

## How to get the most out of this resource.

Many of the activities in this book provide the teacher with the opportunity to be flexible in approach. The "Je peux....." banner at the top right hand side of many of the activity pages suggest possible but not exclusive areas where students might see themselves as capable. Please note that all the content pages tagged "Je peux lire et comprendre !" could be read to the students by the teacher with the focus being on comprehension through listening.

Following are some suggestions or points you may want to consider.

**The content**, pages 1, 3, 5, 8, 10, 14, 17, 19, 22, 24, 26 - The grammatical structures in these writings have not been limited to the structures that the students themselves are able to produce in their own writing and speaking. The nature of some of the content (history, biography) requires use of the past tense, and we do understand that many grade 7 students have not learned these structures. In the historical sections **hier à l'Acadie** and **hier au Québec**, we have attempted to minimize the past tense by using the vehicle of storytelling to put part of the history in the present tense. We feel that listening to or reading language that is slightly above the student's level but is generally understandable in context is beneficial in language acquisition. The footnote<sup>1</sup> at the end of this section gives a further explanation of this idea.

Following some of the content sections there are comprehension exercises provided in the vrai/faux, multiple choice or cloze format, so that students can demonstrate understanding without having to write in the past tense.

**Écrivons and Parlons** - In these activities, we encourage teachers to look for responses that are written or spoken at the students' level of language, reflecting understanding and engagement with the content rather than perfection with the grammatical structure.

Throughout this resource there are opportunities and suggestions for students to demonstrate understanding, use creativity and to extend their learning beyond the information provided in the content. Of course, as in all our resources, an **image cachée** activity is included, perfect for revision or evaluation at the end of the unit.

Enjoy!

<sup>1</sup> the following is an excerpt from A Summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition" By Reid Wilson, Language Learning #9 and 10, <http://www.languageimpact.com/articles/rw/krashenk.htm>  
*The input hypothesis answers the question of how a language acquirer develops competency over time. It states that a language acquirer who is at "level i" must receive comprehensible input that is at "level i+1." "We acquire, in other words, only when we understand language that contains structure that is 'a little beyond' where we are now." This understanding is possible due to using the context of the language we are hearing or reading and our knowledge of the world.*