

Teacher's
Guide

On y va! 1

Program
Overview



On y va! 1 Teacher's Guide

Program Overview

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Components Description

Livre

The hard-cover Student Edition or Textbook (*Livre*) offers eight themes of varying lengths for Grade 7 FSL students. Themes consist of 1, 2, or 3 teaching blocks. Depending on their length, or on the number of teaching blocks, the themes take approximately 2 to 3 weeks, 3 to 5 weeks, or 4 to 6 weeks of teaching time respectively. These themes are accompanied with supporting materials in the Teacher's Guide for enrichment and accommodation for Grade 7 students, as well as for combined-grade classes of 6/7 and 7/8.

The *On y va! 1* Web site is closely connected to the *Livre* content. The Web site offers more reading selections, cultural elements, and information on related topics. It also includes exemplars of student work. These are useful to both you and your students as they may serve as models for tasks and evaluation exemplars.

Three of the *On y va! 1* units are review and language re-entry units. Unit 1: *Galaxie virtuelle*, offers a review of Grade 6 expectations; Unit 4: *Au musée de cire*, offers middle-of-the-year re-entry of language concepts, and Unit 8: *Tout est possible...*, offers re-entry of all language concepts seen in previous units. The review and re-entry units are recommended, but not mandatory, for the complete implementation of the Grade 7 curriculum.

Sections located near the back of the *Livre* support student learning throughout the year. These sections include:

- *Ça marche!* : optional review activities, games, tongue twisters, riddles and puzzles.
- *Références* : for grammar and language conventions, independent learning and consolidation.

- *Conjugaisons de verbes* : charts of regular and high-frequency irregular verbs, and verbs on the list of Grade 7 expectations. Verbs are conjugated in the *présent*, the *passé composé*, the *impératif* and the *futur proche*.
- *Appendice* : *Les nombres de 0 à 1 000*, and *Les mots de la même famille* strategy chart.
- *Lexiques* : *français-anglais* and *anglais-français*.

Cahier (also available in Black-line Master format)

A large variety of support materials for the Student Edition (*Livre*) are offered in the Workbook (*Cahier*). These activities correspond to specific activities presented in the *Livre*, as they are referred to by page number. They guide students through the *À ton tour*, *À la tâche* and *La tâche finale* activities. They also provide the practice of grammar, language conventions and vocabulary introduced throughout the unit. The activities in the *Cahier* are identified by communication skills and categories.

- *Écoutons!* activities relate to listening activities, which are usually used as models for the students' own oral communication activities.
- *Parlons!* activities guide students through oral communication steps and strategies.
- *Comprends-tu?* activities prompt students to refer to the reading selections in the *Livre* to find general and specific elements in the reading selections, and to form and express their reaction and opinion about the topic at hand.
- *Écrivons!* activities offer opportunities for students to develop their writing skills through process-writing using various strategies. These activities also provide the practice for the application of grammar, language conventions and vocabulary.
- *Mon vocabulaire de base* is a page that students are encouraged to use throughout each unit. Designed for students to record the vocabulary under study and create their own list, in categories; this page addresses the expectations of the basic vocabulary under study.
- *Jouons!* and *Dessinons!* activities offer the practice of language and vocabulary through word games and drawings. The latter allows students to demonstrate their understanding of what they hear on CD, or what they read or write.
- *Mon auto-évaluation* page encourages students to revisit the material in the unit, and assess the learning that has taken place.

Teacher's Guide

The three-ring binder contains the Program Overview, a separate Teacher's Guide module for each *On y va! 1* unit, as well as the *Ça marche!* review activities Teacher's Guide module. An answer key for the *Cahier*, an answer key for the optional Black-line Masters (*fiches reproductibles*) and Sample Unit Tests, as well as an *On y va! 1* Correlations booklet are included with the Teacher's Guide binder. The Teacher's Guide module for each unit contains:

- a summary of the unit;
- a list of additional resource materials for extension and enrichment;
- learning expectations charts, correlated to the Ontario Curriculum for Grade 7, and for combined-grade classes of 6/7 and 7/8;

- an activity sequence and timing chart;
- suggested 40-minute lesson plans;
- learning opportunities in the unit with cross-curricular connections, and language and vocabulary lists;
- teaching notes for the unit, with methodology, combined-grade classes accommodation, alternate tasks, enrichment and evaluation, Diagnostic and Formative Assessment, and Formative and Summative Evaluation;
- Summative Evaluation rubrics, specific to the unit tasks;
- optional Black-line Masters (*fiches reproductibles*) for accommodation, enrichment and combined-grade classes expectations;
- Sample Unit Tests for each strand i.e., listening, speaking, reading, writing, in reproducible format;
- Vocabulary Cards on reproducible sheets.

Compact Discs

The Audio Compact Disc package contains one CD per unit as well as an Audio Program Guide that outlines the content and length of each track. Each reading selection in the *Livre* is recorded on CD, as well as the *Cahier* and *Livre* listening activities, the oral comprehension sample unit test and the songs written and performed by Étienne.

Video

The optional video includes authentic clips relating to the topics under study, the *On y va! 1* songs, and models of student projects and oral presentations created in *La tâche finale* for each unit.

Introduction to *On y va! 1*

Goals

Essential Skills and Culture

On y va! 1 is designed to develop a wide range of essential skills in French as a second language, and an appreciation of French culture from within Canada and around the world. *On y va! 1* offers students a valuable educational experience through cross-curricular connections with other subjects. Students discover French while learning about topics that connect to the whole curriculum for the same grade level. They are given the opportunity to develop a basic usable command of the French language in many areas.

On y va! 1 provides all the necessary tools for the implementation of every expectation in the Grade 7 Ontario Core French Curriculum (1998), and for the implementation of Grade 6 and Grade 8 expectations for combined-grade classes. The *On y va! 1* program encourages self-expression, critical and creative thinking, problem-solving, understanding of the self and others and, ultimately, independence through learning.

Communication and Learning Strategies

Communication is central to the learning process in *On y va! 1*. Students are encouraged to develop and use communicative skills in oral, reading and writing activities. Learning strategies, in every area, are integrated within the activities.

The focus of *On y va! 1* is on learning and developing knowledge and skills through the application of practical situations and concrete examples. In order to foster a sense of ownership over what students learn, and to adequately prepare them for high school, *On y va! 1* integrates a vast array of learning strategies in each of the three strands.

Language Skills

Students are introduced to language through familiar situations and activities. Ideas and models are provided for students to become acquainted with the functions of language in each of the strands, namely: oral communication, reading and writing. Grammar, language conventions and vocabulary are an integral part of all communicative activities. They provide students with the ability to become skillful language learners. Students are given frequent opportunities to experience and use the concepts under study within each unit. Essential language concepts are always presented within the context of themes, which were chosen by a panel of teachers, students and consultants.

In addition to the content in *On y va! 1* units, the comprehensive *Références*, *Conjugaisons de verbes*, *Appendice* and *Lexiques* sections, located near the end of the *Livre*, offer students support and easy access to the required language elements throughout the year. The use of reference materials helps to develop independent learning skills by teaching students to cross-reference language elements. Students learn to transfer previously acquired knowledge to new thematic contexts.



On y va! 1 offers a selection of supplementary Black-line Master activities (*fiches reproductibles*) for enrichment and accommodation, independent and cooperative learning, as well as for combined-grade classes of 6/7 and 7/8.

Methodology

Thematic Approach

On y va! 1 is designed to address the Ontario Curriculum (1998) in its entirety. It includes eight theme-based units. The focus of each unit is to offer students authentic situations in which to communicate about different topics, using sound language learning strategies. Students perform or produce various thematically related activities in every strand of oral communication, reading and writing. Grammar, language conventions and vocabulary are integrated within the unit activities, thus allowing language learning to take place in the context of meaningful communicative and experiential situations.

Curriculum Expectations

To ensure a complete curriculum implementation, overall and specific expectations are carefully monitored and identified for each activity, and for each level that *On y va! 1* addresses, predominantly Grade 7, but also Grades 6 and 8. This provides the necessary elements for curriculum implementation in combined-grade classes, without forcing you to alternate between programs of different levels.

Long-range Planning

The units are presented in an order that follows a typical school year, pertaining to long-range planning. They also provide occasions for language learning skills to be reviewed, consolidated and re-entered at the beginning, in the middle and at the end of the school year. However, the order in which the units are presented is flexible, provided that the re-entry units are done after units where language and specific expectations are introduced. For example, in *On y va! 1*, Units 1, 4 and 8 are review/re-entry units. The order of the units completed between these review units may be modified to accommodate specific needs, e.g., Units 2 and 3 may be completed in reverse order, and Units 5, 6 and 7 may be completed in any order.

Accountability

Opportunities for Diagnostic and Formative Assessment are provided throughout the activities, which lead to mini-tasks called *À la tâche*. These mini-tasks offer Formative Assessment opportunities that build to a final performance task called *La tâche finale*. In most cases, *La tâche finale* involves an oral presentation. *La tâche finale* is a compilation of the work produced in the *À la tâche* activities, which are fine-tuned and polished, following the feedback that students receive throughout the unit. *La tâche finale* and the Sample Unit Tests offer opportunities for Summative Evaluation.

Inductive Approach and Analytical Approach to Grammar

On y va! 1 is designed to provide the tools necessary for different approaches to language teaching and language learning. In order to respond to the needs of different teaching and learning styles, both the inductive and the analytical approaches are presented. These approaches provide support as you lead students through learning, and offer students a variety of tools, in order for them to develop their own learning style.

Inductive Approach

As students become familiar with the theme in a unit, they gather information, vocabulary and language structures in a non-structured, inductive way. They are initially introduced to language concepts in listening, communicating and reading activities in the context of the theme. Following this initial phase, students attempt to use the skills in informal and simple communicative situations, such as answering simple questions, finding and identifying main ideas and details, and observing language from the selections.

Analytical Approach

After students have identified main ideas and key elements, and after they have observed language structures in communicative situations, they are presented with a formal presentation of the related grammar and language conventions. Explanations are provided in a succinct way, with the help of graphics and visuals. This analytical approach allows students to develop a deeper comprehension of how language functions, thus providing support for them to actually learn the required language elements. The grammar is always presented in the context of the theme, so that the models and vocabulary are familiar. The visual, or graphic presentation of grammar and language conventions, often in chart form, supports visual and analytical learners in their learning process. The *Références* section located near the back of the *Livre*, offers additional explanations and examples, and is accessible throughout the year for re-entry, consolidation and review.

How the Combined Approaches Support Communicative Skills

Following the initial observation and the formal presentation of grammar and language conventions, students are given many opportunities for the consolidation and practice of language skills. Many of the activities in the *Cahier* and additional Black-line Masters (*fiches reproductibles*) offer structured activities. In this phase, you are encouraged to diagnose and formatively assess students' progress, allowing for adjustments, revisions and support. After the different phases of language learning have taken place, students are more at ease with the use and functions of language. They then proceed to apply the language elements in communicative and experiential situations in the mini-tasks and final tasks. In this final phase, students consolidate and demonstrate the skills that they have acquired, both in terms of communication across the strands, and application of language conventions.

The Ontario Curriculum

Strands

The Core French overall and specific expectations are organized in strands of oral communication, reading and writing. The expectations in grammar, language conventions and vocabulary are developed in the context of the activities in the three strands.

On y va! 1 provides a wide variety of activities in every strand, as well as the grammar, language conventions and vocabulary pertaining to each element required in the Curriculum.

Oral Communication Strand

Oral communication is the starting point of every unit and every teaching block. Oral interaction is essential to set

the context for the topic, relate it to students' experience or prior knowledge, and identify the main vocabulary for communication. Every pre-reading and post-reading activity is completed orally in each block, as well as students' introduction to the application of grammar, language conventions and vocabulary. Students are given the opportunity to develop their listening and speaking skills with every lesson. The mini-tasks and final tasks for each unit are predominantly oral communication opportunities.

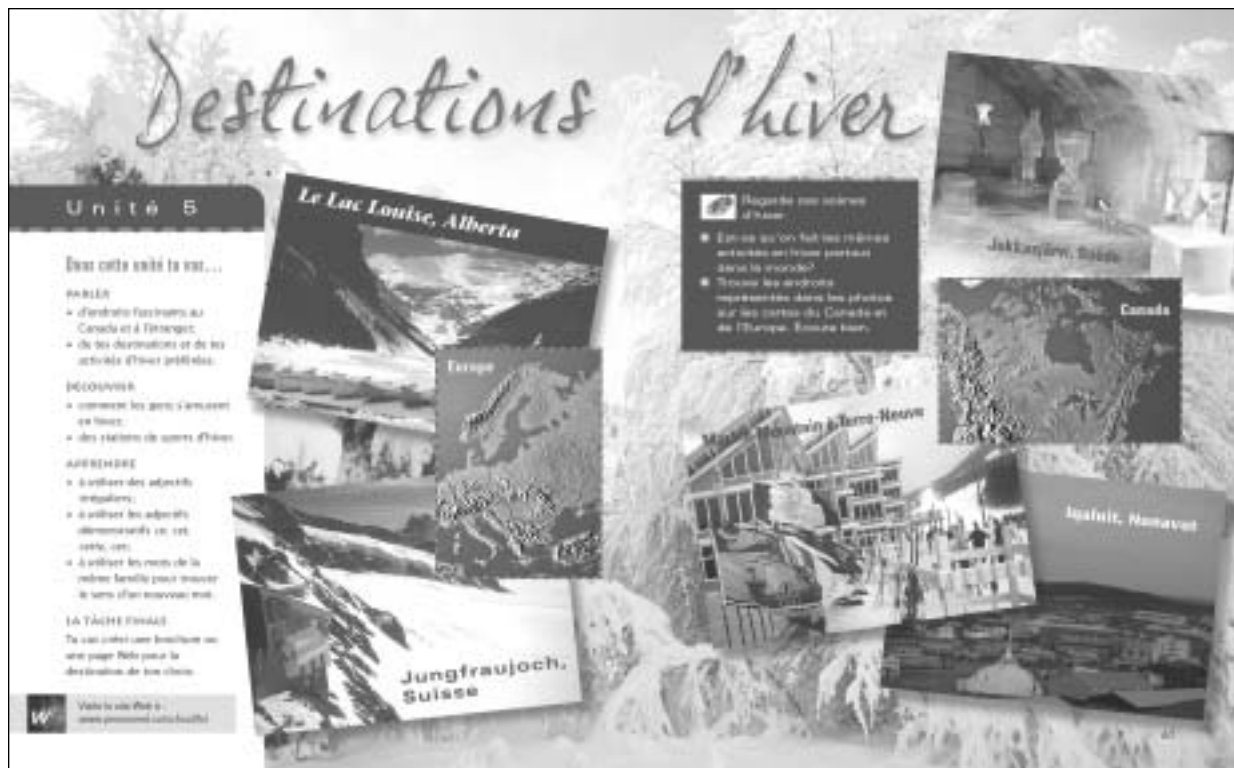
In addition to your speaking French in class, *On y va! 1* offers a wide variety of listening comprehension activities provided on compact discs, using different speakers with a variety of accents. These activities

help students develop their comprehension skills, and serve as models for correct pronunciation, intonation and expression. Numerous speaking opportunities are offered throughout each theme. Students ask and answer questions, share opinions, give and receive instructions, participate in dialogues and interviews, role plays, dramatizations and simulations, and present their mini-tasks and final tasks.

In the *Livre*, the listening activities are identified by the CD logo. Also, every reading selection is recorded on disc, which helps students with pronunciation, intonation and expression.



ÉCOUTONS!



In the *Cahier*, the listening activities are identified by the *Écoutez!* logo. They offer a wide range of listening genres.



Oral production and interactive oral communication in French class are identified in the *Livre* by the Toucan logo. These opportunities appear in every pre-reading and post-reading activity, in *Pratique orale*, and whenever the Toucan is shown throughout the unit activities. In the *Cahier*, the oral activities are identified by the *Parlons!* logo.

Reading Strand

Reading skills and knowledge are developed after language has been introduced orally. Once the context is set, students are

encouraged to think about what they are reading. Following the oral communication in pre-reading and vocabulary building, *On y va! 1* offers a broad selection of reading selections. Students read for comprehension, consolidation of language, vocabulary building, information, enjoyment, and to practise correct pronunciation, intonation and expression.

The reading selections are of different forms, genres, lengths and styles. They include dialogues, song lyrics, articles, cartoons, interviews, short stories, post cards, poems, charts, games, tongue twisters and riddles. *On y va! 1* offers more than the required number of reading selections necessary to meet the Grade 7 expectations of reading 12 selections of 200 to 400 words in length. For the combined-grade classes of 7/8, additional

longer reading selections for Grade 8 are provided as Black-line Masters in five of the Teacher's Guide modules. Additional reading selections are offered at the beginning of each Teacher's Guide module in the Additional Resource Materials section.

There is one reading selection per block in the *Livre*. For each reading selection, students are encouraged to focus on a specific reading strategy, identified in the *Stratégie de lecture* box next to the selection. The intent is for students to accumulate reading strategies as they progress in *On y va! 1*. These strategies are re-entered from unit to unit, so that they become an integral part of students' learning styles.

Reading passages are preceded and followed by pre- and post-reading activities called *Avant de lire* and *Pour vérifier*.



The *Pour vérifier* questions allow you and your students to verify global comprehension of the main ideas. They are used

for diagnostic assessment. The accompanying *Cahier* pages, identified as *Comprends-tu?*, allow students to demonstrate

their understanding of more specific elements in the reading selections, and to consolidate what they have learned.

Unité 5 : Destinations d'hiver

Mon vocabulaire de base

Voici le vocabulaire important de cette unité.

1. Deux adjectifs les rendent si très peut visiter en hiver et dans d'autres lieux...
le touriste

2. Deux adjectifs le passage d'une destination d'hiver...
une vacance

3. Deux adjectifs des sports et d'autres activités d'hiver...
le patineur à glace

4. Deux adjectifs singuliers
le ski

5. Il neige...



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Voyage au bout de l'hiver

COMPREHENSIF

A Trouve les réponses aux questions relatives dans le texte *Voyage au bout de l'hiver* aux pages 42 et 43 de ton livre. Réponds en phrases complètes.

1. Quel est le nom de village où se trouve l'état de glace?
2. Où est-ce que se trouve ce village?
3. Quelles sont d'habitude les activités faites dans l'état de glace?
4. Quelles espèces d'animaux est le habitat pour le genre de golf au glace?
5. Qu'est-ce que le club olympique veut dire en anglais?
6. Quel est le nom de la ville près de Jurghejoch?
7. Quelles est l'altitude de Jurghejoch?
8. Les conseils de Lutzschmann se trouvent dans quel pays?
9. Quel est-ce que tu veux faire?
10. Quelles activités veux-tu faire dans le plan?

B Trouve dans le livre les mots de la colonne droite pour chacune des phrases suivantes.

Exemple : une ville un village

un avion l'aviation

le voyage un pays

habitant un habitant

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Comment ça marche?

Les adjectifs démonstratifs ce, cet, cette et ces

Regarde les phrases suivantes tirées de texte de vacances de voyage.

1. Que fais-tu avec toutes ces chaussures d'hiver?
2. Et cette destination, comment va-tu la choisir?
3. Cet article paraît des activités au Lac Louise.
4. Je veux absolument voir ce fameux lac...

Pour chaque cas, indique si l'adjectif démonstratif est ce, cet, cette ou ces.

Le nom	non masculin singulier	non féminin singulier	non masculin ou féminin pluriel
Exemple	ce livre est intéressant	cette destination	ces livres sont intéressants
	cet article	cette activité	ces activités
	ce lieu	cette destination	ces lieux
	ce lieu	cette destination	ces lieux
	ce lieu	cette destination	ces lieux

RÉFÉRENCES : Les adjectifs démonstratifs, p. 129



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Artique finale

A Choisis le bon adjectif démonstratif pour compléter chaque phrase.

EXEMPLE : Ce journal (ce) est intéressant pour aller à l'école.

1. Demandez-moi (ce) cette brochure, c'est le plan.
2. Vous ne voyez pas (ce) cette activité?
3. Je veux faire de la randonnée (ce) cet hiver.
4. Où est-ce que tu vas aller avec de la glace?
5. En ce que vous voulez visiter (ce) cette destination?

B De quel est-ce que tu parles? Choisis le mot qui correspond à chaque phrase.

EXEMPLE : Cette montagne / pays est intéressant.

1. Ce club / habitat est très beau.
2. En ce que tu aimes ces endroits / pays?
3. Ces montagnes / activités sont très intéressantes.
4. Tu vas aller dans cette destination / maison?
5. Cette montagne / rivière est très longue.

C Au singulier, s'il vous plaît! Remplace le mot au pluriel dans chaque phrase par le même mot au singulier.

EXEMPLE : Je vais essayer ces cartes postales à ce endroit.
Je vais essayer cette carte postale à ce endroit.

1. Regarde ces photos.
2. Est-ce que tu vas visiter ces endroits?
3. Je consulte ces livres.
4. Un jour, j'aimerais ces activités au Mont Tremblant.
5. Ces lieux sont intéressants au nord de notre territoire.

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On every *Comprends-tu?* page, students are asked questions that require them to expand on their interpretation, opinion and ideas about the reading selection. These pages offer diagnostic and formative assessment opportunities. The reading selections and their related activities serve as a stepping stone, and as models for students to transfer their newly acquired knowledge into the writing strand.

Writing Strand

Writing activities serve to support and reinforce language components after they have been introduced through oral communication and reading. Pre-writing activities include setting the context for the topic, drawing on students' experience and knowledge, learning from a variety of

reading selections, referring to models, and building a vocabulary bank of the *Mon vocabulaire de base* pages of the *Cahier*.

Process-writing helps students become good writers who are able to communicate ideas with clarity. In order to improve writing skills, students are offered many opportunities to write throughout the *On y va! 1* program. The several stages of process-writing are integrated in the writing tasks. These stages include generating ideas, choosing a topic, determining the purpose for writing, identifying the audience, developing a plan, writing a first draft, reviewing, proof-reading, self and peer-editing, and producing a final copy.

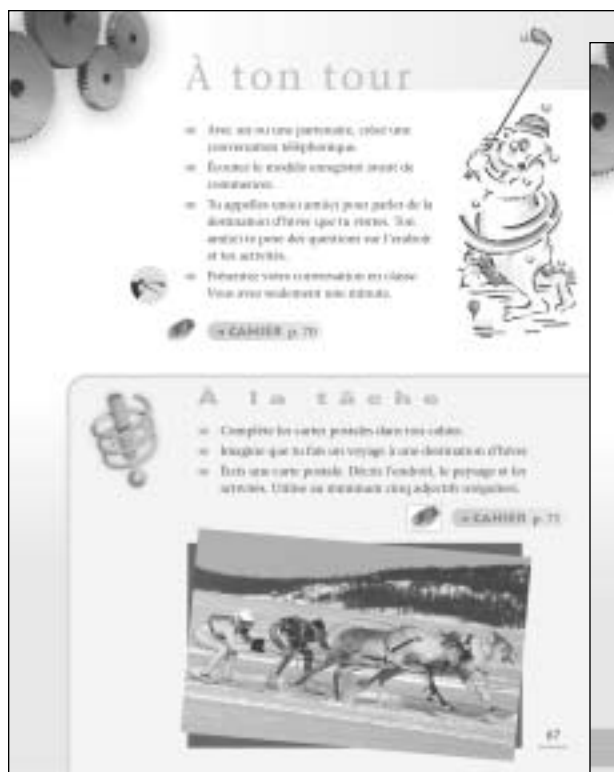
Students write in a variety of forms and genres in *On y va! 1*. Models are systematically provided in the *Livre* and *Cahier* for students to refer to, as they

produce their own writing tasks. Students build their skills in a gradual way. Initially, they write questions and answers, sentences, and paragraphs. As models are provided and students' abilities develop, they progress towards longer tasks such as writing cartoons, song lyrics, advertisements, posters, brochures, Web pages, charts, information cards, dialogues, games, descriptions, post cards, poems, presentations, short stories and biographies.

In the *Livre*, many of the writing tasks are integrated into the *À ton tour*, *À la tâche* and *La tâche finale* activities.



In the *Cahier*, the writing tasks are identified by the *Écrivons!* logo.



Grammar, Language Conventions, and Vocabulary

Language is drawn from the context of the oral and reading activities. As an essential part of every strand, students observe, acquire and apply grammar, language conventions and vocabulary. These are learned with the purpose of developing the ability to communicate coherently both orally and in writing.

Every language expectation in the Curriculum is entered and re-entered in *On y va! 1*. The sequence for teaching grammar and language conventions is as follows:

1. observe: from the oral comprehension activities and the reading selections;
2. analyze: from the *Comment ça marche?* pages in the *Livre*;

3. consolidate: from the *Pratique orale* pages in the *Livre*;

4. communicate: from the *À ton tour* and *À la tâche* activities in the *Livre* and *Cahier*.

The Grade 7 expectations are dominant in both the *Livre* and *Cahier*. A formal review of Grade 6 language expectations is provided in the first unit, *Galaxie virtuelle*. Grade 6 grammar and language expectations are re-entered in all units, both in the *Livre* and Teacher's Guide. Additional Black-line Masters (*fiches reproductibles*) are provided in the Teacher's Guide for consolidation, accommodation and enrichment in Grade 7, as well as for combined-grade classes. Acquisition and practice of the Grade 6 and Grade 8 language expectations are

offered as additional activities, in the context of each of the *On y va! 1* themes, thus allowing you to teach the language as an integral part of the program without having to teach two programs separately, or to teach language out of context.

The *Références*, *Conjugaisons de verbes*, *Appendice* and *Lexiques* sections located near the end of the *Livre* provide students with language support throughout the year. This comprehensive reference section is designed to ensure that, regardless of the unit students are working on, they will have access to language conventions learned in previous units. This reference section offers support for every Grade 7 language expectation. Review of a number of expectations from Grades 4, 5 and 6, and some of the Grade 8 expectations are also included.

Références Les adjectifs démonstratifs

On utilise un adjectif démonstratif pour désigner une chose ou une personne spécifique.

L'adjectif démonstratif est placé avant le nom.

L'adjectif s'accorde toujours en genre masculin ou féminin et en nombre singulier ou pluriel avec le nom.

EXEMPLES :

Ce voyage est intéressant. Ces destinations sont fascinantes.
 Ces livres sont magnifiques. Ces maisons sont originales.

Genre / Nombre	Masculin Singulier	Féminin Singulier	Masculin Pluriel	Féminin Pluriel
ce / cet*	cette	celle	ces	ces
EXEMPLES :				
Regarde ce film.	Regarde cette page.	Regarde cette fille.	Regarde ces pages.	
Voilà cet article.	Voilà cette photo.	Voilà ces articles.	Voilà ces photos.	
Cet homme est grand.	Cette femme est grande.	Ces hommes sont grands.	Ces femmes sont grandes.	

* devant un nom masculin qui commence avec une voyelle ou un h muet.

Les adjectifs possessifs

On utilise les adjectifs possessifs pour indiquer une relation de possession.

Comme tous les adjectifs, l'adjectif possessif s'accorde en genre et en nombre avec le nom qu'il accompagne.

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Conjugaisons de verbes Verbes réguliers en -er

aimer		jouer		partir		travailler	
présent	impératif	présent composé	futur proche	présent	impératif	présent composé	futur proche
je aime		je suis aimé	je vais aimer	je joue		je suis joué	je vais jouer
tu aimes	aime	tu es aimé	tu vas aimer	tu joues		tu es joué	tu vas jouer
il aime, on aime		il est, on est aimé	il va, on va aimer	il joue, on joue		il est, on est joué	il va, on va jouer
vous aimez	aimez	vous êtes aimé	vous allez aimer	vous jouez		vous êtes joué	vous allez jouer
ils aiment, elles aiment	aiment	ils sont, elles sont aimé	ils vont, elles vont aimer	ils jouent, elles jouent		ils sont, elles sont joué	ils vont, elles vont jouer

Verbes réguliers en -ir

régler		réviser		partir		travailler	
présent	impératif	présent composé	futur proche	présent	impératif	présent composé	futur proche
je règle		je suis réglé	je vais régler	je réviser		je suis révisé	je vais réviser
tu règles	règle	tu es réglé	tu vas régler	tu révises		tu es révisé	tu vas réviser
il règle, on règle		il est, on est réglé	il va, on va régler	il réviser, on réviser		il est, on est révisé	il va, on va réviser
vous réglez	réglez	vous êtes réglé	vous allez régler	vous réviser		vous êtes révisé	vous allez réviser
ils règlent, elles règlent	règlent	ils sont, elles sont réglé	ils vont, elles vont régler	ils révisent, elles révisent		ils sont, elles sont révisé	ils vont, elles vont réviser

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The *Références, Conjugaisons de verbes, Appendice* and *Lexiques* sections are designed to develop the skills of finding information in reference resources, cross-referencing, learning independently, consolidating and transferring previously acquired knowledge in different contexts.



A large number of the *Cahier* pages identified with the *Écrivons!* logo, offer opportunities for grammar and the application of language conventions. The vocabulary building pages at the beginning of each unit are identified as *Mon vocabulaire de base*. These pages provide students with the opportunity to build

their own bank of vocabulary. Students refer to these pages throughout each unit, adding new words as they encounter them. Students then refer to their customized vocabulary lists on these pages when preparing their final task.



The *Jouons!* and *Dessinons!* activities offer more written practice situations, largely devoted to vocabulary building, manipulation of language, and consolidation of grammar and language conventions.



Structure of a Unit

The Launch: Unit Opener

The launch of a unit always appears on a double-page spread in the *Livre*. It introduces the theme and sets the context of the unit. The visual nature of this section motivates and engages students. The activities that relate to the launch are oral in nature. At this point in the unit, students focus on oral communication. The launch pages offer an opportunity for questioning and brainstorming about the topic. You may then assess students' prior knowledge related to the theme.

The launch pages are linked to a listening activity that leads students to identify various thematic elements, vocabulary, and/or follow a listening activity in the *Cahier*. This activity addresses the overall expectation in oral communication: "listen to and talk about short, oral texts in structured and open-ended situations." The launch activity helps students relate the theme to personal experience and to previous knowledge of the topic. It addresses the specific oral communication expectation: "respond to oral texts (e.g., express opinions) and connect to personal experience." New language structures are passively introduced in this opening activity. Vocabulary building starts orally, before students begin adding the unit's new vocabulary on the corresponding *Mon vocabulaire de base* page in the *Cahier*.

Presented on the left side of the launch pages is a summary of the unit content. It lists the communicative and language skills that are developed throughout the theme, and it introduces the final performance task, *La tâche finale*, and the Web site.

Teaching Blocks

Units are divided into teaching blocks. Since the *On y va! 1* units are of varying length, they consist of a different number of blocks. While units are designed to be used at various times of the year, the number of blocks per unit allows for added flexibility.

Short units: one block, included: *La tâche finale* activity.

Approximate instruction time: 2–3 weeks. Units 1, 4 and 7 are short units.

Medium-length units: two blocks, included: one *À la tâche* activity, and *La tâche finale* activity. Approximate instruction time: 3–4 weeks.

Units 2 and 5 are medium-length units.

Long units: three blocks, included: two *À la tâche* activities, and *La tâche finale* activity. Approximate instruction time: 4–6 weeks. Units 3, 6 and 8 are long units.

Avant de lire

- Pre-reading questions provide the context for the reading selection that follows. These questions allow students to access previous knowledge and connect the topic of the reading passage to personal experience.

Stratégie de lecture

- Each unit focusses on a specific reading strategy designed to provide students with tools for determining meaning.
- Specific expectation: "use various reading strategies to determine meaning, such as verbal cues, structures (e.g., inversion), personal experience, and resources."

Reading Selection

- *On y va! 1* contains the 12 mandatory reading selections of 200 to 400 words in length, and a few shorter passages that allow for extra practice. The readings are of various genres and styles.
- Overall reading expectation: “read a variety of classroom and simple authentic materials 200 to 400 words long, and demonstrate understanding.”
- Specific expectation: “read at least twelve simple texts (e.g., letters, descriptions, essays), and identify main ideas and some supporting details.”
- The identification of ideas and demonstration of understanding occur when completing the *Pour vérifier* section following the reading in the *Livre*, and the accompanying *Comprends-tu?* page in the *Cahier*.

Pour vérifier

- This is an oral activity designed to quickly check global comprehension of the reading selection.
- Expectations: “demonstrate understanding” and “identify main ideas and some supporting details” of the reading, combined with the *Comprends-tu?* activity in the *Cahier*.

Mots-clés

- The core vocabulary words are highlighted from the reading selections. Students build their own vocabulary bank on the *Mon vocabulaire de base* page in the *Cahier*.
- Expectation in grammar, language conventions, and vocabulary: “vocabulary from units under study” as well as “basic vocabulary (e.g., numbers from 0 to 1000, words associated with outdoor and leisure activities, shopping, current events, food, films, television, radio).”

Comment ça marche?

- *Comment ça marche?* pages address Grammar and Language Convention expectations or review and/or re-entry of previously learned grammar and language conventions.
- Sample sentences containing the language structure are taken directly from the preceding reading selection. The examples are studied in context. The *Comment ça marche?* page focusses on the specific Language Convention expectation introduced in the oral communication and reading activities.
- The grammar “rule” is explained as simply as possible, with graphics, charts and/or visual aids, usually accompanied by a description of when and where to use the structure.
- Reference to the sections located near the back of the *Livre* provides additional and different examples, and a more in-depth look at the grammar point in question.
- *Cahier* pages support the acquisition, practice and consolidation of grammar and language convention. Additional Black-line Masters (*fiches reproductibles*) in the Teacher’s Guide provide for accommodation and enrichment.

Pratique orale

- These oral activities are designed to reinforce the grammar point explained in the *Comment ça marche?* section.
- The *Pratique orale* activities address the given expectation in grammar and language convention within the oral strand.
- The next step in the activity sequence is to refer students to the *Cahier* where more oral, aural and written activities reinforce the grammar point.

À ton tour

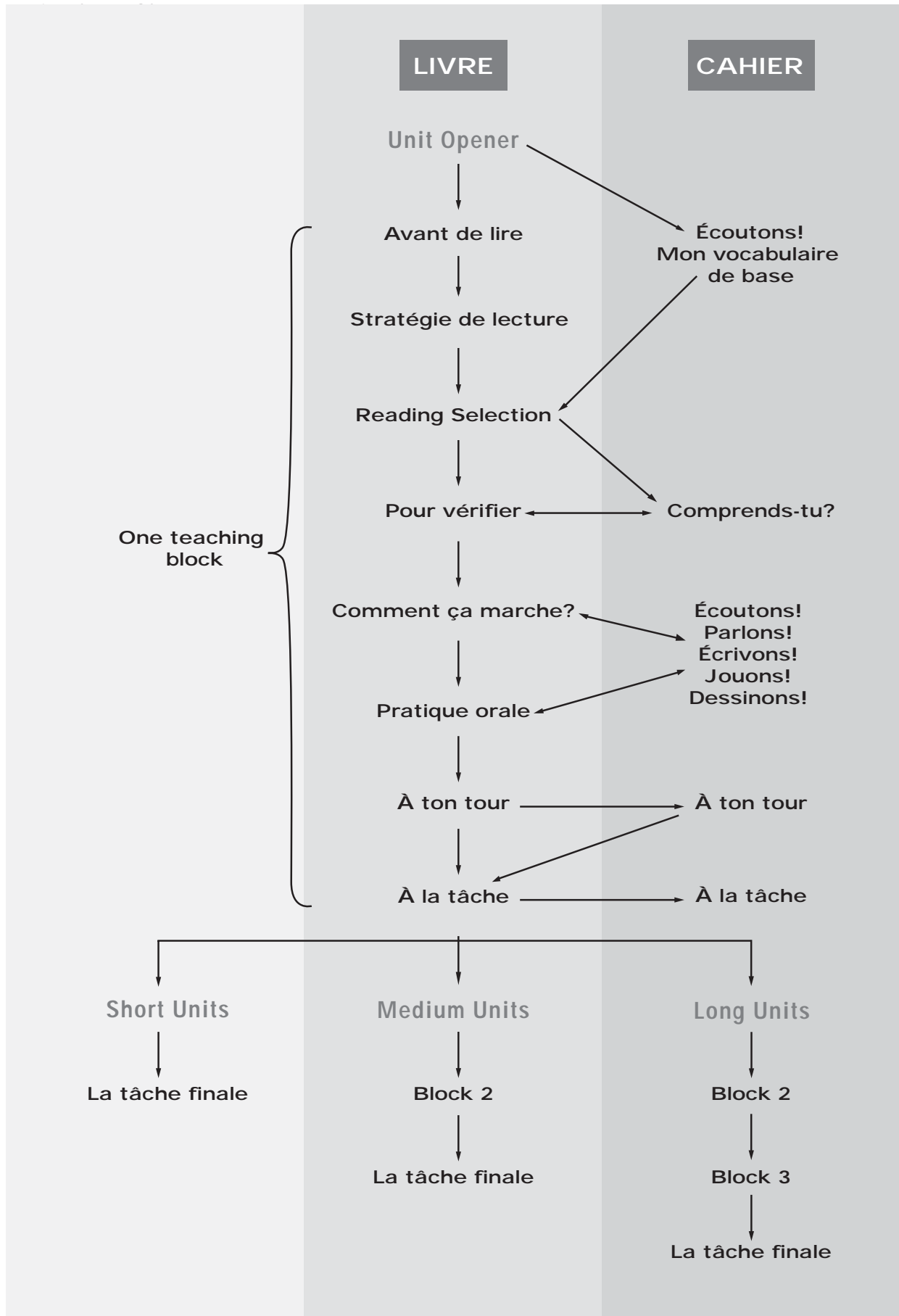
- *À ton tour* activities provide opportunity for practice of communicative and experiential skills related to the theme. They offer a balance of individual, pair and group activities as they cross all strands.
- *À ton tour* activities reinforce the acquisition of grammar, language conventions and vocabulary of the unit.
- Optional generic rubrics (listening, speaking, writing) are provided for the *À ton tour* activities on pages 38–43 of the Program Overview.
- A wide variety of overall and specific expectations are addressed in this section.

À la tâche

- There is one *À la tâche* activity in two-block units, and two *À la tâche* activities in three-block units. One-block units deal directly with *La tâche finale*.
- *À la tâche* activities are communicative and experiential in nature. They are part of the unit final performance task and offer a balance of individual, pair and group activities.
- *À la tâche* activities provide perfect opportunities for formative evaluation to take place.
- Optional generic rubrics (listening, speaking, writing) are provided for each *À la tâche* activity.
- Alternate *À la tâche* activities are suggested throughout the Teacher's Guide.

La tâche finale

- *La tâche finale* is more comprehensive in scope than the communicative/experiential activities of the *À ton tour* and *À la tâche*.
- *La tâche finale* is the final performance-based task for each unit. It consists of *À la tâche* activities completed throughout the unit (in two and three-block units), as well as some additional work.
- The final task activities consolidate multiple strands with emphasis on process-writing and speaking strategies.
- *La tâche finale* activities address specific oral communication expectations.
- They address every specific writing expectation.
- Exemplars of final tasks are provided on the *On y va! 1* Web site and on video.
- Activity-specific rubrics are provided for each final task in the Teacher's Guide module.
- Alternate *La tâche finale* activities are suggested in the Teacher's Guide for both accommodation and enrichment in Grade 7, and options for Grade 6 and Grade 8.



Unit Content

Theme and Content		Grade 7 Language Expectations	Cross-curricular Connections	Learning Strategy	Grade 6 Language Expectations	Grade 8 Language Expectations
1. Galaxie virtuelle (Short Unit: 1 block)	Two friends are playing a space game in a video arcade when something strange happens. Students try to solve the mystery.	Review of Grade 6: ■ <i>Adjectifs possessifs au singulier</i> ■ <i>Adverbes</i> ■ <i>Conjonctions</i> ■ <i>Impératif</i> ■ <i>Verbes réguliers</i> ■ <i>Faire & aller</i> ■ <i>Orthographe des sons</i>	■ Science and Technology ■ Language Arts	Dictionary Skills	Review of Grade 5: ■ <i>Avoir & être</i> ■ <i>Expressions avec «avoir»</i> ■ <i>Négation</i> ■ <i>Conjonctions</i> ■ <i>Impératif</i> ■ <i>Cognates</i>	Review of Grade 7: ■ <i>Adjectifs possessifs (singulier et pluriel)</i> ■ <i>Formation des adverbes</i> ■ <i>Conjonctions</i> ■ <i>Impératif</i> ■ <i>Vouloir, pouvoir, devoir</i> ■ <i>Orthographe des accents</i>
2. Le rythme de la vie (Medium Unit: 2 blocks)	Rhythmic sounds are all around us; they are part of our everyday life. Students discover how to create rhythm with everyday objects. In groups, they create and present a rhythm, a song and an ad for a CD of their song.	■ <i>Impératif</i> ■ <i>Vouloir & pouvoir</i> ■ <i>Orthographe des accents</i>	■ The Arts ■ Language Arts	Familiar Words	■ <i>Verbes en –ir</i> ■ <i>Verbes en –re</i> ■ <i>Orthographe du son «a»</i>	■ <i>Passé composé des verbes réguliers avec «avoir»</i> ■ <i>Les mots de la même famille</i>
3. Les bons et les méchants (Long Unit: 3 blocks)	Good and bad, useful and nasty, microbes are everywhere, even in our dreams... A general study of various common microbes is presented in a light and upbeat way. Students create a card game with microbe profile cards.	■ <i>La place des adjectifs qualificatifs</i> ■ <i>L'accord des adjectifs qualificatifs</i> ■ <i>Le sens des adjectifs qualificatifs</i> ■ <i>«Devoir» suivi de l'infinitif</i> ■ <i>Vouloir & pouvoir</i> ■ <i>Adjectifs possessifs au singulier et au pluriel</i> ■ <i>Orthographe des accents</i>	■ Science and Technology ■ Health and Physical Education	Format and Context	■ <i>Adverbes «peu», «assez», «beaucoup», «trop»</i> ■ <i>«Aimer» suivi de l'infinitif</i> ■ <i>Partitifs</i> ■ <i>Adjectifs possessifs au singulier</i> ■ <i>Orthographe du son «o»</i>	■ <i>Comparatif des adjectifs</i> ■ <i>Partitifs à la forme négative</i> ■ <i>Pronom «en»</i> ■ <i>Les mots de la même famille</i> ■ Additional Reading Selection
4. Au musée de cire (Short Unit: 1 block)	Friends are on a guided visit of a wax museum. They sneak into the sculptor's workshop to see how wax figures are created. Students present a wax figure of their choice as they play the role of a guide in a wax museum.	Re-entry (Grade 7): ■ <i>Vouloir, pouvoir, devoir</i> ■ <i>La place des adjectifs</i> ■ <i>Adjectifs possessifs au singulier et au pluriel</i> ■ <i>Orthographe des accents</i>	■ The Arts ■ Science and Technology	Visual Cues	■ <i>Verbes réguliers en –er, –ir, et –re</i> ■ <i>Adjectifs possessifs au singulier</i> ■ <i>Orthographe des sons «a» et «o»</i>	■ <i>Passé composé des verbes réguliers avec «avoir»</i> ■ <i>Comparatif des adjectifs</i> ■ <i>Pronom «en»</i> ■ <i>Les mots de la même famille</i>
5. Destinations d'hiver (Medium Unit: 2 blocks)	Winter activities, sports and travel are the focus of winter destinations in Canada and around the world. Students create a brochure or a Web page of a winter destination of their choice.	■ <i>Adjectifs irréguliers</i> ■ <i>L'accord des adjectifs irréguliers</i> ■ <i>Adjectifs démonstratifs</i> ■ <i>Orthographe des accents</i>	■ History and Geography ■ Health and Physical Education ■ Language Arts	Word Families	■ <i>L'accord des adjectifs réguliers</i> ■ <i>Conjonctions «et», «mais», «parce que»</i> ■ <i>Verbe «faire»</i> ■ <i>Partitifs</i> ■ <i>Orthographe du son «i»</i>	■ <i>Formation des adverbes</i> ■ <i>Superlatif des adjectifs</i> ■ <i>Pronom «on»</i> ■ <i>Partitifs à la forme négative</i> ■ <i>Cognates</i> ■ Additional Reading Selection

Unit Content (cont'd)

Theme and Content (continued)		Grade 7 Language Expectations	Cross- curricular Connections	Learning Strategy	Grade 6 Language Expectations	Grade 8 Language Expectations
6. Un monde pour tout le monde (Long Unit: 3 blocks)	Everyday activities, hobbies, sports, interests and telecommunications. . . Students discover how modern technology assists people who are physically challenged and present a technological invention of their own.	<ul style="list-style-type: none"> ■ <i>Futur proche</i> ■ <i>Questions avec l'inversion verbe-sujet</i> ■ <i>Contractions avec «à» et «de»</i> ■ <i>Orthographe des accents</i> 	<ul style="list-style-type: none"> ■ Science and Technology ■ Social Studies 	Cognates	<ul style="list-style-type: none"> ■ <i>Verbe «aller»</i> ■ <i>Mots interrogatifs (re-entry of Grade 5)</i> ■ <i>Partitifs</i> ■ <i>Orthographe des sons «on», «an», «in»</i> 	<ul style="list-style-type: none"> ■ <i>Passé composé avec «avoir»</i> ■ <i>Passé composé des verbes irréguliers «avoir», «être», «faire», «prendre»</i> ■ <i>Partitifs à la forme négative</i> ■ <i>Les mots de la même famille</i> ■ Additional Reading Selection
7. Une aventure souterraine (Short Unit: 1 block)	Following a fun adventure in the caves of St-Elzéar in Québec, friends discover spelunking, exploring caves and tunnels. Students draw and explain the plan of a cave, and give directions on how to get around it.	<ul style="list-style-type: none"> ■ <i>Sortir & partir</i> ■ <i>Verbes avec un sujet multiple</i> ■ <i>Orthographe des accents</i> 	<ul style="list-style-type: none"> ■ History and Geography ■ Science and Technology ■ Health and Physical Education 	Visual Cues	<ul style="list-style-type: none"> ■ <i>Prépositions suivies d'un nom</i> ■ <i>Orthographe des sons «ou» et «u»</i> 	<ul style="list-style-type: none"> ■ <i>Passé composé des verbes avec «être»</i> ■ <i>Les mots de la même famille</i> ■ Additional Reading Selection
8. Tout est possible... (Long Unit: 3 blocks)	Students are introduced to famous and fascinating structures and buildings from around the world. They discover how natural forms give inspiration to architects in their creations. Students invent, draw and present their own plan of a structure.	<ul style="list-style-type: none"> ■ <i>Nombres de 0 à 1 000</i> ■ Review of Grade 7: ■ <i>Adjectifs démonstratifs</i> ■ <i>Adjectifs irréguliers</i> ■ <i>La place des adjectifs qualificatifs</i> ■ <i>Futur proche</i> ■ <i>Vouloir, pouvoir & devoir</i> 	<ul style="list-style-type: none"> ■ The Arts ■ History and Geography ■ Mathematics ■ Science and Technology 	Review of all Strategies	<ul style="list-style-type: none"> ■ Review of Grade 6: ■ <i>Nombres de 1 à 100</i> ■ <i>Verbes irréguliers</i> ■ <i>Faire & aller</i> ■ <i>Orthographe des sons an, in et on</i> 	<ul style="list-style-type: none"> ■ <i>Passé composé avec «être»</i> ■ <i>Pronom «y»</i> ■ <i>Passé composé avec «avoir»</i> ■ <i>Les mots de la même famille</i> ■ Additional Reading Selection
Révision : Ça marche! (Very Short)	Language games, riddles and tongue twisters.	<ul style="list-style-type: none"> ■ <i>Questions avec l'inversion verbe-sujet</i> ■ <i>Contractions avec «à» et «de»</i> ■ <i>Sortir & partir</i> ■ <i>Verbes avec un sujet multiple</i> ■ <i>Les nombres de 0 à 1 000</i> 		Review		
Références	<ul style="list-style-type: none"> ■ Grammar and language expectations in charts ■ Verb charts ■ French-English and English-French lexiques 	All grammar and language conventions	Referencing		All grammar and language conventions	

Teaching Strategies

The *On y va! 1* Teacher's Guide offers suggestions about how to teach the different activities in the program. Since there are many teaching and learning styles, the following ideas represent a few of the strategies recommended for use throughout this program.

Contextualization

Contextualization provides clues for comprehension. Students focus on what they already know about the topic under study, and share what they have to offer on the subject. Contextualization improves communication because it makes the subject significant to students' lives, and it relates the topic to their knowledge in other curricular areas, or to their general experience.

The role of the Unit Opener, or launch pages, is to introduce students to the unit theme. During this introductory phase, you are given the opportunity to discover what students already know and think about the topic. You also informally discover what language skills and vocabulary students already know.

Contextualization introduces the theme of a unit to students. It offers them a sense of what will be discovered in the unit and sets the groundwork for the unit ahead. In this phase, much of the theme-related vocabulary is presented and taught. Vocabulary-building opportunities are identified throughout the Teacher's Guide. Students are encouraged to transcribe the unit vocabulary on the *Mon vocabulaire de base* page in the *Cahier*.

The *Avant de lire* questions in the *Livre* prepare students for the upcoming reading. Discussing the theme and ideas in the selection before the reading takes place helps alleviate some of the stress that students often experience while reading in a second language. When students have successfully answered the *Avant de lire* questions, they can proceed to the reading section with more confidence.

Vocabulary Building

Listening Strategy

Listening

The listening strategies are integrated within the listening activities in *On y va! 1* as students are directed to a sequence of steps in the process. The first time students hear a listening selection, they should listen for gist, i.e., not every detail of the listening selection needs to be fully understood. In addition to listening for gist, more strategies are recommended:

- always let students know that they will hear a listening selection more than once;
- encourage students to take notes as they listen (it is recommended that you give pointers on note-taking in French);
- remind students to pay attention to specific elements in the selection;
- point out to students that intonation plays an important role in general comprehension;
- always follow up listening by asking general questions to assess general comprehension;
- whenever possible, supplement listening with visual support, gestures, facial expressions, body language, intonation, inflexion, emphasis, and/or tone of voice.

Oral Strategy

Oral

Oral communication is key to language learning. Oral communication strategies are indicated throughout the *On y va! 1* Teacher's Guide. The following strategies may be used at any time in the learning process, according to students' needs:

- modelling;
- brainstorming;
- questioning;
- role playing;
- organizing and planning for an oral communication task;
- encouraging students to speak clearly and loudly;
- practising pronunciation;
- paying attention to intonation;
- using body language and gestures;
- rehearsing.

Reading Strategy

Reading

Reading strategies are identified throughout the Teacher's Guide. Students determine the meaning of a text while using the following strategies:

- using information from the context and the format of the text;
- recognizing cognates, familiar words and key words;
- identifying root words and word families;
- using visual cues;
- using previous knowledge;
- reading for gist;
- paying attention to verbal cues such as intonation, while listening to the reading selection on CD.

Writing Strategy

Writing

Many opportunities are provided in *On y va! 1* to practise writing in different formats, such as sentences, paragraphs, questions, cartoons, dialogues, info-cards, descriptions, song lyrics, skits, postcards, etc. Process-writing is essential to developing the ability to become a good writer. Each stage of process-writing focusses on a specific task. These are integrated into the writing activities, which include:

- brainstorming;
- choosing a topic;
- generating and organizing ideas;
- identifying the purpose of writing;
- keeping in mind the audience to whom the writing is addressed;
- developing a plan;
- writing a first draft;
- reviewing and revising, choosing appropriate expressions, structures and vocabulary;
- editing and proofreading, paying attention to grammar, spelling and punctuation;



Independent Learning



Cooperative Learning

- peer-editing;
- correcting;
- transcribing a final copy.
- Black-line Master or *fiche reproductible* on process-writing is provided on page 44 of this guide. You may wish to distribute this *fiche* to students.

Independent Learning

Many opportunities are provided for students to work individually and develop independent learning skills. Activities that may be used by students independently are identified throughout the Teacher's Guide. In addition to these activities, students should be encouraged to become independent learners by:

- independently entering the unit vocabulary in the *Mon vocabulaire de base* list on a consistent basis;
- cross-referencing by reviewing skills and vocabulary learned in previous units;
- using the *Références*, *Conjugaisons de verbes*, and *Lexiques* sections located near the back of the *Livre*;
- following the order of activities between the *Livre* and *Cahier*, as suggested throughout both components;
- following models;
- self-editing and proofreading.

Cooperative Learning

Cooperative learning occurs while students participate in communicative activities, and while they produce various tasks in pairs or in groups. These include:

- brainstorming activities;
- group discussions and debates;
- various *À ton tour* activities;
- various *À la tâche* activities;
- language and communicative games;
- role plays and skits;
- peer-editing of writing tasks;
- various group and pair work;
- most *La tâche finale* activities.

Risk-taking

Risk-taking can be effective in the case of language acquisition, because it helps students gain self-confidence to become better language learners and communicators. The more students use the language in real situations, the more they internalize the concepts and take control of their own learning. Students should be encouraged to take risks orally when responding to questions, and when working with their peers or with the teacher in class. Risk-taking should be developed as a skill, but it should not be considered for evaluation.

Enrichment and Accommodation Strategies

Enrichment

Extension

Enrichment

Enrichment activities are identified throughout the Teacher's Guide. Enrichment activities are suggested as Extensions for various activities and as alternates for various tasks. Suggestions for enrichment can be found for the following activities:

- vocabulary games;
- research topics;
- language games;
- role plays;
- group or class discussions;
- creative theme-related games and mimes, and
- additional Black-line Masters (*fiches reproductibles*).

Additional suggestions for language games are offered on pages 27–29 of the Program Overview.

A list of Additional Resource Materials is provided in the About the Unit section of each Teacher's Guide. You may wish to use resources from this list to add to the content of *On y va! 1*.

À la page Series

Though the reading expectations for Grade 7 are covered in *On y va! 1*, the *À la page 1 & 2* series (Pearson Education Canada, 1999) offer age and level-appropriate reading selections for FSL students in Grade 7 (*À la page 1*) and Grade 8 (*À la page 2*). These separate readers are designed to address the reading requirements of the curriculum. The length of each reading selection in each level of *À la page* corresponds to the requirements for Grade 7 and Grade 8 respectively. These series may be used for enrichment or for the simple pleasure of reading. *À la page* selections are followed by open-ended, communicative language activities that allow students to think creatively and further develop their language skills.

Strategies for Enrichment

- Students create theme-related posters for display in class or around the school.
- Students bring from home theme-related magazine articles, newspaper clippings, brochures, and posters (in French, if possible) for display.
- Students create comprehension questions, quizzes, word-search puzzles and crossword puzzles. These may be used as supplementary materials for students in need of accommodation in the classroom.
- Students create a text or a dialogue with missing words, then present it orally, and have the class fill in the blanks.
- Students create a dialogue, skit or story about the theme of the unit, present it to the class, and then hand in a written copy of their dialogue.
- Students record or videotape the oral presentation of *La tâche finale*.

Accommodation

The *On y va! 1* Teacher's Guide modules provide opportunity for accommodation. Accommodation suggestions are offered in the following areas:

- teaching strategies;
- alternate tasks;
- optional Black-line Masters (*fiches reproductibles*);
- games.

Additional suggestions for language games are offered on pages 27–29 of the Program Overview.

Diagnostic and Formative Assessment are essential for you to assess if skills or language elements should be re-taught, or to identify what teaching strategies should be adopted under various circumstances. It is through Diagnostic and Formative Assessment that you will discover if there is a need for accommodation, or if learning expectations need to be modified for students with special needs.

Strategies for Accommodation and/or Remedial

- Provide sentence starters for answering questions.
- Ask probing questions to help students develop the ability to share information or express opinions.
- Pre-teach theme-related vocabulary for the reading selections and provide some background information.
- Supply a copy of the unit vocabulary list from the Teacher's Guide "About the Unit" section.
- Use the Vocabulary Cards included at the end of each Teacher's Guide for games.
- Let students know which reading or listening passages will be covered, and what the context of the vocabulary of the activity will be, to allow them time to practise before they work in class or in groups or with a partner.
- Encourage students to identify cognates and familiar words in the reading selections.
- Choose reading partners, matching weaker with stronger readers.
- Have students practise intonation and pronunciation by reading aloud.
- Provide models for written activities.
- Encourage students to use familiar vocabulary and structures, and to speak and write using simple sentences.
- Encourage partner work on written activities.
- Modify the assessment recommendations as required, e.g., length, number of language conventions.
- Assist visual learners by first writing sentences that illustrate the unit language conventions on bristol board. Then cut the sentences into word cards that students rearrange to form a sentence.
- Designate specific roles for group activities to allow students opportunities for success.

ESL Students

While ESL students may not have the advantage of knowing enough English to identify cognates between French and English, they possess the advantage of using strategies on a daily basis since they are living in immersion in their second language. Of course, all ESL students are not at the same level, but the language learning strategies that these students rely upon during everyday life are useful to them in French class.

Alternately, the strategies being taught in FSL with *On y va! 1* will be useful in their acquisition of English as a Second Language. It is as important to stress the use of learning strategies with ESL students as with English-first-language students.

Both English-first-language and ESL students are taught in French during the FSL class. This places them on a more equal footing than in other subject areas, where a command of English is essential to their success. It is often found that ESL students perform as well or better than others in the French class, due to their developed ability to use cues other than language, such as visual, auditory and non-verbal cues, as well as contextualization, dictionary skills and word families.

ESL students may face challenges based on the environment from which they came and on cultural differences in their new environment. Their past life experience may not have prepared them for some subjects being studied in class, and they may need to learn as much or more about the culture and general knowledge as about the language itself. For example, winter destinations and cave explorations may be new areas of discovery for some ESL students. They learn about life in Canada and elsewhere, in addition to learning the language itself. In this area, the French course contributes to their integration into their new environment.

Accommodation strategies listed on page 26 may be useful to ESL students who are at the initial stages of language acquisition. Additional Black-line Masters (*fiches reproductibles*) provided in each Teacher's Guide, are useful for students to acquire extra practice in language skills and spelling strategies. In addition to the Accommodation strategies listed on page 26, strategies for ESL students should include:

- vocabulary building;
- matching of students, or peer-coaching, for reading and writing activities;
- encouraging cooperative learning;
- modifying the expectations for assignments and tasks;
- using alternate *À la tâche* and *La tâche finale* activities suggested in the Teacher's Guide.



Language Games

Language games are an integral part of language learning. Encourage students to participate for the enjoyment of interacting with others, rather than competing with others. If some students are not comfortable playing a language game, they may wish to participate in a non-competitive role, such as scorekeeper, timekeeper, spell checker, etc.

On y va! 1 suggests several language games that may be played throughout each unit. Language games are an enjoyable way of adding

communicative opportunities while developing language skills. They can be used to personalize this program for each individual class.

To follow are some suggestions for additional language games that may be customized to suit each theme and to fit available class time.

Oui... Non... Pas vraiment...

This oral game gives students practice speaking and listening. It is best played after students have learned adjectives and have consolidated the sentence structures of questions.

- **How to play:** One student starts the game by mentally picking a famous person whom other students in the class would most likely know. The rest of the class asks *Est-ce que...?* or verb-subject inversion questions in order to guess the identity of the famous person. The student who started the game, whose turn it is to play, must be able to answer the questions using only *Oui... Non... or Pas vraiment...* The student who guesses correctly has the option of taking another turn.
- **Alternate:** this game can also be played using animals or objects.

Pictionary

This game may be used to help students learn the spelling and correct pronunciation of new vocabulary. It also helps build team and class spirit. The Vocabulary Cards, located at the end of each Teacher's Guide unit, are useful for this game.

- **How to play:** Divide the class into two teams. Together with the class, establish a time limit for the game, e.g., 30, 40 or 60 seconds. Students on each team take turns coming to the board to communicate to their team, by drawing a picture only, a word introduced in the unit under study. The team member who correctly pronounces the word must come to the board, and alone, or through discussions with teammates, correctly spell the word in order for the team to score a point. If the word is misspelled, the opposite team gets a try. Assign one point for correct pronunciation, and another for correct spelling. The team with the most points wins.
- **Alternate:** instead of drawing a picture, the student mimes the word or the action.

Au tableau!

This game is an entertaining way for students to review the grammar points and vocabulary covered in a unit. It is best played with desks arranged in single rows of six.

- **How to play:** Give each student in each row a number from 1 to 6. Ask a grammar or vocabulary question, for example, *Conjugué le verbe pouvoir avec le sujet Alex.* Then call out a number, for example, *Numéro 3!* The students assigned number 3 in each row go to the board, and write the answer. The first student to answer correctly, scores a point for his or her row. Points may also be assigned for correct pronunciation. The row with the most points wins.

- Alternate: instead of a grammar point, this can be played with Vocabulary Cards from the last two pages of each Teacher's Guide module.
- Alternate: students can be shown verb cards (see *Chef des verbes*, below).
- Alternate: this can be played with simple mathematical problems, to practise numbers in French.

Le roi ou La reine des questions

- This is an oral game best played once students have consolidated the language conventions of asking questions. If an alternate is used, ensure that students have learned the corresponding language skills.
- How to play: Two students are asked to volunteer for a question match. They take turns asking each other questions on any topic. The answering of questions is not allowed. Those who are not actively playing participate by disqualifying the player who uses non-questions, poorly structured questions, or if the pauses between questions are too long. The player who manages to out-question his or her opponent wins the match and is then matched with the next player. The student who manages to out-question the greatest number of players is *Le roi* or *La reine des questions*.
- Alternate: instead of questions, students can name vocabulary from a unit to become *Le Roi* or *La Reine du vocabulaire*.
- Alternate: instead of questions, students can do simple mathematics orally in French, for the practice of numbers. They would then become *Le roi* or *La reine des mathématiques*.

Le ou La chef des verbes or Combat de verbes

This game helps consolidate newly learned verbs and review previously learned ones.

- How to play: On a series of index cards, write a pronoun and a verb in the infinitive, e.g., *nous (sortir)*, *je (être)*, *elles (partir)*, *tu (faire)*, etc. Ask for a volunteer to start the game. Starting at one end of the class, the volunteer takes a turn challenging every student with a verb face-off, or *un face à face*. The student who is the first to conjugate the verb correctly is allowed to continue challenging other students. The student who has won the most challenges is *Le chef* or *La chef des verbes* for the day.
- Alternate: *Combat de verbes*: instead of asking a student, this can be done with two teams standing and facing each other. As the verb index card is shown, the students who feel that they know the answer walk forward and raise their hand. The first one to do so is given three seconds to come up with the right answer. If the answer is wrong, or given too late, the first member of the other team who walked forward gets a chance to reply. If this student misses as well, the *Combat* goes back to the other team. The team that scores the most points wins.

Combined-grade Classes

Implementing the curriculum for each level of combined-grade classes in French requires that you address different expectations in every strand for each group of students. The number and length of reading selections increase from one grade to the next, language skills are different and built one upon another, and the expectations in length and content of student work vary. The overall and specific expectations in different strands are often closely related. This element makes the integration of the combined-grade expectations possible. Combined-grade classes that are addressed in *On y va! 1* are those of Grade 6/7 and Grade 7/8.

The Learning Expectations in each *On y va! 1* Teacher's Guide module show exactly which expectations are covered for each grade level. Also, in each Teacher's Guide module, a number of additional Black-line Masters (*fiches reproductibles*) are provided for each group of students at different grades.

Helpful Hints

Combined-grade strategies are identified throughout each Teacher's Guide module. These include recommendations to:

- offer additional support for Grade 6, or expand knowledge for Grade 8 students;
- shorten reading selections for Grade 6, or add to reading selections for Grade 8;
- shorten writing and/or oral production tasks for Grade 6, or expand them for Grade 8;
- teach new language elements for either grade level according to their expectations;
- use different Black-line Masters (*fiches reproductibles*) for the learning and consolidation of language skills;
- use additional reading selections of 400 to 600 words for Grade 8, included in five of the eight units;
- modify tasks and projects for each level;
- identify and use specific sections of the *Références* and *Conjugaisons de verbes* for each level.

An Additional Resource Materials list is provided in each Teacher's Guide module in the About the Unit section. These additional resources may be used to supplement the 400 to 600 word reading selections for Grade 8 students, or to add variety and multiple resources in the classroom, for every grade level.

It is recommended that you use a variety of resources, such as a combination of units from each respective program in the combined-grade class. For example, use some units from the Grade 6 program and some units from *On y va! 1* in a combined Grade 6/7 class, and some units from *On y va! 1* and units from *On y va! 2* in a combined Grade 7/8 class. Additional resources are always viewed as a positive element, as they add variety and flexibility. They are also a source of interest, and they allow you and the students to personalize the course.

Integration of Grammar and Language Conventions for Combined-grade Classes

Since grammar, language conventions and vocabulary expectations differ from level to level, *On y va! 1* offers opportunities to implement the Grade 6 and Grade 8 expectations at opportune times in each unit.

A set of Black-line Masters (*fiches reproductibles*) is provided for the learning, practice and consolidation of the grammar, language conventions and vocabulary at each level. These are contextualized activities that relate to the theme in which they are found. For example, while teaching the Grade 7 students, you may wish to give your Grade 6 students an adaptation activity from the *fiches reproductibles* provided for that block, or your Grade 8 students an expansion activity. Conversely, you may have your Grade 7 students work on a reinforcement activity from the *fiches reproductibles*, while you are teaching the Grade 6 or Grade 8 students.

Each *fiche reproductible* is marked with a symbol identifying the purpose of the activity:

- 7** Grade 7 reinforcement activity;
- 6** Grade 6 adaptation activity;
- 8** Grade 8 adaptation activity.

This identification system offers you the flexibility of using the activities for accommodation, enrichment, or adaptation purposes.

Technology

The integration of current technologies is suggested as part of a complete FSL program. Students are assigned tasks and projects whereby the use of technology is recommended. They are encouraged to use computers, the Internet, video equipment, and other technologies available to them. If computers and video equipment are not readily available in the French class, they most likely are available elsewhere in the school, and often at home.

Although the use of computers and video equipment is encouraged in *On y va! 1*, they are not compulsory elements. For instance, when a project proposes the creation of a Web page, an alternative is always suggested, such as creating a brochure, an advertisement, a poster, etc. If videos are not possible, students may present a skit, a role play or a dialogue in person, or they may present their creation with other visual support.

Web Site

The use of technology, such as our Web site www.pearsoned.ca/school/fsl promotes technological skills as well as literacy. The *On y va! 1* Web site offers a large selection of hot links (called *liens dynamiques*) to sites that are related to each theme. These are useful for you and for the students who wish to do additional research on a topic for projects, enrichment, or just to enjoy more reading material on a specific theme. The linked sites are monitored by Pearson Education Canada to ensure that content remains appropriate, and that sites still exist. Also, new sites are added, if they are relevant, keeping our Web site up-to-date with resources and references.

The Web site motivates students by offering them a means of access to information that they enjoy, and where they can easily access many materials on several topics. The *On y va! 1* site includes:

- hot links to theme-related sites;
- exemplars of students' written work;
- additional resources.

Exemplars of students' work are added on a regular basis, as Pearson Education Canada receives materials from classes using *On y va! 1*.

Additional resources are added as you, the teacher, and consultants using the resource, submit work and additional materials to post on the *On y va! 1* Web site.

Video

The *On y va! 1* video is an optional resource that may be added as an extra resource to the program. It includes:

- authentic clips on related topics;
- *On y va! 1* songs by Étienne; and
- models of students' oral presentations of final tasks.

The *On y va! 1* video is designed to be used as an additional, optional component. FSL teachers who travel from class to class, often in portable classrooms, or from school to school, may not have access to a television and VCR. For this reason the video component, although it is a stimulating element, is not required to achieve success with *On y va! 1*.

Assessment and Evaluation

Diagnostic Assessment

Diagnostic Assessment

Diagnostic Assessment opportunities are indicated to determine the level of prior knowledge before students begin new activities. Diagnostic Assessment helps to determine students' starting point and the direction in which to take them.

Formative Assessment

Formative Assessment

Several Formative Assessment opportunities are identified throughout each unit guide. It is suggested that you provide anecdotal or written feedback to students on how well they are doing, and what they need to do to improve their skill level in order to meet specific expectations. You may use the Formative Assessment information to modify or adjust teaching. Formative Assessment is not intended for evaluation, but rather to prepare students for evaluation.

Formative Evaluation

Formative Evaluation

Several Formative Evaluation opportunities have been indicated throughout each Teacher's Guide module. Formative Evaluation is used to evaluate language skills and knowledge in a single strand after students have been provided with sufficient assessment and feedback. The results obtained from this evaluation may be used in the calculation of the final grade for each unit. Ensure that students are aware of the expectations being evaluated before evaluation takes place. Generic rubrics for Formative/Summative Evaluation are provided on pages 38–43 of this guide.

Summative Evaluation

Summative Evaluation

Summative Evaluation is used to evaluate the language skills and knowledge that a student achieves by the end of each unit. *La tâche finale* is a presentation, project or performance activity that can be used for Summative Evaluation. Ensure that students are aware of the expectations being evaluated before evaluation takes place. Summative Evaluation must be done using several tools and techniques. Formative Assessment and Evaluation must precede it in order to allow students to develop the skills required for their final performance and Summative Evaluation.

Final performance tasks are one of the Summative Assessment opportunities. They should be used in conjunction with other testing and assessment.

Testing is one of the tools that may be used to arrive at a final grade for each unit. In order to achieve a balanced evaluation, it is recommended that you use a variety of evaluation strategies. The Sample Unit Tests are not mandatory and therefore should not replace the final task evaluation, nor should they carry the same weight.

The Summative Evaluation strategies offered in *On y va! 1* include:

- Summative Evaluation Rubrics, pertaining to unit-specific final tasks and/or oral comprehension and reading tests included in each of the Teacher's Guide modules;

- A sample Black-line Master testing package, at the end of each Teacher's Guide module for Summative Evaluation in every strand;
- Generic rubrics for every strand, provided on pages 38–43 of the Program Overview.

Self-evaluation

At the end of each unit, students are encouraged to self-evaluate on the knowledge and skills that they have acquired throughout the unit. This allows students to take responsibility for their learning. They become aware of their own progress with regards to communication skills, to the application of grammar and language conventions, and to the use of learning strategies. The last *Cahier* page of each unit, called *Mon auto-évaluation*, pertains to self-evaluation.

Mon auto-évaluation				
A. Malheureusement, je réussis à...	avec difficulté	avec peu de difficulté	avec Mon	très bien
• parler d'événements historiques au Canada et à l'étranger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• parler de ses connaissances et de ses activités d'après-pâtisseries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• décrire comment les gens s'amuse en hiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• parler de différents sports d'hiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• utiliser des adjectifs comparatifs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• utiliser les adjectifs démonstratifs ce, cet, cette et ces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• utiliser les mots de la même famille pour booster le son d'un personnage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• créer une brochure ou une page Web pour la destination de son choix.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Tous ces énoncés, j'ai essayé de...				

C. Tous ces énoncés, je n'ai pas essayé...				

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Sample Unit Tests

A sample Black-line Master testing package is provided at the end of each Teacher's Guide module for Summative Evaluation in every strand. The Sample Unit Tests are specific to areas of communication and language that are covered in the unit. Testing is one of the tools that may be used to arrive at a final grade for each unit. In order to achieve a balanced evaluation, it is recommended that you use a variety of evaluation strategies. The listening test scripts are recorded on each unit CD. The Sample Unit Tests are not mandatory and therefore should not replace the final task evaluation, nor should they carry the same weight.

Tracking Sheets and Reporting

How to use a sample tracking sheet

Recording assessment and evaluation of skill development in progress is done to:

- provide students with concrete feedback in the areas where they are showing progress and where they need to improve in preparation for Summative Evaluation;
- demonstrate and substantiate student progress and report card marks to students and parents; and
- identify which teaching practices are working well and which need to be modified.

Tracking sheets are provided in each Teacher's Guide module with a chart of every assessment and evaluation opportunity found in the respective unit. Here is an example of such a tracking sheet, and how it may be used:

Tracking Sheet for Assessment and Evaluation

Classe : A73
Unité : Le rythme de la vie.

B1 = Block 1
B2 = Block 2
FA = Formative Assessment
E.E. = Formative Evaluation
S.E. = Summative Evaluation

	Formative Assessment										Formative and Summative Evaluation											
	Oral					Reading		Writing			Oral					Reading		Writing				
	B1	B2	B2	B2	B1+2	B1	B2	B1	B2	B1+2	B2	B2	B2	B2	B1+2	B2	B2	B1	B2	B1	B1+2	
TOTAL	10	10	10	10	50	10	10	20	15	10	25											
1. Adams, Tess	8	7	8	8	7	38	7	7	14	11	6	17										
2. Dupont, Jean	6	6	6	7	7	28	7	6	13	10	6	16										
3. Rodriguez, Manuel	7	8	8	9	8	40	8	9	17	13	8	19										

These Formative and Summative Evaluations were done after students were given significant feedback through assessment.

- The assessment portion of this tracking sheet shows that Tess Adams has made progress in oral skill development but her marks for written work show room for improvement. Feedback offered to Tess encouraged review of new vocabulary and language conventions. Evaluation marks show that Tess is making progress in the writing strand, and is becoming an overall Level 3 student.
- Though Jean Dupont's Sample Unit Test results average a Level 3, a Level 2 for the unit can be explained through assessment records which show the most consistent level. Report Card comments should encourage Jean to achieve a Level 3 in all class work since Sample Unit Test marks show Level 3 abilities.
- Manuel Rodriguez can receive a Level 4 in all strands despite some weaker Sample Unit Test marks, because assessment in the in-class oral and independent written work are consistently at Level 4.

Note: depending on the policy of your School Board, you may wish to enter marks or convert them into levels using the breakdown found on the report card.

Tracking Sheet for Assessment and Evaluation

In addition to the Tracking Sheet for Assessment and Evaluation specific to each unit in the Teacher's Guide module, the blank tracking sheet on page 37 of this guide can be used to personalize assessment and evaluation.

Rubrics

The achievements levels for Core French focus on the categories of Communication, Comprehension, Organization of ideas, and Application of Language Knowledge. Level 3 is the provincial standard, as it identifies a high level of achievement. Level 1 is much below the standard, Level 2 approaches the standard, and Level 4 surpasses the standard achievement level. You may wish to consult your board for information on the specific requirements for each level.

Rubrics assist you in identifying students' level of achievement. The brief descriptions of the four degrees of achievement of the curriculum expectations provide support in Formative and Summative Evaluation. The descriptions are among a number of tools that you may wish to use to assess students' learning.

Activities whereby rubrics are used in evaluation are mostly, but not exclusively, performance-based. Activity-specific rubrics are provided in each *On y va! 1* Teacher's Guide module. They relate to tasks and activities that have been practised and fine-tuned by students before being formally evaluated.

Skills and Categories

Performance-based assignments and tasks show the application of skills in Communication, Organization of ideas and Application of language knowledge.

The Comprehension category pertains specifically to comprehension activities. It cannot be assumed that students have understood French instructions in order to perform a task. The Comprehension category is not necessarily represented in a performance-based task, as students are typically not showing comprehension, but rather, the application of skills. How students achieved their performance-based tasks cannot be proof of comprehension; they may have used English resources in research, translated literally with the help of dictionaries or of a computer program translator, or they may have done the work while communicating in English with classmates and others. Therefore the Comprehension category is evaluated independently, as it pertains specifically to comprehension activities such as listening and reading.

Generic Evaluation Rubrics for each strand are provided on pages 38–43 of the Program Overview. These rubrics may be used in addition to the activity-specific rubrics in the *On y va! 1* Teacher's Guide modules, or as models for evaluation of various activities.

Correlation to the Ontario Curriculum (1998)

The charts included in the *On y va! 1* Correlations booklet show where the overall and specific expectations for each strand, and the expectations in grammar, language conventions and vocabulary are met in the *On y va! 1* program. These charts are divided between grades that are commonly combined with the Grade 7 classes. The expectations for each level of the Grade 6/7 and the 7/8 combinations are provided.