

Teacher's
Guide

On y va! 2

Program
Overview



On y va! 2 Teacher's Guide

Program Overview

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Components Description

Livre

The hard-cover Student Edition or Textbook (*Livre*) offers nine themes of varying lengths for Grade 8 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 by supporting materials in the Teacher's Guide, for enrichment and accommodation for Grade 8 students, as well as for combined-grade classes of 7/8.

The *On y va! 2* 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.

Four of the *On y va! 2* units are review and language re-entry units. Unit 1: *Au casse-croûte*, offers a review of Grade 7 expectations;

Unit 4: *Choix multiples*, offers middle-of-the-year re-entry of language concepts, and Units 8 and 9: *Dans l'eau* and *Autour de toi*, 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 8 curriculum.

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

- *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 8 expectations. Verbs are conjugated in the *présent*, the *passé composé*, the *impératif* and the *futur proche*.
- *Appendice* : *Les nombres de 0 à 1 000*.
- *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 *Dessignons!* 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* appears on one page per unit. It is designed to encourage 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, and a separate Teacher's Guide module for each *On y va! 2* unit. 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! 2* Correlation 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 8, and for combined-grade classes of 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 class accommodation, alternate tasks, adaptation and enrichment, 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 Claude Michel.

Video

The optional video includes authentic clips relating to the topics under study, the *On y va! 2* songs, and models of student projects and oral presentations created in *La tâche finale* for each unit.

Introduction to *On y va! 2*

Goals

Essential Skills and Culture

On y va! 2 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! 2* 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! 2 provides all the necessary tools for the implementation of every expectation in the Grade 8 Ontario Core French Curriculum (1998), and for the implementation of Grade 7 expectations for combined-grade classes. The *On y va! 2* 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! 2*. 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! 2* 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! 2* 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! 2* 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! 2 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 7/8.

Methodology

Thematic Approach

On y va! 2 is designed to address the Ontario Curriculum (1998) in its entirety. It includes nine 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! 2* addresses, predominantly Grade 8, but also Grade 7. 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! 2*, Units 1, 4, 8 and 9 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! 2 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! 2 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! 2* 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.

Students are introduced to listening and speaking strategies throughout *On y va! 2*. These strategies are identified as *Stratégie orale* and *Stratégie d'écoute*, and appear where oral communication opportunities present themselves in the mini-tasks and final tasks. The intent is for students to accumulate listening and speaking strategies as they progress in *On y va! 2*.



 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.



PARLONS!

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! 2* 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, journal entries, legends, correspondence via e-mail messaging and playlets. *On y va! 2* offers more than the required number of reading selections necessary to meet the Grade 8 expectations of reading 15 selections of 400–600 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

La chanson volée

Parlons!

Assez de lire
 ?? Qu'est-ce qu'on doit faire (ils vont utiliser le travail d'un ou d'une artiste)?

Stratégie
 Si plusieurs de vous se trouvent à des moments séparés à des moments séparés, discutez avec vous sur le même sujet dans les deux langues, mais pas nécessairement à la fois. Essayez de vous entendre, mais ne s'agit pas de la même chose. De parler aux autres dans les deux langues.

Texte:
 Dany: Cathy, Cathy, Cathy. Tu es spéciale! Tu réponds à mes questions de questions sur... dans ton dernier courriel! Dans mon dernier courriel! Cathy: Cathy, Cathy, Cathy. Tu es spéciale! Tu réponds à mes questions de questions sur... dans ton dernier courriel! Cathy: Cathy, Cathy, Cathy. Tu es spéciale! Tu réponds à mes questions de questions sur... dans ton dernier courriel!

À lire, choisissez la fin de chaque phrase dans la colonne de droite.

- Cathy a répondu...
- Dans les lettres, le guitariste a répondu...
- Dany a dit...
- Cathy a répondu...
- J'ai à dire...

À droite, choisissez la fin de chaque phrase dans la colonne de droite.

- Cathy a répondu les éléments et à identifier les sujets.
- se charger au concert d'écrire.
- la fille de Cathy et la chanson de Cathy.
- la chanson d'écrire.
- Répondre à la fin de Cathy.

MOTS-CLÉS

rapide	un courriel	une enquête	les faits
garder	un billet	un message	une grande
prover	référer	retour	répondre
un travail	un vol	voler	

Ajoutez un nouveau mot à la liste de vocabulaire de base.

accumulate reading strategies as they progress in *On y va! 2*. 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

Unité 2 : Chasse aux indices

Mon vocabulaire de base

Voici le vocabulaire important de cette unité.

1. Trouve quatre mots liés...
solet
2. Trouve quatre mots liés au thème de l'attraction...
une enquête
3. Trouve quatre mots liés au thème de la culpabilité / la coupable...
la culpabilité / la coupable
4. Trouve quatre mots liés au thème de l'incrimination...
incrimination
4. Et aussi...

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Le cas de la planche à roulette disparue

Commencez ici

A. Relis le texte. Le cas de la planche à roulette disparue aux pages 21-22 de ton livre. Réponds aux questions suivantes en phrases complètes.

1. Où se trouve le restaurant quand elle reçoit le message du tout-petit?
2. Pourquoi est-ce qu'elle est agitée?
3. Où est-ce que Bruce a mangé à l'été?
4. Pourquoi est-ce que Laurent a étudié à l'école?
4. Selon toi, pourquoi est-ce que les frères Lévesque sont arrivés?

B. Complète le graphique suivant.

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Comment ça marche?

Le passé composé avec avoir

Le passé composé décrit une action terminée dans le passé. Regarde les premiers exemples écrits de texte. Ce document aide.

- 1. Elle écrit, au concert, j'ai entendu une de ses chansons!
- 2. Les Lévesque ont acheté l'album.
- 3. Nous avons étudié.

Le passé composé est formé de deux mots, l'auxiliaire et le participe passé. Pour le conjuguer, l'auxiliaire est le verbe avoir au présent.

le sujet	l'auxiliaire	le participe passé
je	ai	chanté
tu	as	acheté
il / elle / on	a	été
nous	avons	écrit
vous	avez	écrits
ils / elles	ont	écouté

Les participes passés des verbes en -er, -ir et -re sont écrits sans accent.

EXEMPLE - Les Lévesque ont écrit ses chansons.
 Les Lévesque n'ont pas écrit ses chansons.

Hair → hair
 EXEMPLE - J'ai écrit mes réflexions.
 Je n'ai pas écrit mes réflexions.

attendre → attendu
 EXEMPLE - Cathy a attendu le groupe.
 Cathy n'a pas attendu le groupe.

REFERENCES - Le passé composé avec avoir, p. 162

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Pratique orale

A. Mets les phrases suivantes au passé composé.

EXEMPLE - Elle écoute la chanson, (écouter)
 Elle a écouté la chanson.

EXEMPLE - Cathy écoute ses disques préférés, (écouter)
 Cathy a écouté ses disques préférés.

EXEMPLE - Deux hommes au concert de Cathy, (écouter)
 Deux hommes ont écouté au concert de Cathy.

1. Vous écoutez le concert, (écouter)
2. Ils ont écouté de parler à Cathy, (écouter)
3. Tu écoutes tous les supports, (écouter)
4. Les Lévesque ont écouté la chanson, (écouter)
5. Vous écoutez au concert, (écouter)
6. Vous écoutez ses réflexions, (écouter)
7. Les Lévesque ont écouté à voir la chanson, (écouter)
8. Vous écoutez ses réflexions, (écouter)
9. Tu écoutes à la nouvelle, (écouter)
10. J'écouterai au problème, (écouter)
11. Elle écoute Les Lévesque après le concert, (écouter)
12. Ils ont écouté la chanson, (écouter)
13. Vous écoutez ses questions, (écouter)
14. J'écouterai le texte original, (écouter)
15. Deux hommes l'appel (écouter) de Cathy, (écouter)

B. Mets les phrases de la Partie A au présent.

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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. 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! 2* 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! 2*. 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, posters, charts, dialogues, descriptions, presentations, short stories, menus, profiles and playlets.

Students are introduced to writing strategies throughout *On y va! 2*. These strategies are

À ton tour

Avec un ou deux partenaires, choisissez de l'histoire La chanson seule. Identifiez les éléments suivants :

- le rythme;
- les personnages de / la victime, les suspects, le / la détective;
- le lieu du crime;
- les faits;
- les indices;
- le procès.

Complétez le graphique dans votre cahier. Choisissez deux des trois questions. Choisissez le ou la coupable. Expliquez vos conclusions.

CAHIER p. 28

A la tâche

- Avec l'un ou les partenaires, inventez une histoire de vol.
- Utilisez le matériel proposé pour parler des faits de vol.
- Vous êtes pas d'ignorer les éléments d'une enquête : la victime, les suspects, le lieu du crime, les faits, les indices, le ou la coupable, le procès.
- Vous pouvez utiliser les idées dans votre cahier ou inventer d'autres idées.

CAHIER p. 28

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À ton tour

A Complétez le graphique dans votre cahier.

B En groupes, créez les trois films possibles qui suivent. Avec vous, qui est coupable?

SOMMA : C'est Sébastien le coupable! Avec a créé la planche à roulette de Sébastien la semaine dernière. Sébastien est arrivé dans le pays qu'Alice refuse de lui donner de l'argent pour acheter une nouvelle planche à roulette.

SÉBASTIEN : Pas vrai! C'est Laurent le coupable. Il est jaloux d'Alice parce qu'il impressionne tout le monde avec tous les contenus de planche à roulette qu'il gagne. Malheureusement, il impressionne aussi. Laurent refuse par qui.

LAURENT : Ça n'est pas vrai! C'est Sébastien qui est jaloux. Il a tout été chargé pour de planche à roulette. Mais je peut pas participer au concours de planche à roulette. Alors, qui va être le prochain champion? Sébastien!

CAHIER p. 31

Qui a menti?

La tâche finale

Continuez à travailler sur votre histoire de vol. Avec un autre groupe de deux élèves, choisissez le meilleur histoire de vol. Créez et présentez une scène à quatre personnes.

Utiliser :

- le matériel composé des cartes régulières et de quelques cartes irrégulières;
- au moins trois adresses.

CAHIER p. 31

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identified as *Stratégie d'écriture* and appear where writing opportunities present themselves in the mini-tasks and final tasks. The intent is for students to develop writing strategies as they progress in *On y va! 2*.

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



ÉCRIVONS!

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! 2*. 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 8 expectations are dominant in both the *Livre* and *Cahier*. A formal review of Grade 7 language expectations is provided in the first unit, *Au casse-croûte*. Grade 7 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 8, as well as for combined-grade classes. Acquisition and practice of the Grade 7 language expectations are offered as additional activities, in the context of each of the *On y va! 2* 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.

Referencés Les adjectifs démonstratifs

en Utilise les adjectifs démonstratifs pour désigner une chose, une fille, une personne, ou un animal spécifique.
 en L'adjectif démonstratif est placé avant le nom.
 en L'adjectif s'accorde toujours en genre (masculin ou féminin) et en nombre (singulier ou pluriel) avec le nom.

EXEMPLES

Ce professeur est gentil. Cette fille est intéressante.
 Ces projets sont excellents. Ces illustrations sont belles.

Genre et nombre	Forme masculine	Forme féminine	Forme plurielle masculine	Forme plurielle féminine
ce / cet*	cet	cette	ces	ces
EXEMPLES	Cet élève est gentil.	Cette fille est intéressante.	Ces projets sont excellents.	Ces illustrations sont belles.

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

Les adjectifs possessifs

en Utilise les adjectifs possessifs pour indiquer une relation de possession.
 en Comme tous les adjectifs, l'adjectif possessif s'accorde en genre (masculin ou féminin) et en nombre (singulier ou pluriel) avec le nom.

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Conjugaisons de verbes

Verbes réguliers en -er

Présent	Imparfait	Passé composé	Subj. présent
je chante	je chantais	je suis chanté	je chante
tu chantes	tu chantais	tu es chanté	tu chantes
il, elle, on chante	il, elle, on chantait	il, elle, on a chanté	il, elle, on chante
vous chantez	vous chantiez	vous avez chanté	vous chantiez
ils, elles chantent	ils, elles chantaient	ils, elles ont chanté	ils, elles chantent

Verbes réguliers en -ir

lire

Présent	Imparfait	Passé composé	Subj. présent
je lis	je lisais	je suis lu	je lise
tu lis	tu lisais	tu es lu	tu lises
il, elle, on lit	il, elle, on lisait	il, elle, on a lu	il, elle, on lise
vous lisez	vous lisiez	vous avez lu	vous lisiez
ils, elles lisent	ils, elles lisaient	ils, elles ont lu	ils, elles lisent

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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 simple, 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., answer questions, role-play)." 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! 2* 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 9 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, 3, 5, 6 and 7 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. Unit 8 is a long unit.

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.

Reading Selection

- *On y va! 2* contains the 15 mandatory reading selections of 400 to 600 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 simple materials, 400–600 words long, and demonstrate understanding.”
- Specific expectation: “read at least fifteen simple texts (e.g., excerpts from newspapers, magazines), and identify the main idea and 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 the main idea and 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., words associated with careers, transportation, clothing, music, films, travel).”

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.

Stratégies orales, d'écoute et d'écriture

- Oral, listening and writing strategies are designed to help students acquire the skills needed to successfully complete the mini-task and final task activities.
- Specific expectation: “use strategies (e.g., brainstorming, mind mapping) to plan and write first and final drafts in guided and cooperative writing tasks.”

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 39–44 of the Program Overview.
- A wide variety of overall and specific expectations are addressed in this section.

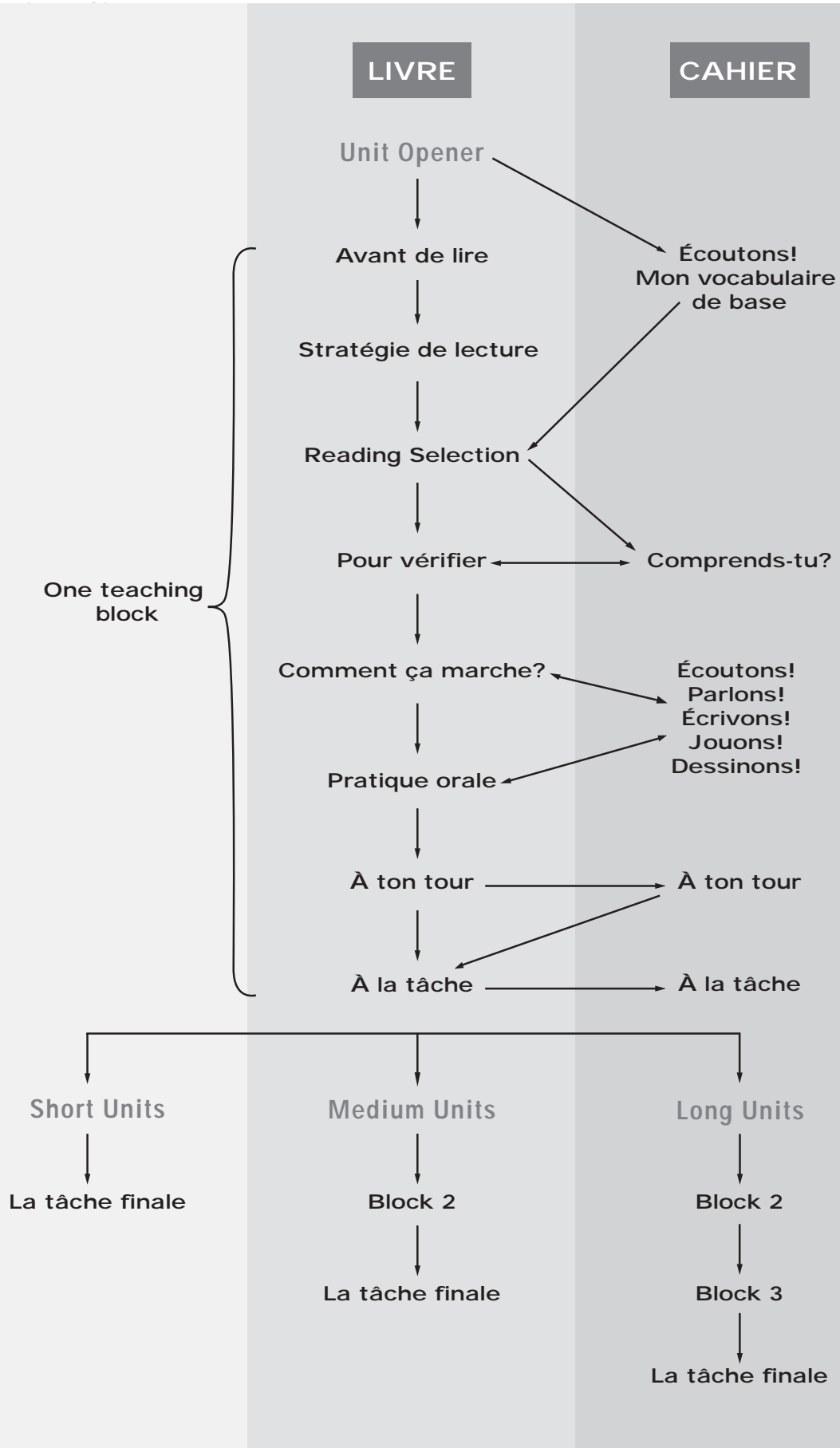
À la tâche

- 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! 2* 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 8, and options for Grade 7.



Unit Content

Theme and Content		Grade 8 Language Expectations	Cross-curricular Connections	Learning Strategies	Grade 7 Language Expectations
1. Au casse-croûte (Short Unit: 1 block)	Making decisions about what to eat is not always easy! Students have an opportunity to create an original restaurant or snack bar with the foods of their choice.	Review of Grade 7: <ul style="list-style-type: none"> ■ <i>Les verbes irréguliers vouloir, pouvoir, et devoir</i> ■ <i>L'accord du verbe</i> ■ <i>L'impératif</i> 	<ul style="list-style-type: none"> ■ Health and Physical Education ■ Mathematics ■ Choices Into Action 	<ul style="list-style-type: none"> ■ Visual Cues 	Review of Grade 6: <ul style="list-style-type: none"> ■ <i>Les verbes réguliers en -ir et -re, et les verbes faire et aller, avec un sujet ou un pronom sujet singulier</i> ■ <i>L'impératif</i> ■ <i>Les verbes réguliers en -ir et -re, et les verbes faire et aller, avec un sujet ou un pronom sujet pluriel</i>
2. Chasse aux indices (Medium Unit: 2 blocks)	Think like a detective! Follow along as students uncover a song-writing mystery and the case of the missing skateboard. Students create an investigation, questioning "suspects" in order to solve a mystery.	<ul style="list-style-type: none"> ■ <i>Le passé composé avec avoir</i> ■ <i>Les participes passés des verbes en -er, -ir et -re</i> ■ <i>Les participes passés irréguliers</i> ■ <i>Des adverbes en -ment</i> 	<ul style="list-style-type: none"> ■ Language Arts ■ Science and Technology 	<ul style="list-style-type: none"> ■ Identifying <i>des faux amis</i> 	<ul style="list-style-type: none"> ■ <i>Les adjectifs possessifs</i> ■ <i>Les verbes irréguliers partir et sortir</i> ■ <i>L'inversion du verbe et du sujet</i> <p>Note: You may wish to teach demonstrative adjectives, contractions, irregular verbs and irregular adjectives, as they naturally occur throughout this unit.</p>
3. Bizarre et fascinant! (Medium Unit: 2 blocks)	Strange and fascinating animals are everywhere. Many animals and insects are helpful to us. Students design and describe a square of a paper quilt with animal motifs.	<ul style="list-style-type: none"> ■ <i>Le pronom on</i> ■ <i>Le comparatif des adjectifs</i> ■ <i>Le superlatif des adjectifs</i> 	<ul style="list-style-type: none"> ■ Science and Technology ■ Health and Physical Education 	<ul style="list-style-type: none"> ■ Contextual Cues ■ Research, note-taking ■ Presentation strategies: look at audience, speak clearly, and use pictures and gestures 	<ul style="list-style-type: none"> ■ <i>Le futur proche</i> ■ <i>Les adjectifs qualificatifs irréguliers</i> ■ <i>Les adjectifs démonstratifs</i> <p>Note: You may wish to teach adjectives that precede the noun, agreement of irregular adjectives and irregular verbs, as they naturally occur throughout this unit.</p>
4. Choix multiples (Short Unit: 1 block)	Discover how hobbies and interests can develop into a career. Keeping their own interests in mind, students interview or research an individual with an intriguing career to create a profile.	Re-entry (Grade 8): <ul style="list-style-type: none"> ■ <i>Le passé composé avec avoir</i> ■ <i>Le pronom on</i> ■ <i>Les adverbes qui se terminent en -ment</i> 	<ul style="list-style-type: none"> ■ Geography ■ Choices Into Action 	<ul style="list-style-type: none"> ■ Cognates ■ Use the writing process: make a plan, organize ideas, keep sentences simple, and check spelling using a dictionary ■ Listen to main ideas, key words, and intonation ■ Speak clearly, keep sentences short and clear 	Re-entry (Grade 7): <ul style="list-style-type: none"> ■ <i>Le futur proche</i> ■ <i>L'inversion</i> ■ <i>Les adjectifs qualificatifs</i> <p>Note: You may wish to teach adjectives that precede the noun, as it naturally occurs throughout this unit.</p>
5. L'art sans limites (Medium Unit: 2 blocks)	Art forms are as varied as interests and imagination! Students present their own masterpiece and participate in a class art exhibit.	<ul style="list-style-type: none"> ■ <i>Le partitif avec la négation</i> ■ <i>Le pronom en</i> 	<ul style="list-style-type: none"> ■ The Arts 	<ul style="list-style-type: none"> ■ Visual Cues ■ Use the writing process: create a draft, peer-edit, revise, write the final copy ■ Presentation Strategies: use visual supports, speak clearly 	<ul style="list-style-type: none"> ■ <i>Les articles partitifs</i> ■ <i>Les adjectifs démonstratifs</i> <p>Note: You may wish to teach plural possessive adjectives, irregular adjectives, the imperative, and double verb construction, as they naturally occur throughout this unit.</p>

Unit Content (cont'd)

Theme and Content		Grade 8 Language Expectations	Cross-curricular Connections	Learning Strategies	Grade 7 Language Expectations
6. Raconte-moi... (Medium unit: 2 blocks)	Legends have been passed down through the ages. Students use elements of a legend to create an original story of their own.	<ul style="list-style-type: none"> ■ <i>Le passé composé avec être</i> Re-entry (Grade 8): ■ <i>Le pronom en</i> 	<ul style="list-style-type: none"> ■ Language Arts 	<ul style="list-style-type: none"> ■ Key words ■ Use the writing process: write an introduction, use paragraphs, and a title 	<ul style="list-style-type: none"> ■ <i>Les contractions</i> ■ <i>L'accord du verbe avec un sujet composé</i> ■ Additional Reading Selection Note: You may wish to teach double verb construction, <i>le futur proche</i>, demonstrative adjectives, adjectives that precede the noun, plural possessive adjectives, inversion, as they naturally occur throughout this unit.
7. En route (Medium Unit: 2 blocks)	Follow a cross-Canada adventure using various modes of transportation and take a subway quiz. Students design their own cross-Canada or multi-national excursion.	<ul style="list-style-type: none"> ■ <i>Le pronom y</i> 	<ul style="list-style-type: none"> ■ History and Geography 	<ul style="list-style-type: none"> ■ Contextual Cues 	<ul style="list-style-type: none"> ■ <i>Les contractions</i> ■ <i>Le futur proche</i> ■ Additional Reading Selection Note: You may wish to teach double-verb construction, <i>le futur proche</i>, adjectives that precede the noun, demonstrative adjectives, plural possessive adjectives and irregular verbs, as they naturally occur throughout this unit.
8. Dans l'eau (Long Unit: 3 blocks)	Bodies of water hold many adventures and mysteries. Fascination with their depths has inspired many a ballad. Students create and present a picture or a model of an imaginary dive site.	Re-entry (Grade 8): <ul style="list-style-type: none"> ■ <i>Le passé composé avec avoir</i> ■ <i>Le passé composé avec être</i> ■ <i>Le comparatif des adjectifs</i> ■ <i>Le superlatif des adjectifs</i> 	<ul style="list-style-type: none"> ■ Science and Technology ■ History and Geography 	<ul style="list-style-type: none"> ■ Word families ■ Consult a glossary or a dictionary ■ Make adaptations to a model 	<ul style="list-style-type: none"> ■ <i>Les adjectifs possessifs</i> ■ <i>Les adjectifs qualificatifs (réguliers et irréguliers)</i> ■ <i>L'accord du verbe avec un sujet composé</i> ■ Additional Reading Selection
9. Autour de toi (Short Unit: 1 block)	Volunteering can be a rewarding experience. Students read about volunteer projects, and create and present a description about a volunteer activity of their choice.	Review of Grade 8: <ul style="list-style-type: none"> ■ <i>Le passé composé avec avoir</i> ■ <i>Le passé composé avec être</i> ■ <i>Le pronom en</i> ■ <i>Le pronom y</i> ■ <i>Le partitif et la négation</i> 	<ul style="list-style-type: none"> ■ Geography ■ Choices Into Action 	<ul style="list-style-type: none"> ■ Review: Word families, cognates 	Review of Grade 7: <ul style="list-style-type: none"> ■ <i>Le futur proche</i> ■ <i>Les verbes irréguliers vouloir, pouvoir, et devoir</i> ■ <i>Les adjectifs démonstratifs</i> ■ <i>Les adjectifs possessifs</i> ■ <i>Les articles partitifs</i> Note: You may wish to review double-verb construction and contractions, as they naturally occur throughout this unit.
Theme and Content		Grade 8 Language Expectations	Cross-referencing	Grade 7 Language Expectations	
Références	<ul style="list-style-type: none"> ■ Grammar and language expectations in chart form ■ Verb charts ■ French/English and English/French glossaries 	All grammar and language conventions	Referencing	All grammar and language conventions	

Teaching Strategies

The *On y va! 2* 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.

Vocabulary Building

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.

Listening Strategy

Listening

The listening strategies are integrated within the listening activities in *On y va! 2* 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! 2* 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! 2* to practise writing in different formats, such as sentences, paragraphs, questions, cartoons, dialogues, info-cards, descriptions, profiles, short stories, menus, playlets, 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;

- peer-editing;
- correcting;
- transcribing a final copy.
- Black-line Master or *fiche reproductible* on process-writing is provided on page 45 of the Program Overview. You may wish to distribute this *fiche* to students.



Independent Learning

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

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 28–30 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! 2*.

À la page Series

Though the reading expectations for Grade 8 are covered in *On y va! 2*, 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! 2* 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 28–30 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! 2* 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, *Dans l'eau* may present 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 27 of the Program Overview 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 27, 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, you may wish to have them participate in a non-competitive role, such as scorekeeper, timekeeper, spell checker, etc.

On y va! 2 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.

Pictionnaire

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! 2* are those of Grade 7/8.

The Learning Expectations in each *On y va! 2* 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 7;
- shorten reading selections for Grade 7;
- shorten writing and/or oral production tasks for Grade 7;
- 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;
- 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 add variety and multiple resources in the classroom for each 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 7 program and some 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! 2* offers opportunities to implement the Grade 7 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 8 students, you may wish to give your Grade 7 students an adaptation activity from the *fiches reproductibles* provided for that block. Conversely, you may have your Grade 8 students work on a reinforcement activity from the *fiches reproductibles*, while you are teaching the Grade 7 students. Each *fiche reproductible* is marked with a symbol identifying the purpose of the activity:

8 Grade 8 reinforcement activity;

7 Grade 7 adaptation activity.

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