

# Instructional Material Program: REPORTERS FRANCOPHONES 2

2020 New Jersey Student Learning Standards - World Languages (NJSL-S-WL)

**PROFICIENCY LEVEL: INTERMEDIATE LOW**

## INTERPRETIVE MODE OF COMMUNICATION

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

**CORE IDEA:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations	Examples from the program
<p><b>7.1.IL.IPRET.1:</b> Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p>	<p>p. 0 (act. 1a), p. 2 (act. 2a, 2b, 2c), p. 3 (act. 3a), p. 4 (act. 4a), p. 5 (act. 4b, 4c), p. 6 (act. 6a, 6b, Culture), p. 7 (act. 7a, 7b), p. 8 (act. 8a), p. 9 (act. 10b, 10c), p. 10 (act. 11a, 11b, 11c), p. 11 (act. 12a), p. 12 (act. 13a), p. 13 (act. 14b), p. 14 (act. 15a, 15b), p. 15 (act. 17a, 17b), p. 16 (act. 19), p. 17 (act. 21a, 21b, 21c, 22), p. 21 (act. 1a, 1b), p. 23 (act. 2a, 2b), p. 24 (act. 3a, 3b), p. 25 (act. 4a, 4b), p. 26 (act. 6a, 6b, 6c), p. 27 (act. 7b), p. 39 (act. 1a, 1c, Culture), p. 41 (act. 2a, 2b, 2c, 3a), p. 42 (act. 4a, 4b), p. 44 (act. 7a), p. 45 (act. 7b, 8a, 8b), p. 46 (act. 11), p. 47 (act. 13), p. 52 (act. 23), p. 53 (act. 25a, 25b, 26), p. 61 (act. 1a, 1c), p. 63 (act. 1a, 1b), p. 65 (act. 2a, 2b), p. 67 (act. 3a, 4b), p. 68 (act. 5a), p. 69 (act. 6a), p. 70 (act. 7a, 7b, 7c), p. 71 (act. 8a), p. 72 (act. 9, 10), p. 76 (act. 15), p. 77 (act. 17), p. 83 (act. 1a, 1b, 1c, Culture), p. 85 (act. 2a), p. 87 (act. 4a, 4b, 4c), p. 88 (act. 6, 7), p. 89 (act. 8), p. 90 (act. 9), p. 93 (act. 16), p. 94 (act. 18a, 18b), p. 102 (act. 1a), p. 103 (act. 1b, 1c), p. 105 (act. 1a, 1b), p. 107 (act. 2a, 2b), p. 108 (act. 3a), p. 109 (act. 3c, 4a, 4b, 4d), p. 111 (act. 6a, 6b, 6c), p. 112 (act. 7, 8), p. 113 (act. 9), p. 115 (act. 10), p. 117 (act. 15), p. 119 (act. 20), p. 125 (act. 1a, 1b, 1c), p. 126 (act. 2a, 2b), p. 127 (act. 2c, 2d, 2f), p. 129 (act. 4a, 4b, 4c, 5a), p. 131 (act. 6b, 6c, 7a), p. 132 (act. 8, 9), p. 135 (act. 10, 11), p. 145</p>

	(act. 1a, 1b, 1c), p. 147 (act. 1a, 1b), p. 149 (act. 2a, 2b, Culture), p. 150 (act. 4), p. 151 (act. 5a, 5b, 5c), p. 152 (act. 6a, 6b), p. 153 (act. 6c, 7a, 7b), p. 154 (act. 8a), p. 155 (act. 8b), p. 156 (act. 9, 10), p. 159 (act. 12, 15), p. 169 (act. 1a, 1b, Culture), p. 170 (act. 2b), p. 171 (act. 3b), p. 172 (act. 4a), p. 173 (act. 6b, 6d), p. 174 (act. 7, 8), p. 186 (act. 1c), p. 187 (act. 2), p. 189 (act. 1a, 1b), p. 191 (act. 2a, 2b, 2c, Culture), p. 192 (act. 3a, 3b), p. 193 (act. 5), p. 194 (act. 6a, 6b), p. 195 (act. 7a, 7b, 7c), p. 196 (act. 8a, 8b, 8c, 8d), p. 197 (act. 9a, 9b, 9c, 9d), p. 198 (act. 10, 11), p. 199 (act. 12), p. 202 (act. 17), p. 203 (act. 20), p. 211 (act. 1c, Culture), p. 212 (act. 2b, 2c), p. 213 (act. 3a, 3b, 3c), p. 214 (act. 5b), p. 215 (act. 6a, 6b, 6c), p. 216 (act. 7, 8), p. 217 (act. 9), p. 219 (act. 12), p. 221 (act. 15), p. 228 (act. 1a, 1b, 1c), p. 229 (act. 2), p. 231 (act. 1a, 1b), p. 233 (act. 2a, 2b, Culture), p. 235 (act. 3a, 3b), p. 236 (act. 4a, 4b, 4c, Culture), p. 237 (act. 5a), p. 238 (act. 6, 7), p. 249 (act. 1a, 1b, Culture), p. 250 (act. 2a), p. 252 (act. 5a), p. 253 (act. 5b, 6a, 6b), p. 254 (act. 7d), p. 256 (act. 9, 10), p. 259 (act. 11), p. 260 (act. 16), p. 270 (act. 1a, 1b), p. 271 (act. 1c, 1d)
<b>7.1.IL.IPRET.2:</b> React to a series of oral and written instructions connected to daily life.	p. 154 (act. 8a), p. 182 (act. 17), p. 186 (act. 1a, 1b), p. 187 (act. 1d), p. 212 (act. 2a), p. 235 (act. 3a, 3b)
<b>7.1.IL.IPRET.3:</b> Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.	p. 23 (act. Culture), p. 39 (act. Culture), p. 107 (act. Culture), p. 110 (act. Culture), p. 125 (act. Culture), p. 233 (act. Culture), p. 236 (act. Culture)
<b>7.1.IL.IPRET.4:</b> Infer the meaning of some unfamiliar words and ideas in some new contexts.	p. 2 (act. 2a), p. 28 (act. 9, 10), p. 39 (act. 1a, 1b), p. 44 (act. 7a), p. 45 (act. 7c), p. 46 (act. 11), p. 61 (act. 1b), p. 70 (act. 7a), p. 83 (act. 1a), p. 107 (act. 2a), p. 109 (act. 4a), p. 125 (act. 1a), p. 129 (act. 4a), p. 149 (act. 2a), p. 169 (act. 1a), p. 186 (act. 1a), p. 195 (act. 7a), p. 211 (act. 1a, 1b), p. 233 (act. 2a), p. 236 (act. 4a, 4b), p. 249 (act. 1a), p. 254 (act. 7a), p. 255 (act. 8a)
<b>7.1.IL.IPRET.5:</b> Compare and contrast some unique linguistic elements in English and the target language.	p. 28 (act. 9), p. 39 (act. 1b), p. 46 (act. 10), p. 67 (act. 3b), p. 173 (act. 6a), p. 214 (act. 5a)

**7.1.IL.IPRET.6:** Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

p. 233 (act. 2a), p. 234 (act. 3a), p. 254 (act. 7a, 7b, 7c), p. 255 (act. 8a, 8b, 8c)

### INTERPERSONAL MODE OF COMMUNICATION

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

**CORE IDEA:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

#### Performance Expectations

#### Examples from the program

**7.1.IL.IPERS.1:** Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

p. 0 (act. 1b), p. 2 (act. 2a, 2c), p. 3 (act. 3a, 3b), p. 5 (act. 4b, 4c), p. 6 (act. 6a, 6b), p. 7 (act. 7a, 7b), p. 9 (act. 9b, 9c, 10a), p. 10 (act. 11b, 11c), p. 11 (act. 11d, 12b), p. 12 (act. 13a, 13b, 13c), p. 13 (act. 14a), p. 14 (act. 15b), p. 15 (act. 17b), p. 16 (act. 19, 20), p. 17 (act. 21b, 21c, 22), pp. 18-19 (act. Le jeu de l'oie), p. 21 (act. 1b), p. 23 (act. 2a, 2b, 2d, Culture), p. 24 (act. 3a), p. 25 (act. 4a, 4b, 4d, 5), p. 26 (act. 6a, 6b, 6c, 6d, 6e), p. 27 (act. 7a, 7b, 7c, 8), p. 29 (act. 11), p. 30 (act. 12, 13), p. 31 (act. 14, 15), p. 33 (act. 16, 17, 18), p. 36 (act. 19), p. 39 (act. 1a, 1c, Culture), p. 41 (act. 2b, 2c, 2d, 3b), p. 42 (act. 4a, 4b, 4c), p. 43 (act. 5, 6a), p. 44 (act. 7a), p. 45 (act. 7c, 8b, 8c), p. 46 (act. 11, 12), p. 47 (act. 13), p. 48 (act. 14, 15, 16), p. 49 (act. 17), p. 50 (act. 18, 19), p. 51 (act. 20, 21, 22), p. 52 (act. 23, 24), p. 53 (act. 25a, 25b), p. 56 (act. 27), p. 57 (act. Mini-projet 2), p. 58 (act. Projet final), p. 61 (act. 1c, 3), p. 63 (act. 1b), p. 65 (act. 2a, 2b, Culture), p. 67 (act. 3a, 3b, 3c, 4a), p. 68 (act. 5b), p. 69 (act. 6a, 6b, 6c), p. 70 (act. 7b), p. 71 (act. 7d, 7e), p. 73 (act. 11), p. 74 (act. 12), p. 75 (act. 13, 14), p. 76 (act. 15, 16), p. 77 (act. 17, 18), p. 83 (act. 1a, 1b, 1c), p. 85 (act. 2a, 2b, 3), p. 87 (act. 4a, 4b, 4c, 5), p. 88 (act. 7), p. 90 (act. 9), p. 91 (act. 10, 11, 12), p. 93 (act. 14, 15, 16), p. 94 (act. 17, 18b, 19, 20), p. 95 (act. 21, 23), p. 98 (act. 24), p. 99

	<p>(act. Mini-projet 2), p. 100 (act. Projet final), p. 103 (act. 1b, 1c), p. 105 (act. 1a, 1b), p. 107 (act. 2a, 2b, 2c, Culture), p. 108 (act. 3a), p. 109 (act. 3b, 3c, 4a, 4c, 4d), p. 110 (act. 5a, 5b, 5c), p. 111 (act. 6b, 6c), p. 112 (act. 7, 8), p. 115 (act. 10, 11), p. 116 (act. 12, 13, 14), p. 117 (act. 15, 16, 17, 18), p. 119 (act. 19, 21, 22, 23), p. 122 (act. 24), p. 125 (act. 1a, 1c), p. 126 (act. 2a), p. 127 (act. 2d, 2e, 2f, 3), p. 129 (act. 4a, 4c, 5a, 5b), p. 131 (act. 6a, 6d, 7b), p. 135 (act. 10, 11, 12), p. 136 (act. 13-15), p. 137 (act. 16-18), p. 140 (act. 19), p. 145 (act. 1a, 1b, 1c), p. 147 (act. 1b), p. 149 (act. 2a, 2b, 2c), p. 150 (act. 3b), p. 151 (act. 5c, 5d), p. 152 (act. 6a, 6b), p. 153 (act. 6d, 7a, 7b, 7c), p. 154 (act. 8a), p. 155 (act. 8c, 8d), p. 157 (act. 11), p. 159 (act. 12, 13, 14, 15), p. 160 (act. 16, 17, 18), p. 161 (act. 19, 20), p. 163 (act. 21, 22, 23, 24), p. 166 (act. 25), p. 169 (act. 1a, 1b, 1c), p. 170 (act. 2a, 2b, 4), p. 171 (act. 3a), p. 172 (act. 4a, 4b, 5), p. 173 (act. 6a, 6b, 6c, 6d), p. 174 (act. 8), p. 176 (act. 9), p. 177 (act. 10, 11), p. 179 (act. 13, 14, 15, 16), p. 186 (act. 1a, 1c), p. 187 (act. 1d), p. 189 (act. 1a, 1b), p. 191 (act. 2a, 2c, Culture), p. 192 (act. 3b, 3c), p. 193 (act. 5), p. 194 (act. 6b, 6c), p. 195 (act. 7a, 7b, 7c, 7d), p. 196 (act. 8d), p. 197 (act. 9b, 9c, 9d, 9e), p. 198 (act. 10, 11), p. 200 (act. 13,14, 15), p. 201 (act. 16), p. 202 (act. 17, 18), p. 203 (act. 19, 20, 21, 22), p. 205 (act. 23, 24, 25), p. 208 (act. 26), p. 211 (1a, 1b, 1c, Culture), p. 212 (act. 2c, 2d), p. 213 (act. 3a, 3b, 3c, 4), p. 214 (act. 5a), p. 215 (act. 6a, 6b, 6c, 6d), p. 216 (act. 8), p. 218 (act. 10, 11), p. 219 (act. 12), p. 220 (act. 13, 14), p. 221 (act. 15, 16, 17), p. 224 (act. 18), p. 228 (act. 1a, 1b, 1c), p. 231 (act. 1a, 1b), p. 233 (act. 2a, 2b), p. 235 (act. 3a, 3b, 3c, 3d), p. 236 (act. 4a, 4b, Culture), p. 237 (act. 4d, 5a), p. 238 (act. 7), p. 239 (act. 8), p. 240 (act. 9, 10), p. 241 (act. 11), p. 242 (act. 12, 13), p. 243 (act. 14, 15, 16), p. 246 (act. 17), p. 249 (act. 1a, 1b, 1c, Culture), p. 250 (act. 2b, 2c), p. 251 (act. 3a, 3b, 3c, 4), p. 253 (act. 5b, 6a, 6b, 6c), p. 254 (act. 7d), p. 255 (act. 8a, 8c), p. 256 (act. 10), p. 259 (act. 11, 12, 13), p. 260 (act. 14, 15, 16, 17, 18), p. 261 (act. 19, 20, 21), p. 262 (act. 23), p. 263 (act. 24, 25, 26, 27, 28), p. 266 (act. 29), p. 267 (act. Mini-projet 2), p. 271 (act. 1d, 2)</p>
<p><b>7.1.II.IPERS.2:</b> Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p>	<p>p. 7 (act. 7c), p. 8 (act. 8b), p. 9 (act. 9a), p. 15 (act. 16), p. 23 (act. 2d), p. 24 (act. 3b), p. 25 (act. 4c), p. 53 (act. 26), p. 61 (act. 3), p. 91 (act. 13), p. 177 (act. 12), p. 187 (act. 2), p. 193 (act. 4), p. 261 (act. 22)</p>
<p><b>7.1.II.IPERS.3:</b> Give and follow a series of oral and written directions,</p>	<p>p. 80 (act. 19), p. 182 (act. 17), p. 208 (act. 26)</p>

<p>commands, and requests for participating in classroom, cultural, and pastime activities.</p>	
<p><b>7.1.IL.IPERS.4:</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	<p>p. 3 (act. 3c, 3d), p. 13 (act. 14c), p. 14 (act. 15c), p. 15 (act. 18), p. 36 (act. 20, 21, 22), p. 37 (act. Mini-projet 1), p. 45 (act. 9), p. 56 (act. 28), p. 57 (act. Mini-projet 2), p. 67 (act. 4c), p. 80 (act. 20-21), p. 98 (act. 25, 26), p. 122 (act. 25, 26), p. 140 (act. 20, 21, 22), p. 166 (act. 26, 27, 28), p. 182 (act. 18, 19), p. 208 (act. 27, 28), p. 224 (act. 19, 20, 21), p. 237 (act. 5b), p. 246 (act. 18), p. 266 (act. 30, 31)</p>
<p><b>7.1.IL.IPERS.5:</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<p>p. 25 (act. 4e), p. 41 (act. 2e, 2f), p. 43 (act. 6b), p. 71 (act. 8b), p. 85 (act. 2c), p. 87 (act. 4d), p. 89 (act. 8), p. 95 (act. 22), p. 103 (act. 2), p. 145 (act. 3), p. 150 (act. 4), p. 171 (act. 3c), p. 196 (act. 8e), p. 199 (act. 12), p. 214 (act. 5c), p. 217 (act. 9), p. 229 (act. 2), p. 237 (act. 4e)</p>
<p><b>7.1.IL.IPERS.6:</b> Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p>	<p>p. 70 (act. 7c), p. 71 (act. 8b), p. 233 (act. Culture), p. 254 (act. 7a, 7c), p. 255 (act. 7e, 8d), p. 266 (act. 29)</p>

**PRESENTATIONAL MODE OF COMMUNICATION**

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

**CORE IDEA:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations	Examples from the program
<b>7.1.IL.PRSNT.1:</b> Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.	p. 5 (act. 5), p. 6 (act. 6c), p. 11 (act. 11d), p. 29 (act. C'est vous les reporters!), p. 37 (act. Mini-projet 1), p. 47 (act. C'est vous les reporters!), p. 57 (act. Mini-projet 2), p. 58 (act. Projet final), p. 61 (act. 2), p. 73 (act. C'est vous les reporters!), p. 81 (act. Mini-projet 1), p. 89 (act. C'est vous les reporters!), p. 99 (act. Mini-projet 2), p. 100 (act. Projet final), p. 103 (act. 3), p. 113 (act. C'est vous les reporters!), p. 123 (act. Mini-projet 1), p. 125 (act. 1d), p. 129 (act. 4d), p. 133 (act. C'est vous les reporters!), p. 141 (act. Mini-projet 2), p. 142 (act. Projet final), p. 145 (act. 2a, 2b), p. 157 (act. C'est vous les reporters!), p. 167 (act. Mini-projet 1), p. 170 (act. 2c), p. 175 (act. C'est vous les reporters!), p. 183 (act. Mini-projet 2), p. 184 (act. Projet final), p. 187 (act. 3), p. 199 (act. C'est vous les reporters!), p. 209 (act. Mini-projet 1), p. 217 (act. C'est vous les reporters!), p. 225 (act. Mini-projet 2), p. 226 (act. Projet final), p. 239 (act. C'est vous les reporters!), p. 247 (act. Mini-projet 1), p. 257 (act. C'est vous les reporters!), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final), p. 271 (act. 3)
<b>7.1.IL.PRSNT.2:</b> Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.	p. 183 (act. Mini-projet 2), p. 209 (act. Mini-projet 1)
<b>7.1.IL.PRSNT.3:</b> Use language creatively to respond in writing to a	p. 27 (act. 8), p. 67 (act. 4c), p. 229 (act. 3)

variety of oral or visual prompts.	
<b>7.1.IL.PRSNT.4:</b> Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.	p. 27 (act. 7c)
<b>7.1.IL.PRSNT.5:</b> Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.	p. 239 (act. C'est vous les reporters!), p. 247 (act. Mini-projet 1), p. 251 (act. 4), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final)
<b>INTERCULTURAL STATEMENTS</b>	
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	
Communities	p. 0 (act. 1a, 1b), p. 4 (act. 4a), p. 5 (act. 4b, 4c, 5), p. 16 (act. 19, 20), p. 17 (act. 21a, 21b), p. 21 (act. 1a, 1b) p. 28 (act. 10), p. 29 (act. 11), p. 41 (act. 3a), p. 58 (act. Projet final), p. 61 (act. 1a, 1c), p. 63 (act. 1a, 1b), p. 65 (act. 2a, 2b, Culture), p. 67 (act. 3a, 3c, 4a, 4b, 4c), p. 72 (act. 9, 10), p. 73 (act. C'est vous les reporters!), p. 105 (act. 1a, 1b), p. 112 (act. 7, 8), p. 113 (act. 9), p. 129 (act. 4a, 4b, 4c, 5a, 5b), p. 135 (act. 10), p. 147 (act. 1a, 1b), p. 156 (act. 9, 10), p. 157 (act. C'est vous les reporters!), p. 189 (act. 1a, 1b), p. 192 (act. 3a, 3b), p. 193 (act. 5), p. 228 (act. 1a, 1b, 1c), p. 231 (act. 1a, 1b), p. 233 (2a, 2b, Culture)
Technology	p. 256 (act. 9, 10), p. 257 (C'est vous les reporters!)
Climate	
Immigration	p. 6 (act. 6a, 6b, Culture)
Population	
Fine and practical arts	p. 6 (act. 6a, 6b, Culture), p. 10 (act. 11a, 11b, 11c), p. 23 (act. 2a), p. 46 (act. 10, 11, 12), p. 47 (act. 13, C'est vous les reporters!), p. 88 (act. 6, 7), p. 89 (act. 8, C'est vous les reporters!), p. 110 (act. 5b, Culture), p. 125 (act. 1a, 1b, 1c, 1d, Culture), p. 131 (act. 6a, 6b, 6c, 6d, 7a), p. 132 (act. 8, 9), p. 133 (act. C'est vous les reporters!), p. 145 (act. 1a, 1b, 1c, 2a, 2b, 3), p. 191 (act. 2a, 2b, 2c, Culture), p. 198 (act. 10, 11), p. 199 (act. 12, C'est vous les reporters!), p. 205 (act. 25), p. 209 (act.

	Mini-projet 1), p. 211 (act. 1a, 1b, Culture), p. 216 (act. 7, 8), p. 217 (act. C'est vous les reporters!)
<b>INTERCULTURAL STATEMENTS</b>	
Learners recognize and identify a few typical practices of the target culture.	
Community life in the target language regions of the world and in the students' own cultures	p. 3 (act. 3a, 3b, 3c, 3d), p. 8 (act. 8b), p. 13 (act. 14c), p. 14 (act. 15a), p. 15 (act. 18), p. 17 (act. 22), p. 23 (act. 2b, 2d, Culture), p. 26 (act. 6d), p. 29 (act. C'est vous les reporters!), p. 39 (act. 1a, 1c, Culture), p. 41 (act. 2f, 3b), p. 46 (act. 12), p. 68 (act. 5a, 5b), p. 71 (act. 8a), p. 73 (act. 11), p. 85 (act. 2a, 2b, 2c), p. 87 (act. 4a, 4b), p. 99 (act. Mini-projet 2), p. 107 (act. 2a, 2b, 2c, Culture), p. 108 (act. 3a), p. 109 (act. 3c), p. 110 (act. Culture), p. 113 (act. C'est vous les reporters!), p. 127 (act. 2f), p. 129 (act. 5b), p. 131 (act. 7b), p. 149 (act. 2a, 2b, 2c, Culture), p. 152 (act. 6a, 6b), p. 153 (act. 6c, 6d, 7a, 7b, 7c), p. 169 (act. 1a-c, Culture), p. 174 (act. 7, 8), p. 175 (act. C'est vous les reporters!), p. 192 (act. 3c), p. 199 (act. 12), p. 212 (act. 2a, 2b, 2d), p. 214 (act. 5a, 5b, 5c), p. 215 (act. 6a, 6b, 6c, 6d), p. 231 (act. 1a, 1b), p. 233 (act. 2a, 2b, Culture), p. 235 (act. 3a, 3d), p. 236 (act. 4a, 4b, 4c, Culture), p. 239 (act. C'est vous les reporters!), p. 247 (act. Mini-projet 1), p. 249 (act. 1a, 1b, Culture), p. 255 (act. 8d), p. 270 (act. 1a, 1b), p. 271 (act. 1d, 2, 3)
Possible impact of technology on the world of the future	p. 256 (act. 9)
Effects of climate change on the target language people and on people in the students' own cultures	p. 71 (act. 8b), p. 233 (act. Culture)
Population trends in the target culture(s) and in the students' own cultures	
Reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures)	p. 27 (act. 7c), p. 39 (act. Culture), p. 41 (act. 2a, 2b, 2c, 2f, 3a, 3b), p. 125 (act. Culture), p. 191 (act. Culture), p. 211 (act. 1a, 1b, Culture)