

GAZONS!

French as a Second Language Communicative Task Grade 10 Field of Experience: Activities

TASK SUMMARY

Students describe to a friend what they did on the weekend.

TARGET SKILL FOR THIS TASK

I can tell someone what I did on the weekend. / Je peux parler de ma fin de semaine.

PRINCIPLE OUTCOME FOR THIS TASK

| General Outcome | Specific Outcome |
|--|---|
| Communication: Oral Production | <ul style="list-style-type: none"> ...describe ... orally, providing some details, in structured and modeled fashion, with some spontaneity, resulting in a prepared message expressed...sometimes in the past...that is comprehensible and accurate |
| Communicative Target* 1.1a Inquire about and share information about facts or events in the present, past and immediate future | |

* Communicative Target is from the grade 10 [FSL NINE-YEAR PROGRAM OF STUDIES](#) document (Alberta Education)

SUPPORTING OUTCOMES FOR THIS TASK

| General Outcome | Specific Outcome |
|---|---|
| Language: Application of Vocabulary and Language Concepts | <ul style="list-style-type: none"> use, with some consistency, in oral...form, the following linguistic elements needed to communicate a message: <ul style="list-style-type: none"> ...affirmative and negative sentences recent past (<i>venir + de + infinitive</i>)... the <i>passé composé</i>... |
| Language Learning Strategies: Production Strategies cognitive | <ul style="list-style-type: none"> continue to expand and use a personal repertoire of production strategies to facilitate the communication of an oral or written message <ul style="list-style-type: none"> use circumlocution to sustain a communication |

PREPARING FOR THE TASK

- Before the task, talk to students about how they conduct conversations with one another in English. Ask students to think about the different strategies they use to keep a conversation going, such as describing something when they don't know a word, using gestures and facial expressions, pausing, using another's ideas to interject their own ideas, etc. Encourage students to try and use these same strategies in their French conversation. Recording suggested strategies on the board or chart paper to be visible during the task may be helpful.
- Introduce the "I can" statement to the class. Ensure it is visible throughout the task. Ask student how they will know when they have successfully been able to tell someone about what they did on their weekend. With students, build a list of indicators that will help them know they have achieved the "I can" statement.

I can tell someone what I did on the weekend. / Je peux parler de ma fin de semaine.

I know this because...

- I used the past tense
- I talked about activities I did during the weekend
- My conversation partner understood me

- If necessary, review the difference between the passé-composé and the recent past before the task.
- If necessary, brainstorm vocabulary for a variety of weekend activities. (See pages 75, 81 of the Program Articulation document)

INSTRUCTIONAL SUPPORT

- Students talk in small groups or pairs, as they normally would when having a conversation about their weekend activities.
- If students have trouble keeping their conversations going, remind them of the posted interactive strategies.

FEEDBACK FOR LEARNING

- While students are engaging in conversations, circulate and observe if they are able to talk about events in the past.
- While students are practicing communicating using the passé compose, information regarding the accuracy of this linguistic element is not being assessed. Activities to assess students' accuracy in using a specific linguistic element would be best assessed at another time.
- After students have completed the activity, ask them to consider their performance in relation to the indicators.
- Students share, either orally or in writing, whether or not they achieved the "I can" statement, and provide evidence of why they think that is so.
- Compare your teacher observations to students' self-reflections. In cases where students' perspectives do not match the teacher observations, take the opportunity to discuss why this is so with the student.
- Consider using peer feedback to also provide information to students regarding how well they were able to have a conversation with others about their weekend activities.

This task was developed by teachers at the Alberta Assessment Consortium (AAC) Summer Workshop for Second Languages, funded by a grant from Alberta Education.

GAZONS! – Student Task

Every Monday you and your classmates chat about your weekend activities. This week, your teacher is going to provide time during class to talk about your weekend, as long as you speak in French.

Because the events you are talking about took place in the past, you need to use the recent past (i.e. *je viens de visiter mes parents a la ferme*) and the passé composé (i.e. *j'ai fait du ménage et j'ai acheté des jeans*).

Have a conversation with your classmate(s) about your weekend. To keep the conversation going, use strategies such as 'jumping in' to share an idea, asking a question, 'talk around' an idea when you don't know the exact word to use, or using an English word when you cannot immediately recall the word in French.

The following structures and words may be helpful to use during your conversation:

Voir (qui? où? quand, quel film)

Faire de (quel sport, activité)?

- *jouer (à quel jeu, sport)?*
- *diner (avec qui? Où?)*
- *acheter (quoi?)*
- *regarder (quel programme)*
- *assister (à quel match?)*

or with the auxiliary verb "être"

- *rester (où)*
- *sortir (avec qui?)*
- *aller (où)*
- *venir (d'où?)*

Model:

Je viens de _____

J'ai _____ (passé composé of verbs conjugated with avoir, faire, visiter, acheter)

Je suis _____ (passé composé of verbs conjugated with être, rester, aller, sortir, arriver, etc.)