

Grade 7 Learning Expectations covered in *On y va! 2*

| Expectations | Textbook / Livre (pages) | Workbook / Cahier (pages) | Compact Disc / Disque compact (unit: track number) | Teacher's Guide / Guide du maître (unit: <i>fiches reproductibles</i>) |
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Overall Expectations (OE)

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| OE 1 Listen to and talk about short, oral texts in structured and open-ended situations; | 6–7; 18–19; 34–35; 42; 50–51; 62–63; 78–79; 80; 89–90; 96–97; 112–113; 133; 134–135 | 40; 41; 50; 62; 78; 126; 130 | 1:1; 1:2; 2:1; 3:1; 3:6; 4:1; 5:1; 6:1; 6:2; 6:8; 6:9; 7:1; 8:1; 9:13 | Addressed in other components. |
| OE 2 Read a variety of classroom and simple authentic materials, 200 to 400 words long, and demonstrate understanding; | 8–11; 20–23; 27–30; 36–39; 43–46; 52–55; 56; 64–66; 67; 71–74; 80–84; 89–90; 91–93; 98–101; 106–109; 114–117; 122–124; 125; 129–132; 136–139; 140 | 10; 18; 26; 35; 42; 51; 63; 70; 79; 89; 97; 104; 111; 119; 125; 131 | | Addressed in other components. |
| OE 3 Communicate information and ideas in writing, in structured and open-ended situations, for different purposes; | 17; 26; 33; 42; 49; 60; 61; 70; 77; 88; 95; 104; 105; 110; 111; 121; 133; 145 | 15; 23; 24; 31; 41; 46; 47; 58; 59; 68; 69; 75; 86; 87; 93; 101; 102; 107; 127; 141; 143 | | Addressed in other components. |
| OE 4 Identify and use the vocabulary and the grammar and language conventions appropriate for this grade level. | 12; 13; 14; 15; 16; 17; 24; 25; 26; 31; 32; 33; 40; 41; 42; 47; 48; 49; 57–59; 60; 61; 68; 69; 70; 71; 75; 76; 77; 85–86; 87; 88; 94; 95; 102; 103; 104; 105; 110; 111; 118; 119; 120; 121; 126; 127; 128; 133; 141; 142; 143; 144; 145 | 6; 7; 8–9; 11; 14; 15; 19; 21–22; 23; 24; 25; 29; 30; 31; 34; 36; 38; 39; 40; 41; 46; 47; 52; 53; 54; 57; 58; 59; 65; 66; 67; 68; 69; 71; 73; 74; 75; 80–81; 85; 86; 87; 88; 90; 91; 92; 93; 96; 98; 100; 101; 102; 103; 106; 107; 110; 112; 113; 117; 118; 120; 121–122; 123; 124; 126; 127; 132; 133; 134; 135; 138; 141; 142; 143 | | Addressed in other components. |

Specific Expectations

Oral Communication (OC)

| | | | | |
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| OC 1 Use compound sentences in conversations and dialogues (e.g., <i>Les enfants jouent dans la cour et ils s'amuse beaucoup.</i>); | 8; 11; 17; 20; 23; 26; 27; 30; 33; 36; 39; 42; 43; 46; 49; 52; 56; 61; 64; 67; 71; 74; 77; 80; 84; 91; 93; 95; 98; 101; 106; 111; 114; 117; 122; 125; 129; 133; 136; 140; 145 | 11; 15; 21–22; 23; 30; 31; 40; 46; 47; 59; 74; 75; 91; 93; 107; 127; 143 | | Addressed in other components. |
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|--|--|--|--|---|
| Oral Communication (OC) (continued) | | | | |
| OC 2 Use language appropriately in a variety of rehearsed, routine, and open-ended situations (e.g., a cassette letter, an anti-smoking or anti-drinking message); | 8; 12; 13; 14; 15; 17; 20; 24; 25; 27; 31; 32; 33; 36; 40; 41; 42; 43; 47; 48; 49; 52; 57–59; 61; 64; 68; 69; 71; 75; 76; 77; 80; 85–86; 87; 91; 94; 95; 98; 102; 103; 106; 110; 111; 114; 118; 119; 120; 122; 125; 126; 127; 129; 133; 136; 141; 142; 143; 144; 145 | 7; 8–9; 15; 19; 21–22; 31; 39; 40; 41; 46; 47; 59; 66; 74; 75; 80–81; 90; 91; 93; 100; 107; 112; 114; 115; 120; 121–122; 127; 138; 143 | | Addressed in other components. |
| OC 3 Respond to oral texts (e.g., express opinions) and connect to personal experience; | 6–7; 8; 16; 18–19; 20; 27; 34–35; 36; 42; 43; 50–51; 52; 60; 62–63; 64; 71; 77; 78–79; 80; 91; 96–97; 98; 104; 106; 112–113; 114; 122; 128; 129; 134–135; 136 | 6; 8–9; 11; 14; 29; 36; 37; 40; 41; 44; 45; 50; 52; 54; 58; 62; 64; 67; 72; 74; 78; 80–81; 82; 85; 88; 96; 100; 101; 103; 106; 110; 115; 120; 123; 130; 135; 142 | 1:1; 1:2; 1:3; 1:4; 1:6; 2:1; 2:3; 2:4; 2:5; 2:8; 3:1; 3:3; 3:4; 3:5; 3:6; 3:8; 3:9; 4:1; 4:3; 4:4; 4:5; 5:1; 5:3; 5:4; 5:6; 6:1; 6:2; 6:4; 6:5; 6:6; 6:7; 6:10; 7:1; 7:2; 7:4; 7:5; 7:6; 7:8; 8:1; 8:2; 8:4; 8:6; 8:7; 9:13; 9:15; 9:16; 9:17 | Addressed in other components. |
| OC 4 Give an oral presentation of fifteen to twenty sentences in length (e.g., report on reading material); | 17; 33; 49; 61; 77; 95; 105; 111; 128; 133; 145 | 15; 31; 47; 59; 75; 93; 102; 107; 127; 143 | | Addressed in other components. |
| OC 5 Make revisions to oral language in form, content, and organization (e.g., sequence of sentences, agreement of irregular adjectives), using resources and feedback. | 17; 33; 42; 49; 61; 77; 95; 111; 133; 145 | 15; 31; 41; 46; 47; 59; 75; 91; 93; 107; 127; 143 | | Addressed in other components. |
| Reading (R) | | | | |
| R 1 Read at least twelve simple texts (e.g., letters, descriptions, essays), and identify main ideas and some supporting details; | 8–11; 20–23; 27–30; 36–39; 43–46; 52–55; 56; 64–66; 67; 71–74; 80–84; 91–93; 98–101; 106–109; 114–117; 122–124; 125; 129–132; 136–139; 140 | 10; 18; 26; 35; 42; 51; 63; 70; 79; 89; 97–104; 111; 119; 125; 131 | | Addressed in other components. |
| R 2 Produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form (e.g., design a biography card); | 11; 23; 26; 30; 33; 39; 46; 49; 56; 67; 74; 84; 93; 101; 110; 117; 125; 132; 140 | 8–9; 10; 18; 20; 21–22; 23; 25; 26; 30; 35; 38; 42; 43; 46; 51; 53; 63; 65; 70; 72; 73; 79; 84; | | Addressed in other components. |

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| Reading (R) (continued) | | | | |
| R 2 (continued) | | 88; 89; 97; 104; 111; 112; 116; 117; 119; 125; 131; 132 | | |
| R 3 Use various reading strategies to determine meaning, such as verbal cues, structures (e.g., inversion), personal experience, and resources; | 8; 20; 27; 36; 43; 52; 64; 71–74; 80; 91; 98; 106; 122; 129; 136 | 10; 18; 26; 35; 42; 51; 63; 70; 79; 89; 97; 104; 111; 117; 119; 125; 131 | | Addressed in other components. |
| R 4 Express personal preferences or reactions to a text. | | 10; 18; 21–22; 26; 35; 42; 51; 63; 68; 70; 79; 89; 97; 104; 111; 119; 125; 131 | | Addressed in other components. |
| Writing (W) | | | | |
| W 1 Write simple and some compound sentences and questions, using familiar and new vocabulary; | 17; 33; 42; 49; 61; 70; 77; 88; 95; 105; 111; 121; 128; 133; 145 | 10; 11; 15; 26; 31; 35; 37; 39; 41; 44; 45; 46; 47; 51; 55; 59; 63; 64; 66; 69; 70; 71; 72; 73; 74; 75; 79; 82; 86; 87; 89; 90; 93; 97; 99; 100; 102; 104; 107; 111; 118; 119; 121–122; 124; 125; 127; 131; 136; 137; 138; 139; 140; 143 | | Addressed in other components. |
| W 2 Write in a variety of simple forms (e.g., letters, poems, descriptions), following a model and making substitutions and minor adaptations to the model; | 17; 33; 49; 60; 61; 70; 77; 88; 95; 111; 121; 128; 133; 145 | 15; 31; 46; 47; 58; 59; 75; 86; 87; 93; 107; 118; 124; 127; 141; 143 | | Addressed in other components. |
| W 3 Revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology; | 17; 33; 49; 60; 61; 70; 77; 95; 111; 121; 128; 133; 145 | 15; 31; 46; 47; 58; 59; 68; 69; 75; 93; 107; 118; 124; 127; 143 | | Addressed in other components. |
| W 4 Use and spell the vocabulary appropriate for this grade level. | Throughout (e.g., 17; 26; 33; 42; 49; 60; 61; 70; 77; 88; 95; 105; 111; 121; 128; 133; 145) | Throughout (e.g., 10; 15; 18; 23; 24; 26; 30; 31; 35; 39; 41; 42; 46; 47; 51; 58; 59; 63; 69; 70; 71; 75; 79; 86–87; 89; 93; 97; 102; 104; 107; 111; 118; 119; 121–122; 124; 125; 127; 131; 141; 143) | | Addressed in other components. |

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| Grammar, Language Conventions, and Vocabulary (G) | | | | |
| Verbs | | | | |
| G 1 Present tense of the irregular verbs <i>vouloir</i> , <i>pouvoir</i> , <i>partir</i> , <i>sortir</i> , and <i>devoir</i> , with singular and plural subjects; | 12; 14; 17; 168; 170; 171 *Incidental 8–10; 20–23; 27; 43–46; 52–55; 64–66; 72–74; 80–84; 92–93; 98; 100–101; 137–138 | 11; 15 | 1:5; 2:2; 2:7; 3:7; 4:2; 5:2; 5:5; 6:3; 6:11; 7:3; 9:14 | 1:1; 2:4; 9:4; 9:8 |
| G 2 Double verb constructions (e.g., <i>Je veux écouter de la musique.</i>); | 12; 14; 17; 168; 170; 171 *Incidental 8–10; 20–23; 27; 43–46; 52–55; 64–66; 72–74; 80–84; 92–93; 98; 100–101; 107–108; 137–138 | 11; 15 | 1:5; 2:2; 2:7; 3:7; 4:2; 5:2; 5:5; 6:3; 6:11; 7:3; 7:7; 9:14 | 1:1; 9:4 |
| G 3 <i>Aller</i> plus an infinitive to form <i>le futur proche</i> (e.g., <i>Je vais manger.</i>); | *Incidental 52–55; 82–83; 107–108 | | 4:2; 6:3; 7:7 | 3:2; 4:2; 7:6; 9:2 |
| G 4 Agreement of verb with compound subject (e.g., <i>Mon ami et moi allons au cinéma.</i>); | 13; 15; 165 *Incidental 122–124 | 12 | 8:5 | 1:3; 6:4; 8:6 |
| G 5 Imperative of some regular <i>-er</i> , <i>-ir</i> , and <i>-re</i> verbs. | 13; 15; 17; 161 *Incidental 8–11 | 13; 15 | 1:5 | 1:5; 1:7; 9:10 |
| Adjectives | | | | |
| G 6 Demonstrative adjectives (<i>ce / cet / cette / ces</i>); | *Incidental 20–21; 23; 27–28; 30; 62–65; 72–73; 89–90; 92–93; 99–101; 114–117; 129–131; 136–139 | | 2:2; 2:7; 5:2; 5:5; 6:8; 6:9; 6:11; 7:3; 8:3; 8:8; 9:14 | 3:8; 5:4; 9:6 |
| G 7 Adjectives that precede the noun (e.g., <i>grand, petit, nouveau</i>); | *Incidental 43–46; 52–55; 64–66; 71; 73; 80–84; 99–101; 114–117 | | 3:7; 4:2; 5:2; 5:5; 6:3; 7:3; 8:3 | 4:6; 8:4 |
| G 8 Plural possessive adjectives (<i>notre / nos, votre / vos, leur / leurs</i>); | *Incidental 64; 66; 72–73; 89–90; 99–100; 116–117; 136–138 | | 5:2; 5:5; 6:8; 6:9; 7:3; 8:3; 9:14 | 2:2; 8:2 |

*This language structure is incidental. You may wish to formally teach this language structure using the examples and explanations provided in the *Références* section.

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| Adjectives (continued) | | | | |
| G 9 Singular and plural, feminine and masculine, of some irregular adjectives (e.g., <i>beau / bel / beaux / belle / belles</i>); | *Incidental 43–46; 52–55; 64–66; 71; 73; 80–83; 99–100; 114–117 | | 3:7; 4:2; 5:2; 5:5; 6:3; 7:3; 8:3 | 3:6; 8:4 |
| G 10 Agreement, in number and gender, of irregular adjectives with nouns (e.g., <i>les beaux chandails</i>). | *Incidental 43–46; 52–55; 64–66; 71; 73; 80–83; 99–100; 114–117 | | 3:7; 4:2; 5:2; 5:5; 6:3; 7:3; 8:3 | 3:6; 8:4 |
| Interrogative constructions | | | | |
| G 11 Subject-verb inversions (e.g., <i>Vas-tu au cinéma?</i>). | *Incidental 20–22; 52–55 | | 2:2; 4:2 | 2:6; 4:4 |
| Contractions | | | | |
| G 12 The prepositions <i>à</i> and <i>de</i> plus the definite article (e.g., <i>au / aux, du / des</i>). | 121 *Incidental 20–22; 27; 29; 36–39; 43–46; 52–55; 64–66; 72–73; 80–84; 92–93; 98–101; 106–109; 114–117; 122–124; 129–132; 136–139 | | 2:2; 2:7; 3:2; 3:7; 4:2; 5:2; 5:5; 6:3; 6:11; 7:3; 7:7; 8:3; 8:5; 8:8; 9:14 | 6:2; 7:3 |
| Vocabulary | | | | |
| G 13 Basic vocabulary (e.g., numbers from 0 to 1000; words associated with outdoor and leisure activities, shopping, current events, food, films, television, radio); | Throughout (e.g., 6–7; 8; 11; 16; 112–113) | Throughout (e.g., 5; 8–9; 14) | | Throughout |
| G 14 Vocabulary from units under study. | 6–7; 8; 11; 16; 18–19; 20; 23; 26; 30; 33; 34–35; 36; 39; 42; 43–46; 49; 50–51; 52; 56; 60; 62–63; 64; 67; 70; 71; 74; 77; 78–79; 80; 84; 88; 89–90; 91–93; 95; 96–97; 98; 101; 104; 105; 106; 109; 110; 112–113; 114; 117; 121; 125; 128; 129; 132; 133; 134–135; 136; 140 | 5; 7; 8–9; 14; 17; 23; 25; 27; 30; 33; 34; 36; 39; 40; 41; 43; 46; 49; 50; 53; 57; 58; 61; 62; 64; 65; 69; 74; 77; 78; 86; 87; 88; 92; 95; 98; 101; 102; 103; 109; 113; 118; 121–122; 123; 124; 127; 129; 130; 132 | 2:1 | Addressed in other components. |

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|--|--------------------------------|---------------------------------|---|---|
| Spelling Rules and Strategies | | | | |
| G 15 Use of related spelling patterns and sounds associated with accents (e.g., <i>aigu, grave, cédille</i>); | | | | 1:8; 2:8; 3:4; 4:9; 7:8; 8:8; 9:12 |
| G 16 Use of resources (e.g., dictionary, text). | Throughout (e.g., 36; 128) | Throughout (e.g., 113) | | Throughout (e.g., 5:6; 6:6) |

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| Overall Expectations (OE) | | | | |
| OE 1 Listen to and talk about simple oral texts in structured and open-ended situations; | 6–7; 18–19; 34–35; 42; 50–51; 62–63; 78–79; 80; 89–90; 96–97; 112–113; 133; 134–135 | 40; 41; 50; 62; 78; 126; 130 | 1:1; 1:2; 2:1; 3:1; 3:6; 4:1; 5:1; 6:1; 6:2; 6:8; 6:9; 7:1; 8:1; 9:13 | Addressed in other components. |
| OE 2 Express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions; | 6–7; 8; 17; 18–19; 20; 26; 27; 33; 34–35; 36; 42; 43; 49; 50–51; 52; 61; 62–63; 64; 70; 71; 77; 78–79; 88; 91; 95; 96–97; 98; 106; 111; 112–113; 114; 121; 122; 129; 133; 134–135; 136; 145 | 11; 15; 21–22; 23; 24; 30; 31; 40; 46; 47; 50; 59; 62; 69; 74; 75; 78; 86; 87; 93; 107; 127; 130; 141; 143 | | Addressed in other components. |
| OE 3 Read a variety of simple materials, 400 to 600 words long, and demonstrate understanding; | 8–11; 20–23; 27–30; 36–39; 43–46; 52–55; 56; 64–66; 67; 71–74; 80–84; 89–90; 91–93; 98–101; 106–109; 114–117; 122–124; 125; 129–132; 136–139; 140 | 10; 18; 26; 35; 42; 51; 63; 70; 79; 89; 97; 104; 111; 119; 125; 131 | | Addressed in other components. |
| OE 4 Write in a variety of forms, adjusting language to suit the audience; | 17; 33; 49; 60; 61; 70; 77; 88; 95; 105; 111; 121; 128; 133; 145 | 15; 31; 47; 58; 59; 69; 75; 86; 87; 93; 102; 107; 118; 124; 127; 143 | | Addressed in other components. |
| OE 5 Identify and use the vocabulary and the grammar and language conventions appropriate for this grade level. | 12; 13; 14; 15; 16; 17; 24; 25; 26; 31; 32; 33; 40; 41; 42; 47; 48; 49; 57–59; 60; 61; 68; 69; 70; 71; 75; 76; 77; 85–86; 87; 88; 94; 95; 102; 103; 104; 105; 110; 111; 118; 119; 120; 121; 126; 127; 128; 133; 141; 142; 143; 144; 145 | 6; 7; 8–9; 11; 14; 15; 19; 21–22; 23; 24; 25; 29; 30; 31; 34; 36; 38; 39; 40; 41; 46; 47; 52; 53; 54; 57; 58; 59; 65; 66; 67; 68; 69; 71; 73; 74; 75; 80–81; 85; 86; 87; 88; 90; 91; 92; 93; 96; 98; 100; 101; 102; 103; 106; 107; 110; 112; 113; 117; 118; 120; 121–122; 123; 124; 126; 127; 132; 133; 134; 135; 138; 141; 142; 143 | | Addressed in other components. |

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|--|--|--|--|---|
| Specific Expectations | | | | |
| Oral Communication (OC) | | | | |
| OC 1 Use compound and complex sentences in conversations and discussions (e.g., <i>Pauline n'a pas fait ses devoirs parce qu'elle a regardé la télé hier soir.</i>); | 8; 11; 17; 20; 23; 26; 27; 30; 33; 36; 39; 42; 43; 46; 49; 52; 56; 61; 64; 67; 71; 74; 77; 80; 84; 91; 93; 95; 98; 101; 106; 111; 114; 117; 122; 125; 129; 133; 136; 140; 145 | 11; 15; 21–22; 23; 30; 31; 40; 46; 47; 59; 74; 75; 91; 93; 107; 127; 143 | | Addressed in other components. |
| OC 2 Respond to oral texts (e.g., answer questions, role-play); | 6–7; 8; 16; 18–19; 20; 27; 34–35; 36; 42; 43; 50–51; 52; 60; 62–63; 64; 71; 77; 78–79; 80; 91; 96–97; 98; 104; 106; 112–113; 114; 122; 128; 129; 134–135; 136 | 6; 8–9; 11; 14; 29; 36; 37; 40; 41; 44; 45; 50; 52; 54; 58; 62; 64; 67; 72; 74; 78; 80–81; 82; 85; 88; 96; 100; 101; 103; 106; 110; 115; 120; 123; 130; 135; 142 | 1:1; 1:2; 1:3; 1:4; 1:6; 2:1; 2:3; 2:4; 2:5; 2:8; 3:1; 3:3; 3:4; 3:5; 3:6; 3:8; 3:9; 4:1; 4:3; 4:4; 4:5; 5:1; 5:3; 5:4; 5:6; 6:1; 6:2; 6:4; 6:5; 6:6; 6:7; 6:10; 7:1; 7:2; 7:4; 7:5; 7:6; 7:8; 8:1; 8:2; 8:4; 8:6; 8:7; 9:13; 9:15; 9:16; 9:17 | Addressed in other components. |
| OC 3 Use language appropriately in a variety of rehearsed, routine, and open-ended situations (e.g., an interview, a song lyric, an advertisement for a new restaurant); | 8; 12; 13; 14; 15; 17; 20; 24; 25; 27; 31; 32; 33; 36; 40; 41; 42; 43; 47; 48; 49; 52; 57–59; 61; 64; 68; 69; 71; 75; 76; 77; 80; 85–86; 87; 91; 94; 95; 98; 102; 103; 106; 110; 111; 114; 118; 119; 120; 122; 125; 126; 127; 129; 133; 136; 141; 142; 143; 144; 145 | 7; 8–9; 15; 19; 21–22; 31; 39; 40; 41; 46; 47; 59; 66; 74; 75; 80–81; 90; 91; 93; 100; 107; 112; 114; 115; 120; 121–122; 127; 138; 143 | | Addressed in other components. |
| OC 4 Give an oral presentation of more than twenty sentences in length, adjusting speech to suit the audience. | 17; 33; 49; 61; 77; 95; 111; 128; 133; 145 | 15; 31; 47; 59; 75; 93; 107; 127; 143 | | Addressed in other components. |
| Reading (R) | | | | |
| R 1 Read at least fifteen simple texts (e.g., excerpts from newspapers, magazines), and identify the main idea and supporting details; | 8–11; 20–23; 27–30; 36–39; 43–46; 52–55; 56; 64–66; 67; 71–74; 80–84; 91–93; 98–101; 106–109; 114–117; 122–124; 125; 129–132; 136–139; 140 | 10; 18; 26; 35; 42; 51; 63; 70; 79; 89; 97; 104; 111; 119; 125; 131 | | Addressed in other components. |

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|--|---|--|---|---|
| Reading (R) (continued) | | | | |
| R 2 Produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form (e.g., re-create a scene, design a book jacket); | 11; 23; 26; 30; 33; 39; 46; 49; 56; 67; 74; 84; 93; 101; 110; 117; 125; 132; 140 | 8–9; 10; 18; 20; 21–22; 23; 25; 26; 30; 35; 38; 42; 43; 46; 51; 53; 63; 65; 70; 72; 73; 79; 84; 88; 89; 97; 104; 111; 112; 116; 117; 119; 125; 131; 132 | | Addressed in other components. |
| R 3 Express personal preferences or reactions to a text (e.g., in a dramatization). | | 10; 18; 21–22; 26; 35; 42; 51; 63; 68; 70; 79; 89; 97; 104; 111; 119; 125; 131 | | Addressed in other components. |
| Writing (W) | | | | |
| W 1 Use simple and compound sentences, and organize information in paragraphs; | 17; 33; 42; 49; 61; 70; 77; 88; 95; 105; 111; 121; 128; 133; 145 | 10; 11; 15; 26; 31; 35; 37; 39; 41; 44; 45; 46; 47; 51; 55; 59; 63; 64; 66; 69; 70; 71; 72; 73; 74; 75; 79; 82; 86; 87; 89; 90; 93; 97; 99; 100; 102; 104; 107; 111; 118; 119; 121–122; 124; 125; 127; 131; 136; 137; 138; 139; 140; 143 | | Addressed in other components. |
| W 2 Use strategies (e.g., brainstorming, mind mapping) to plan and write first and final drafts in guided and cooperative writing tasks; | 17; 26; 33; 49; 60; 61; 77; 88; 95; 111; 121; 128; 133; 145 | 15; 24; 31; 46; 47; 58; 59; 75; 86; 87; 92; 93; 107; 118; 124; 127; 141; 143 | | Addressed in other components. |
| W 3 Produce pieces of writing in a variety of simple forms (e.g., lists, dialogues, illustrated stories), following and making adaptations to a model; | 17; 33; 49; 60; 61; 70; 77; 88; 95; 111; 121; 128; 133; 145 | 15; 31; 47; 58; 59; 75; 86; 87; 93; 107; 118; 124; 127; 141; 143 | | Addressed in other components. |
| W 4 Proofread and correct final drafts, focusing on grammar, punctuation, and spelling; | 17; 26; 33; 49; 61; 70; 77; 95; 111; 121; 128; 133; 145 | 15; 23; 31; 47; 59; 68; 69; 75; 93; 107; 118; 124; 127; 143 | | Addressed in other components. |
| W 5 Use and spell the vocabulary appropriate for this grade level. | Throughout (e.g., 17; 26; 33; 42; 49; 60; 61; 70; 77; 88; 95; 105; 111; 121; 128; 133; 145) | Throughout (e.g., 10; 15; 18; 23; 24; 26; 30; 31; 35; 39; 41; 42; 46; 47; 51; 58; 59; 63; 69; 70; 71; 75; 79; 86; 87; 89; 93; 97; 102; 104; 107; 111; 118; 119; 121–122; 124; 125; 127; 131; 141; 143) | | Addressed in other components. |

Grade 8 Learning Expectations covered in *On y va!* 2

| Expectations (continued) | Textbook / Livre (pages) | Workbook / Cahier (pages) | Compact Disc / Disque compact (unit: track number) | Teacher's Guide / Guide du maître (unit: <i>fiches reproductibles</i>) |
|--|---|---|---|---|
| Grammar, Language Conventions, and Vocabulary (G) | | | | |
| Pronouns | | | | |
| G 1 Object pronouns <i>y</i> and <i>en</i> ; | 75; 76; 77; 94; 95; 102; 103; 104; 105; 110; 111; 142; 144; 145; 158; 159; 160 *Incidental 114–116; 123–124 | 72; 73; 74; 75; 90; 91; 92; 93; 99; 100; 101; 102; 107; 137; 138; 139; 143 | 5:6; 7:4; 7:5; 8:3; 8:5 | 5:3; 6:3; 7:2; 9:5; 9:7 |
| G 2 Pronoun <i>on</i> . | 40; 41; 42; 49; 57; 59; 61; 157 *Incidental 43–45; 65–66; 98–100; 114–117; 122–124; 137–138 | 37; 38; 40; 41; 46; 47; 55 | 3:5; 3:6; 3:7; 5:2; 7:3; 8:3; 8:5; 9:14 | 4:3 |
| Verbs | | | | |
| G 3 Subject and auxiliary verbs in <i>le passé composé</i> ; | 61; 141; 143; 145; 162 *Incidental 27–30; 73; 80–83; 89–90; 92–93; 98–101; 106–108; 122–124; 129–132 | 59; 105; 106; 135; 136; 143 | 2:7; 4:6; 5:5; 6:3; 6:8; 6:9; 6:11; 7:3; 7:7; 7:8; 8:5; 8:8; 9:15; 9:16 | 7:5 |
| G 4 <i>Le passé composé</i> of regular <i>–er</i> , <i>–ir</i> , and <i>–re</i> verbs, and some irregular verbs (e.g., <i>avoir</i> , <i>être</i> , <i>faire</i> , <i>prendre</i>) with the verb <i>avoir</i> ; | 24; 25; 26; 31; 32; 33; 57–59; 61; 118; 120; 128; 133; 141; 143; 145; 162; 164 *Incidental 21–22; 72–73; 81–83; 89–90; 92–93; 98–100; 107; 109; 122–124; 129–132 | 19; 20; 21–22; 24; 27; 29; 31; 54; 59; 114; 115; 123; 127; 133; 136; 143 | 2:3; 2:4; 2:5; 2:7; 2:8; 4:4; 4:6; 5:5; 6:3; 6:8; 6:9; 6:11; 7:3; 7:7; 8:4; 8:5; 8:7; 8:8 | 2:1; 2:3; 8:1; 9:1 |
| G 5 Singular form of <i>le passé composé</i> of a few high-frequency verbs formed with the verb <i>être</i> (e.g., <i>aller</i> , <i>partir</i>). | 85–86; 87; 88; 95; 110; 111; 119; 120; 128; 133; 141; 143; 145; 162 *Incidental 92–93; 99–101; 110; 111 | 80–81; 82; 83; 84; 85; 86; 91; 92; 93; 105; 106; 107; 116; 117; 123; 127; 134; 136; 143 | 6:4; 6:5; 6:6; 6:7; 6:11; 7:3; 7:8; 8:7 | 6:1; 7:5; 8:3; 9:3 |
| Adjectives | | | | |
| G 6 Comparative and superlative forms of adjectives (e.g., <i>Le fromage est plus cher que le pain. C'est le film le plus populaire</i>); | 47; 48; 49; 126; 127; 128; 133; 152 *Incidental 38–39; 90–93; 114–117; 136–139 | 44; 45; 47; 121–122; 123; 124; 127 | 3:2; 3:8; 3:9; 6:8; 6:9; 6:11; 8:3; 8:7; 9:14 | 3:5; 3:7; 8:5 |

*This language structure is incidental. You may wish to formally teach this language structure using the examples and explanations provided in the *Références* section.

Grade 8 Learning Expectations covered in *On y va! 2*

| Expectations (continued) | Textbook / Livre (pages) | Workbook / Cahier (pages) | Compact Disc / Disque compact (unit: track number) | Teacher's Guide / Guide du maître (unit: <i>fiches</i> <i>reproductibles</i>) |
|---|---|---|---|---|
| Adverbs | | | | |
| G 7 Partitive article with negation (e.g., <i>Je n'ai pas de...</i>). | 68; 69; 70; 77; 142; 144; 145; 156 | 66; 67; 68; 69; 74; 140; 143 | 5:4 | 5:1; 9:9 |
| G 8 Formation of adverbs with adjectives (e.g., <i>naturelle / naturellement, heureux / heureusement</i>). | 31; 32; 33; 58; 59; 61; 155 *Incidental 21–22; 43–45; 98–99; 101 | 31; 56; 59 | 2:7; 3:7; 4:6; 7:3 | 2:5 |
| Vocabulary | | | | |
| G 9 Basic vocabulary (e.g., words associated with careers, transportation, clothing, music, films, travel); | Throughout (e.g., 20; 50–51; 52; 56; 60; 71–74; 96–97; 98; 101; 104; 105; 106; 109; 110) | Throughout (e.g., 17; 25; 49; 50; 53; 57; 58; 64; 95; 98; 101; 102; 103) | 2:1 | Throughout (e.g., 7:1; 7:4) |
| G 10 Words from units under study, phrases and expressions from oral vocabulary, personal word lists, and class lists. | 6–7; 8; 11; 16; 18–19; 20; 23; 26; 30; 33; 34–35; 36; 39; 42; 43–46; 49; 50–51; 52; 56; 60; 62–63; 64; 67; 70; 71; 74; 77; 78–79; 80; 84; 88; 89–90; 91–93; 95; 96–97; 98; 101; 104; 105; 106–109; 110; 112–113; 114; 117; 121; 122; 128; 129; 134–135; 136; 140 | 5; 7; 8–9; 14; 17; 23; 24; 27; 33; 34; 36; 39; 40; 41; 43; 46; 49; 50; 58; 61; 62; 65; 69; 74; 77; 78; 86; 87; 88; 92; 95; 101; 102; 109; 110; 113; 118; 121–122; 123; 124; 126; 127; 129; 130; 132 | 2:1 | 7:1; 7:4 |
| Spelling Rules and Strategies | | | | |
| G 11 Use of basic sounds and their related spelling pattern, knowledge of cognates (e.g., <i>adore / adorer, nutrition / nutritif, universel / universelle</i>); | | | | 2:7; 4:8; 5:5; 6:5; 9:11 |
| G 12 Use of some generalizations about spelling (e.g., word families: <i>musique / musical / musicalement / musicien / musicienne</i>); | | 25; 113 | | 4:7; 7:7; 8:7; 9:11 |
| G 13 Use of resources (e.g., classroom- displayed vocabulary, text, dictionary) to check spelling. | Throughout (e.g., 36; 128) | Throughout (e.g., 113; 124) | | Throughout (e.g., 3:3) |

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