



LinguaVille and Second-Language Coursework in Canada

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Introduction

LinguaVille’s modules develop oral communication, reading, and writing skills. Students will build on and apply their knowledge of their second language whilst exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings (which include a selection of short stories, articles, and poems) will serve as stepping stones to oral and written activities.

This document shows you, the teacher, the Head of Department or Headmaster just how flexible LinguaVille is in supporting the requirements of language learning within the Canadian education system.

LinguaVille’s modules and exercises emphasise the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak a second or subsequent language through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

LinguaVille further emphasizes these skills using a broad-based theme such as adolescence. Students will expand their knowledge of the language by studying a series of theme-related topics, such as students’ rights and responsibilities, relationships with peers and adults, and part-time jobs.

The pages that follow show what you as a teacher are required to teach and we explain how LinguaVille achieves that aim. Easily. Simply. Effectively.

LinguaVille

A synopsis

LinguaVille consists of five distinct levels that will start by providing the very first 150 words right through to 'college level'. It is a long term, in depth National Curriculum solution to help the teacher develop a distinct but fully flexible learning program, enabling a delivery of a successful teaching year.

After being provided with the first few words - LinguaVille builds the words up to over 1,000. We then start putting those words into a true text situation. Using Multiple Choice, Word Order, Fill-in-Words, Cloze Procedure, Verbs, Text Adventure, Dictation and other modules, we start the learning process – whilst still providing you the opportunity to override, merge, combine your own ideas and National Curriculum requirements with ours to create the ultimate learning experience.

The words we learn in Multiple Choice turn into sentences in Word Order. We test those sentences in Fill in Words by removing key words. We test the students' knowledge, comprehension and retention by removing those key words in our Cloze Procedure. Our Text Adventure turns those simple sentences of text into passages of text and Dictation checks our grammar, our understanding, our spelling and aural skills.

This is LinguaVille. A fully integrated Reading, Writing, Listening and Speaking computer assisted language learning suite that is fully flexible to the teacher, the language department and the school. Complete with our Authoring System we enable you to totally bespoke the students' learning experience into a 100% accurate National Curriculum solution.

Our Teacher's Dashboard enables you to assign years, classes, teachers and students to their given areas, and for you then to distribute work to an individual, a small selected group, a class or a year the work you have created in LinguaVille's Authoring System. There you can use our data, your data or merge the two. You can adapt our data to help you. LinguaVille is THAT flexible.

Teacher Dashboard

For the Education Sector LinguaVille provides our unique Teacher Dashboard. This is our Local Management System to enable the Language Department to create their own lessons, issue, monitor and track homework. We will also be releasing shortly our Homework

Buddies feature where the teacher will have full control over it. It is totally secure within the school.

It should be noted at this point that access to LinguaVille is limited to only your school pupils, providing a totally secure environment. Access to non-school pupils is not possible as you have a protected access to our server.

Teachers enter the data about the school and assign pupils to languages, teachers, years and classes. A teacher can therefore issue homework to a class, a year, a single person, a group of persons either within a class, a year or a school.

The Teacher Dashboard is your Local Management System to enable distribution of bespoke exercises a teacher may write, distribute to any combination of students.

Our Authoring System

LinguaVille enables you to have complete and total control of any exercise or lesson you wish your students to undertake. It's as simple as that. Our Authoring system is the way you can tailor-make your lessons to address any issue you want. Exclusive to the Schools Sector the Authoring System is located within our Teacher's Dashboard.

Teachers can use our pre-recorded data, write and record their own exercises, amend our pre-recorded data and mix and merge to provide the bespoke teaching solution that will ensure you meet all of the criteria in the above pages.

Modules available to the teacher are as follows:

- | | |
|-------------------|------------------|
| ✓ Multiple Choice | ✓ Verbs |
| ✓ Word Order | ✓ Text Adventure |
| ✓ Fill in Words | ✓ Dictation |
| ✓ Cloze Procedure | ✓ Phrases |

Whatever your curriculum will dictate specifically for you to teach, using LinguaVille's Authoring System will enable you to create that bespoke exercise or lesson to suit your school needs.

Getting to know LinguaVille

We are delighted that you have chosen to have a look at LinguaVille. Please feel free to use this for 28 days with our compliments.

Please ensure you visit all the buildings in our virtual village. See our Teacher Dashboard, Authoring System and storage of your pupil results.

Investigate our data, and use the Authoring System to amend them, add to them with your own exercises to see the flexibility of LinguaVille – and if you have any questions, we are here to answer them promptly.

Thank you!

Oral Communication

Overall Expectations

By the end of this course, students will:

- ✓ **listen and respond to short, structured spoken texts;**
- ✓ **listen and respond to a variety of short, simple, non-structured media works;**
- ✓ **express ideas and opinions in short conversations and teacher-guided discussions;**
- ✓ **make oral presentations on a variety of topics;**
- ✓ **use appropriate language conventions during oral communication activities.**
- ✓ listen and respond to a variety of spoken texts;
- ✓ listen and respond to a variety of non-structured media works;
- ✓ express ideas and opinions in conversations and teacher-guided discussions;
- ✓ make oral presentations on a variety of topics;
- ✓ use appropriate language conventions during oral communication activities.
- ✓ **listen and respond to a variety of spoken texts;**
- ✓ **listen and respond to a variety of non-structured media works;**
- ✓ **express ideas and opinions in conversations and teacher-guided discussions;**
- ✓ **make oral presentations on a variety of topics;**
- ✓ **use appropriate language conventions during oral communication activities.**

- ✓ listen and respond to spoken texts intended for a second language-speaking audience;
- ✓ express ideas and opinions arising from class discussions, individual research, and personal interests;
- ✓ use appropriate language conventions during oral communication activities.
- ✓ **listen and respond to a broad range of spoken texts intended for a Second language-speaking audience;**
- ✓ **express ideas and opinions arising from class discussions, individual research, and personal interests;**
- ✓ **understand extended dialogues or other spoken texts (e.g., news reports) from various Second language-speaking regions;**
- ✓ **use appropriate language conventions during oral communication activities.**
- ✓ listen and respond to a variety of spoken texts and media works intended for a Second language-speaking audience;
- ✓ discuss ideas and opinions relating to topics being studied;
- ✓ understand simple statements spoken in the accent or the idiom of various Second language-speaking regions in North America;
- ✓ use appropriate language conventions during oral communication activities.
- ✓ **listen and respond to a broad range of spoken texts and media works intended for a Second language-speaking audience;**
- ✓ **explain ideas and opinions in small-group discussions, impromptu exchanges, large-group presentations, and formal debates;**
- ✓ **understand extended dialogues and other spoken texts from various European Second language-speaking regions;**
- ✓ **use appropriate language conventions during oral communication activities.**

Oral communication is of paramount of importance to LinguaVille's philosophy of creating the competent, professional bi-lingual student.

All of LinguaVille's text is accompanied by Native Speakers. We do not use any native speaker – LinguaVille's linguists all come from an educational background and know the importance of teaching a language the correct way – by a structured learning method.

All Students are able to record their voice at any time, and record it against either our pre-recorded voice – or your own.

Our exercises and phrases are designed to create bi-lingual discussion. Our exercises are also available in test mode. As a teacher you can use our exercises and tests, or again, write and record your own.

Specific Expectations

Listening

By the end of this course, students will:

- ✓ **respond to spoken texts and media works by recounting key information and explaining some supporting details;**
- ✓ **listen to the ideas and opinions of others, agree or disagree, and justify their points of view;**
- ✓ **respond to classmates' presentations by asking questions for clarification and by providing feedback.**
- ✓ understand and follow specific instructions;
- ✓ respond to spoken texts and media works by asking and answering questions and identifying the main ideas;
- ✓ listen to spoken texts and media works in order to practise correct pronunciation, intonation, and expression.
- ✓ **respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;**
- ✓ **extract the main ideas and supporting details from a variety of media works (e.g., television and radio programs, videos, songs) and discuss their interpretations;**
- ✓ **take notes on presentations, oral reports, and discussions.**
- ✓ understand and follow instructions for classroom activities;
- ✓ respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;
- ✓ extract the main ideas and supporting details from a variety of media works;
- ✓ take brief notes on presentations, oral reports, and discussions.
- ✓ **understand and follow instructions (e.g., how to play a game, how to collaborate on an activity);**
- ✓ **extract the main ideas and secondary information from live or recorded speech (e.g., in videos, television programs, films, presentations by guest speakers);**
- ✓ **demonstrate an understanding of spoken text by summarizing, role-playing, or expressing opinions.**
- ✓ understand and follow instructions (e.g., how to play a game, how to get to a destination);
- ✓ demonstrate an understanding of tape-recorded discussions by presenting their personal viewpoints on issues or questions raised;
- ✓ comment on and ask questions about a classmate's oral presentation.

- ✓ **extract the main ideas and secondary information from live or recorded speech (e.g., in videos, television programs, films, presentations by guest speakers);**
- ✓ **identify facts in oral descriptions and narrations (e.g., news reports);**
- ✓ **recognize that a Second language is spoken with different accents depending on the region under study.**
- ✓ follow a series of instructions, either live or recorded (e.g., an exercise program);
- ✓ explain the main ideas and supporting details presented in live and recorded programs or presentations (e.g., television, film, radio, theatre);
- ✓ compare their viewpoints with alternative viewpoints expressed by others in oral reports and discussions;
- ✓ comment on and ask questions about a classmate's oral presentation.

LinguaVille provides total language immersion within our language learning environment. This has been proven to increase language retention and the development of cognitive skills.

Students are able to develop and comprehend aural meanings by listening to the tone used by our linguists. Against, teachers at any time can amend our recordings or create a complete set of their own tutorials to ensure the students' development within the Canadian education system's requirements.

LinguaVille will shortly be releasing our Homework Buddies feature which will enable individual, group or class discussion, homework and debate on a fellow pupil's performance and to compare viewpoints etc.

Speaking

By the end of this course, students will:

- ✓ **use complete sentences in sustained conversations;**
- ✓ **interpret meaning through dramatization;**
- ✓ **speak in a Second language when working in collaborative and exploratory activities;**
- ✓ **present short;**
- ✓ **prepare and give oral presentations on topics under study, incorporating appropriate audio and visual aids.**
- ✓ use complete sentences to produce short oral presentations (e.g., descriptions, reports, announcements);

- ✓ present prepared conversations in dialogues or dramatizations (e.g., simulating an interview, a television commercial);
- ✓ speak in a Second language when working in collaborative and exploratory activities;
- ✓ share information and ideas to produce an oral presentation with classmates;
- ✓ prepare and give group oral presentations on topics under study, incorporating audio and visual aids.
- ✓ **participate in teacher-guided discussions and debates, and in dramatizations;**
- ✓ **explain personal opinions, and formulate and support judgements, on topics under study;**
- ✓ **prepare and present short dialogues on topics under study;**
- ✓ **present an argument based on researched information;**
- ✓ **create media works of some technical;**
- ✓ **describe possible or ideal situations (e.g., J'aimerais . . .).**
- ✓ use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;
- ✓ share opinions and formulate judgements about topics under study;
- ✓ present an argument, a point of view, or researched information relating to a topic under study;
- ✓ prepare and present short dialogues on topics under study;
- ✓ give individual or group oral presentations on topics under study, incorporating audio and visual aids.
- ✓ **conduct an interview on a particular topic of interest;**
- ✓ **debate an issue (e.g., Do students have too much freedom?) relating to a topic under study;**
- ✓ **present an impromptu speech on a specific topic suggested by the teacher;**
- ✓ **create skits or dramatic scenes in pairs or small groups and present them to the class;**
- ✓ **prepare and present an oral narrative using visual cues (e.g., a sequence-of-events chart, a cartoon).**
- ✓ role-play interviews of people associated with a topic under study or of a character in a film, video, or book;
- ✓ create and present a scene based on a film or video (e.g., a prelude or postlude to a film; a remake of a scene from a film, presenting that scene from a different point of view);
- ✓ dramatize a scene from a reading assignment;
- ✓ participate in a formal debate relating to a topic under study;
- ✓ state and justify opinions, express likes and dislikes, and compare and contrast different attitudes.
- ✓ **role-play interviews of people associated with the literature or culture under study or of a character in a film, video, or book;**

- ✓ **discuss ideas and opinions about topics relating to North American francophone culture;**
- ✓ **dramatize a scene from a reading selection (e.g., a novel, a play, a short story);**
- ✓ **present a monologue or an impromptu speech;**
- ✓ **retell a story, describing in particular the sequence of events.**
- ✓ debate an issue relating to the literature being studied;
- ✓ dramatize a scene from a reading assignment;
- ✓ contribute to discussions on issues concerning Second language-speaking Europe by expressing their ideas and opinions.

LinguaVille provides an array of modules and exercises designed to engage the student in reading, writing, listening and speaking activities.

Our phrases and modules engage the student and increase his or her confidence in bilingualism. The student learns stage by stage conversational pieces in real situations. They are asked to comment upon, reply, suggest and engage in assignments.

The Teacher can also create his or her own set of activities through our Authoring System to further engage the students within the North American francophone culture (as an example)

Application of Language Conventions

By the end of this course, students will:

- ✓ **recognize and use appropriate language use newly acquired vocabulary in conversation;**
- ✓ **recognize particular vocabulary items used in Canada that are different from those used in other Second language-speaking regions;**
- ✓ **use appropriate verbs to express thoughts and;**
- ✓ **infer the meaning of unfamiliar words from verbal and non-verbal/visual cues.**
- ✓ recognize and use appropriate language;
- ✓ use newly acquired vocabulary in conversation;
- ✓ recognize particular vocabulary items used in Canada that are different from those used in other Second language-speaking;
- ✓ infer the meaning of unfamiliar words from verbal and non-verbal/visual cues.
- ✓ **recognize and use appropriate language;**

- ✓ **use newly acquired vocabulary in conversation;**
- ✓ **use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;**
- ✓ **interpret the meaning of unfamiliar words.**
- ✓ recognize and use appropriate language structures (see language structures for Core Second language, Grade 10);
- ✓ use newly acquired vocabulary in conversation;
- ✓ use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;
- ✓ interpret the meaning of unfamiliar words (e.g., by recognizing cognates, word families).
- ✓ **recognize and use appropriate language structures;**
- ✓ **use newly acquired vocabulary in conversations, narrations, and presentations.**
- ✓ recognize and use appropriate language structure;
- ✓ use newly acquired vocabulary in conversations, narrations, and presentations.
- ✓ **recognize and use appropriate language structures (see language structures for Second language Immersion, Grade 9);**
- ✓ **use newly acquired vocabulary in conversations, narrations, and presentations;**
- ✓ **distinguish between English and Second language pronunciation and intonation.**
- ✓ recognize and apply appropriate language structures (see language structures for Second language Immersion, Grade 10);
- ✓ use newly acquired vocabulary in conversations, narrations, and presentations;
- ✓ recognize and use familiar, colloquial, and formal language.

This is where LinguaVille's Authoring System comes into its own. The Authoring System enables a teacher to create any question and answer scenario to engage the student in colloquial or formal language that is specific to localisation.

The teacher writes the exercise, records the words and can set work to an individual student, a selection of students, a class, a year and any combination within these parameters.

With LinguaVille's Homework Buddies coming on line soon – and our Vocabulary Storage – the student is best placed too when it comes to revision to go through words learned in real life scenarios.

Reading

Overall Expectations

By the end of this course, students will:

- ✓ **read and demonstrate an understanding of a variety of simple texts;**
- ✓ **read a range of simple texts to gather information and to expand their knowledge of the Second language;**
- ✓ **identify and understand language conventions used in their reading materials.**
- ✓ read and demonstrate an understanding of a variety of simple texts;
- ✓ read a range of simple texts to gather information and to expand their knowledge of the Second language;
- ✓ identify and understand language conventions used in their reading materials.
- ✓ **read and demonstrate an understanding of a variety of texts and simple authentic materials;**
- ✓ **apply critical thinking as they read;**
- ✓ **identify and understand language conventions used in their reading materials.**
- ✓ read and demonstrate an understanding of a variety of texts;
- ✓ read a wide range of texts to gather information and to expand their knowledge of the second language;
- ✓ identify and understand language conventions used in their reading materials.
- ✓ **read and demonstrate an understanding of a variety of materials intended for a Second language-speaking audience;**
- ✓ **extract information from authentic texts and apply it in relevant, everyday situations;**
- ✓ **read literary works and other authentic texts to acquire an understanding of the cultures of Second language-speaking and/or second language people in Canada;**
- ✓ **identify and understand language conventions used in their reading materials.**
- ✓ read and demonstrate an understanding of a variety of materials intended for a Second language-speaking audience;
- ✓ read a variety of authentic texts and apply their interpretations to relevant, everyday situations;
- ✓ read literary works and other authentic texts to acquire an understanding of the cultures of Second language-speaking people in Canada and the world;
- ✓ identify and understand language conventions used in their reading materials.
- ✓ **read a variety of materials intended for a Second language-speaking audience;**
- ✓ **gather information for different purposes from a variety of sources and apply it in other contexts;**

- ✓ **read literary works and other authentic texts to acquire an understanding of the cultures of Second language-speaking people in North America;**
- ✓ **identify and understand language conventions used in their reading materials.**
- ✓ read and demonstrate an understanding of a variety of materials intended for a Second language-speaking audience;
- ✓ interpret authentic texts written on diverse topics;
- ✓ read literary works and other authentic texts to acquire an understanding of the cultures of Second language-speaking people in Europe;
- ✓ identify and understand language conventions used in their reading materials.

From beginning steps through to proficiency, LinguaVille is with you the teacher and your students every step of the way through the language journey towards bilingualism.

Individual words are learned, we turn those words into sentences. We turn those sentences into paragraphs. Step by step by step. LinguaVille enforces new vocabulary, structure and grammar.

LinguaVille's Authoring System completes our offer to you by allowing you to create bespoke exercises to compliment the learning curve where you can set reading work to engage your students and place questions and answers to confirm comprehension.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

- ✓ **demonstrate an understanding of materials containing a brief text (e.g., brochures, posters, advertisements) through oral and written presentations;**
- ✓ **respond to their independent reading of fiction and non-fiction narratives (a minimum of 40 pages);**
- ✓ **analyse at least one chapter book and a selection of short stories, articles, and poems, identifying key elements (setting, plot, main characters);**
- ✓ **describe an incident in a book they have read by creating a media work;**
- ✓ **prepare dialogues and create written text, using models from reading selections.**
- ✓ demonstrate an understanding of articles, short stories, and poems or lyrics;
- ✓ read materials containing a brief text (e.g., brochures, advertisements) and develop the main ideas and some supporting details in a different;

- ✓ model ideas and formats from their reading to produce written work and oral.
- ✓ **demonstrate a general understanding of ideas found in articles, short stories, and poems (e.g., by answering multiple-choice questions, giving short answers, performing matching activities);**
- ✓ **respond to their independent reading of short novels (a minimum of 60 pages) (e.g., by answering questions, summarizing the story, making a presentation to the class);**
- ✓ **summarize the main ideas of a written text from the point of view of one of the characters;**
- ✓ **expand on information or ideas they get from their reading (e.g., by predicting outcomes, applying content in new contexts);**
- ✓ **demonstrate critical thinking skills by identifying issues and values in reading selections, locating and analysing root causes, and expressing their views either in writing or in conversation;**
- ✓ **use specific research skills (e.g., data gathering, note taking, outlining) in preparing an assignment.**
- ✓ acquire information from a variety of materials (e.g., newspaper and magazine articles, job advertisements, publicity ads, CD-ROMs, computer software);
- ✓ read a selection of short stories, articles, and poems, and develop the main ideas and some supporting details in a different context;
- ✓ read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;
- ✓ skim a text to list key ideas;
- ✓ use specific research skills (e.g., identifying sources, data gathering, note taking) in preparing an assignment;
- ✓ organize their research data on a topic and report on their findings in an oral presentation that includes an introduction and a conclusion.
- ✓ **extract detailed information from a range of authentic materials (e.g., brochures, schedules, menus, and advertisements) to plan a specific activity (e.g., a journey, a meal);**
- ✓ **summarize the main ideas and supporting details found in short stories, articles, and short novels intended for a Second language-speaking audience;**
- ✓ **identify the writer's intent or point of view in songs and poetry;**
- ✓ **identify the main character, setting, plot, and climax of a story and write a paragraph describing those elements;**
- ✓ **present a hypothesis relating to a topic under discussion and justify their conclusions.**
- ✓ interpret charts, graphs, and other statistical information relating to a topic under study;
- ✓ use critical thinking skills to respond to classmates' reports (e.g., question their intentions, challenge their findings);

- ✓ analyse and comment on the actions and motivations of the characters in a work of fiction;
- ✓ make predictions about the course of events in a story based on previous events;
- ✓ describe the incidents in a work of fiction from the point of view of a secondary character;
- ✓ create an alternative ending to a work of fiction;
- ✓ describe how aspects of a work of fiction (e.g., the depiction of school or community life) illustrate francophone culture in Canada or in another part of the world.
- ✓ **summarize, orally or in writing, the content of a variety of texts they have read (e.g., newspaper or magazine articles, short stories, a legend, a novel);**
- ✓ **skim text for specific information;**
- ✓ **present a hypothesis based on their reading (e.g., that a certain issue will be resolved in a particular way) and justify their conclusions;**
- ✓ **identify the plot, setting, and characters in a story, and demonstrate how they are interrelated;**
- ✓ **identify the writer's intent or point of view in songs and poetry.**
- ✓ identify various text forms and describe their characteristics;
- ✓ analyse the motivations of a character in a work of fiction;
- ✓ infer the author's intent in written texts (e.g., newspaper editorials, essays, poems, short stories);
- ✓ critique a text (e.g., accept or reject the argument in a newspaper editorial);
- ✓ describe how events or situations in a text reflect the francophone culture of the region concerned;
- ✓ use personal experiences to reflect upon and discuss events or issues covered in written texts;
- ✓ compare ideas and statements found in two texts dealing with the same topic.

Comprehension is key. A bilingual understanding and the ability to converse in bidirectional speech is an essential part of the language journey.

We provide a wealth of exercises for you to use in your classroom – whilst still giving you that total flexibility to use LinguaVille within the second language requirements of the Canadian education system.

The Authoring System enables you to deliver lessons to fulfil any National Curriculum need.

Application of Language Conventions

By the end of this course, students will:

- ✓ **recognize and use appropriate language structures;**
- ✓ **use reading strategies (e.g., knowledge of cognates, word families, root words) to determine the meaning of unfamiliar vocabulary and expressions;**
- ✓ **demonstrate an understanding of words or phrases by providing synonyms, antonyms, or brief definitions;**
- ✓ **observe the rules of pronunciation (e.g., liaisons, silent letters, correct accents) as they read aloud;**
- ✓ **read aloud, with expression, changing intonation to reflect declarative, interrogative, and exclamatory sentences;**
- ✓ **demonstrate basic dictionary;**
- ✓ **use Second language-English dictionaries to determine the meaning of unfamiliar vocabulary.**
- ✓ recognize and use appropriate language;
- ✓ use reading strategies (e.g., contextual clues, visual cues) to determine the meaning of unfamiliar vocabulary and expressions;
- ✓ identify synonyms and antonyms of given words in written texts;
- ✓ observe the rules of pronunciation (e.g., liaisons, silent letters, correct accents) as they read aloud;
- ✓ read aloud, with expression, changing intonation to reflect declarative, interrogative, and exclamatory;
- ✓ demonstrate basic dictionary;
- ✓ use Second language-English dictionaries to determine the meaning of unfamiliar vocabulary.
- ✓ **recognize and use appropriate language structures (see language structures for Core Second language, Grade 10);**
- ✓ **identify stylistic devices (e.g., similes, metaphors);**
- ✓ **determine the meaning of unfamiliar words and idiomatic expressions from context;**
- ✓ **use graphic organizers (e.g., Venn diagrams, story maps) to show the meaning of texts;**
- ✓ **understand the importance of tense differences in written texts (e.g., in indirect discourse, in flashback situations);**
- ✓ **use Second language-English dictionaries to determine the meaning of unfamiliar vocabulary.**
- ✓ recognize and use appropriate language structures (see language structures for Core Second language, Grade 10);
- ✓ identify and model language conventions used in job advertising, personal letter writing, and press releases;

- ✓ use Second language-English dictionaries to determine the meaning of unfamiliar vocabulary.
- ✓ **recognize and use appropriate language structures (see language structures for Extended Second language, Grade 9);**
- ✓ **identify stylistic differences in various literary genres (e.g., the author's use of formal and informal language);**
- ✓ **use Second language-English dictionaries to determine the meaning of unfamiliar vocabulary.**
- ✓ recognize and use appropriate language structures (see language structures for Extended Second language, Grade 10);
- ✓ identify stylistic devices (e.g., similes, metaphors, personification) in various genres;
- ✓ recognize language conventions that identify regionalisms, formal and informal language, popular language (e.g., anglicisms), and the language of the media (e.g., in advertising);
- ✓ use Second language-English dictionaries to determine the meaning of unfamiliar vocabulary.
- ✓ **recognize and use appropriate language structures (see language structures for Extended Second language, Grade 10);**
- ✓ **identify stylistic devices (e.g., similes, metaphors, personification) in various genres;**
- ✓ **recognize language conventions that identify regionalisms, formal and informal language, popular language (e.g., anglicisms), and the language of the media (e.g., in advertising);**
- ✓ **use Second language-English dictionaries to determine the meaning of unfamiliar vocabulary.**
- ✓ recognize and use appropriate language structures (see language structures for Second language Immersion, Grade 9);
- ✓ recognize and understand stylistic devices (e.g., similes, metaphors, personification);
- ✓ recognize that although some words have the same spelling in English and Second language as they have very different meanings;
- ✓ use Second language-English dictionaries to determine the meaning of unfamiliar vocabulary.
- ✓ **recognize and use appropriate language structures (see language structures for Second language Immersion, Grade 10);**
- ✓ **identify and understand stylistic devices (e.g., similes, metaphors, personification, onomatopoeia) in various genres;**
- ✓ **recognize language conventions that signal regionalisms, formal and informal language, popular language (e.g., anglicisms), and media language (e.g., in advertising);**
- ✓ **use Second language-English and Second language dictionaries to clarify the meaning of unfamiliar vocabulary.**

From learning polite language, colloquialisms to local dialect, you the teacher can create specific exercises through our Authoring System to deliver this required instruction.

LinguaVille delivers you the means to engage the student in your classwork and activities and for you to set homework. Our lessons promote reading and our exercises are small to keep and sustain interest.

We provide a wealth of reference materials from a 20,000 multi-directional dictionary to a junior encyclopaedia dictionary and verbs finder. Our pictures are used countless times to develop cognitive skills, spelling and picture recognition to aid comprehension.

Writing

Overall Expectations

By the end of this course, students will:

- ✓ **express ideas and opinions in short written texts;**
- ✓ **create short written texts in structured and open-ended situations;**
- ✓ **identify and use appropriate language conventions in their written work.**
- ✓ express ideas and opinions in short written texts;
- ✓ create short, simple written texts in structured and open-ended situations;
- ✓ identify and use appropriate language conventions in their written work.
- ✓ **express ideas and opinions in short written texts;**
- ✓ **create short written texts in structured and open-ended situations;**
- ✓ **identify and use appropriate language conventions in their written work.**
- ✓ express ideas and opinions in short written texts;
- ✓ create short written texts in structured and open-ended situations;
- ✓ identify and use appropriate language conventions in their written work.
- ✓ **create short texts based on class discussions, individual research, or topics of personal interest;**
- ✓ **communicate ideas and opinions, using a variety of written forms, in structured and open-ended situations;**
- ✓ **identify and use appropriate language conventions in their written work.**
- ✓ create texts based on class discussions, individual research, or topics of personal interest;
- ✓ communicate ideas and opinions, using a variety of written forms;
- ✓ identify and use appropriate language conventions in their written work.

- ✓ **communicate ideas and opinions clearly and coherently, choosing a form appropriate to the context;**
- ✓ **write in a variety of forms, adjusting the language to suit the audience;**
- ✓ **identify and use appropriate language conventions in their written work.**
- ✓ write clearly, coherently, and persuasively on diverse topics, choosing a form appropriate to the context;
- ✓ write in a variety of forms, adjusting their style and register to suit the purpose and the audience;
- ✓ identify and use appropriate language conventions in their written work.

LinguaVille develops your student's writing skills through a range of modules that promote correct spelling, punctuation and a bilingual comprehension.

You can set the exercises yourself through LinguaVille's unique Authoring System to develop any of the points in this section to enable the student to 'write clearly, coherently and persuasively'.

LinguaVille is fully flexible to fit around your needs and requirements within and outside the Classroom.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

- ✓ **write a descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;**
- ✓ **exchange information by writing a letter, a postcard, or an e-mail message that includes an appropriate salutation and closing;**
- ✓ **record personal thoughts and observations in diaries, journals, and logs;**
- ✓ **write point-form notes to record key information from articles, poems, and reading passages.**
- ✓ write a short descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;
- ✓ write a letter that includes a salutation and an ending;
- ✓ create an invitation or a poster for an event, giving date, place, time, and other relevant details;
- ✓ write short texts (e.g., want ads, “for sale” signs), choosing vocabulary to suit the purpose;
- ✓ write short dialogues about a specific topic or activity;
- ✓ prepare and conduct a survey to gather information, and summarize the data in short sentences.
- ✓ **write in a variety of forms;**
- ✓ **state opinions about a topic supported by facts;**
- ✓ **organize information into paragraphs for written assignments;**
- ✓ **prepare personal notes on information found in a variety of sources.**
- ✓ write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);
- ✓ write a brief description (e.g., a personal profile) using the appropriate past tenses;
- ✓ write a formal letter (e.g., requesting a job interview, expressing a point of view to the editor of a newspaper);
- ✓ write a brief report based on researched information;
- ✓ prepare and conduct a survey, and summarize and interpret the data in short paragraphs.
- ✓ **write in a variety of genres (e.g., poems, letters, newspaper articles, journal entries, postcards, advertisements);**
- ✓ **create visuals and text (e.g., posters, brochures, collages, photo stories, comic strips) based on topics under study;**

- ✓ **write their own ending to a story read in class;**
- ✓ **write paragraphs, using clear introductory sentences, supporting arguments, and a conclusion;**
- ✓ **write a short critique of a book, a video, or a film;**
- ✓ **write informal letters or e-mail messages to Second language-speaking pen- or key-pals.**
- ✓ write multi-paragraph texts, with a clearly expressed introduction, support for arguments or ideas, and a conclusion;
- ✓ conduct research and organize their findings in a report that includes an introduction and a conclusion;
- ✓ write a formal letter to a potential employer (e.g., applying for a job) or to a counsellor (e.g., asking for assistance with a problem);
- ✓ prepare a series of questions for an opinion poll concerning a topic under study;
- ✓ write a newspaper article presenting information objectively.
- ✓ **write multi-paragraph texts that include an introduction, the development of ideas through linking paragraphs, and a conclusion;**
- ✓ **write letters, e-mail messages, journals, and other texts of a practical nature (e.g., invitations, thank-you notes, and shopping lists);**
- ✓ **write a short critique of a book, a video, or a film;**
- ✓ **use different forms of writing (e.g., exposition, description, narration) to suit the purpose of the task;**
- ✓ **produce a written assignment (a minimum of 500 words).**
- ✓ write multi-paragraph texts that include an introduction, the development of ideas through linking paragraphs, and a conclusion;
- ✓ use notes taken during an oral presentation to write a summary of the information and ideas presented;
- ✓ write a newspaper article expressing an opinion and giving supporting facts;
- ✓ report accurately information gathered during research;
- ✓ write short critiques to explain the literary value of a text;
- ✓ produce a written assignment (a minimum of 750 words).

With LinguaVille's Homework Buddies feature coming on line shortly, LinguaVille enables you to set assignments for your classroom, individual or group of students.

You can assess their work by either using our own set of exercises, amending our exercises or using your own data to address the requirements stated her.

Our current modules enable you to see the development of your student's performance, level by level, see where they are going wrong and be able to help them directly. You can set specific exercises within LinguaVille's Authoring System to directly focus a particular area.

Application of Language Conventions

By the end of this course, students will:

- ✓ recognize and use appropriate language structures (see language structures for Core Second language, Grade 9);
- ✓ write a short dictated message, using correct spelling and punctuation;
- ✓ revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- ✓ incorporate newly acquired vocabulary into their written work.
- ✓ **recognize and use appropriate language structures;**
- ✓ **revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;**
- ✓ **incorporate newly acquired vocabulary into their written work.**
- ✓ recognize and use appropriate language structures (see language structures for Core Second language, Grade 10);
- ✓ revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- ✓ incorporate newly acquired vocabulary into their written work.
- ✓ **recognize and use appropriate language structures (see language structures for Core Second language, Grade 10);**
- ✓ **revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;**
- ✓ **apply the conventions of formal letter writing (e.g., the omission of cher in the salutation, the use of appropriate closing expressions);**
- ✓ **incorporate newly acquired vocabulary into their written work.**
- ✓ recognize and use appropriate language structures (see language structures for Extended Second language, Grade 9);
- ✓ revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- ✓ incorporate newly acquired vocabulary into their written work.
- ✓ **recognize and use appropriate language structures (see language structures for Extended Second language, Grade 10);**
- ✓ **revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;**

- ✓ **apply the conventions of formal letter writing (e.g., the omission of cher in the salutation, the use of appropriate closing expressions);**
- ✓ **incorporate newly acquired vocabulary into their written work.**
- ✓ recognize and use appropriate language structures (see language structures for Second language Immersion, Grade 9);
- ✓ revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- ✓ incorporate newly acquired vocabulary into their written work.

To create a truly bilingual, confident student is our aim. For the student to understand, adapt to any convention of style – to be able to speak, write, listen and read in any direction a bilingual piece is your aim – and we hope, with LinguaVille – you can see that we have the same agenda.

LinguaVille is fully flexible, adaptable and ever-growing. We have a strong development focus on new modules to keep students interested – and to help you deliver to the parents, a bilingual student.

