCC2C</b>	Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.	<b>SE:</b> pp. 6-9, <i>La France, ses provinces et ses départements</i> ; p. 367, Act. D
<b>MLIV.CCC3</b>	The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. The students:	
<b>MLIV.CCC3A</b>	Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions.	<b>SE:</b> pp. 6-9, <i>La France, ses provinces et ses départements</i>
<b>MLIV.CCC3B</b>	Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.	<b>SE:</b> pp. 11-12, <i>Le verbe être</i> ; pp. 12-13, <i>Le verbe avoir</i> ; pp. 13-15, <i>Le verbe aller</i> ; pp. 16-17, <i>Le verbe faire</i> ; p. 17, <i>L'emploi de depuis (et il y a, voilà) avec le présent</i> ; p. 18, <i>L'emploi de pendant avec une expression de temps</i> ; p. 43, <i>L'impératif</i> ; pp. 44-45, <i>La construction de deux verbes sans préposition, ou avec la préposition à ou de</i> ; pp. 45-46, <i>La place de l'adverbe</i> ; p. 46, <i>L'usage de on</i> ; pp. 67-69, <i>L'usage de l'imparfait</i> ; p. 72, <i>L'usage du passé composé</i> ; p. 74, <i>L'emploi du passé littéraire</i> ; pp. 75-76, <i>L'accord du participe passé</i> ; p. 76, <i>La place de l'adverbe avec un temps composé</i> ; pp. 105-109, <i>Les pronoms d'objet direct et indirect</i> ; pp. 110-111, <i>Les pronoms accentués</i> ; p. 111, <i>Les verbes de communication</i> ; pp. 111-112, <i>L'impératif (affirmatif et négatif) avec un ou deux pronoms d'objet</i> ; pp. 137-139, <i>Le futur</i> ; pp. 140-142, <i>Le conditionnel</i> ; pp. 142-144, <i>Le verbe devoir, ses différents temps et ses différents sens</i> ; pp. 173-177, <i>Les usages du subjonctif</i> ; pp. 202-205, <i>Les quatre classes de verbes pronominaux</i> ; p. 206, <i>La construction de la phrase avec un verbe pronominal</i> ; pp. 206-209, <i>Les temps des verbes pronominaux</i> ; pp. 210-212, <i>Le faire causatif</i> ; pp. 237-241, <i>L'adjectif qualificatif</i> ; pp. 242-246, <i>Les négations autres que ne... pas</i> ; pp. 246-247, <i>Le participe présent et son usage comme gérondif</i> ; p. 271, <i>Le pronom possessif</i> ; pp. 272-274, <i>Les pronoms relatifs</i> ; pp. 274-275, <i>Les pronoms interrogatifs simples</i> ; pp. 275-276, <i>Les pronoms interrogatifs composés: lequel/auquel/duquel</i> ; p. 277, <i>Les expressions interrogatives: à qui?/de qui?</i> ; pp. 277-278, <i>Le pronom démonstratif défini: celui</i> ; pp. 278-279, <i>Le pronom démonstratif indéfini: ceci, cela, ou ça</i> ; pp. 309-312, <i>Le discours indirect</i> ; pp. 335-337, <i>Le passif</i> ; pp. 338-339, <i>L'infinitif</i> ; p. 340, <i>Quelque chose + préposition</i>

<b>MLIV.CCC4</b>	The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:	
<b>MLIV.CCC4A</b>	Discuss information acquired through the use of media, entertainment, and technology in the target language.	<b>SE:</b> p. 5, French Online; p. 9, French Online; p. 31, French Online; p. 50, French Online; p. 59, French Online; p. 82, French Online; p. 90, French Online; p. 104, French Online; p. 116, French Online; p. 136, French Online; p. 148, French Online; p. 156, French Online; p. 168, French Online; p. 182, French Online; p. 201, French Online; p. 219, French Online; p. 253, French Online; p. 295, French Online; p. 326, French Online; p. 334, French Online; p. 345, French Online; p. 354, French Online; p. 367, French Online; p. 368, French Online
<b>MLIV.CCC4B</b>	Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.	<b>SE:</b> p. 31, <i>Exprimez-vous #3</i>