

# JE ME PRÉSENTE

## Communicative Task for French as a Second Language Grade 4 Field of Experience: Who Am I?

### TASK SUMMARY

Students will write a simple email to introduce themselves to another grade 4 student.

### Student Focus for the Task

I can introduce myself to a new friend in an email. / Je peux me présenter à un(e) nouvel(le) ami(e) dans un e-mail.

### PRINCIPLE OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Communication: Written Production	<ul style="list-style-type: none"><li>express simple written messages by ... using simple concrete sentences based on available models</li></ul>
<b>Communicative Target*</b> 1.1 Share basic information 4.1 Exchange greetings and farewells 4.2 Address a new acquaintance and introduce themselves	

\* Communicative Targets are from the grade 4 [FSL NINE-YEAR PROGRAM OF STUDIES](#) document (Alberta Education)

### SUPPORTING OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Culture	<ul style="list-style-type: none"><li>demonstrate awareness of the following cultural characteristics of the French language:<ul style="list-style-type: none"><li>-greetings</li><li>-leave-taking expressions</li></ul></li></ul>
Language Learning Strategies: Production Strategies: Cognitive	<ul style="list-style-type: none"><li>develop and use production strategies to produce a simple written message<ul style="list-style-type: none"><li>-use models to create a similar text</li></ul></li></ul>

### PREPARING FOR THE TASK

- Try to find another grade 4 FSL class in Alberta (to ensure students are at the same general curriculum level) to exchange emails with. With the teacher of the other class, try to match up students in each class, so each student has someone to send an email to.
- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask student how they will know when they can introduce themselves to a new friend through an email. What types of words and phrases do people use when they are talking about themselves? With students, build a list of indicators that will help them know they have achieved the “I can” statement.

**I can introduce myself to a new friend in an email.**

I know this because...

- I use words and phrases to start and finish my email.
- I shared some information about myself.
- I tried to make someone want to answer my email.

**INSTRUCTIONAL SUPPORT**

- With students, discuss the appropriate format and tone for emails. Generate ideas for how students might address someone their own age in an email. For example, if they are writing to someone their own age, they might start an email with a less formal greeting, such as “Bonjour!” than if they were writing to an adult.
- Ask students what type of information they like to exchange when they first meet someone their own age. Some of this information might include: age, grade, school, where they live, favourite activities, etc.
- Provide students with sample emails to use as examples when composing their own email. Ensure there are different types of greetings and leave-taking expressions visible for students to use (refer to the Communicative Targets section of the Program Articulation document for sample phrases). Encourage students to refer to the model when composing their own email.
- To make the task as authentic language experience as possible, students send their email to another grade 4 FSL student.

**FEEDBACK FOR LEARNING**

- To help ensure students are creating a strong written product, consider using peer coaching while students are working on their draft emails. Peer coaches could provide feedback such as:
  - What I notice about how you started and ended your email is... I suggest...
  - What I notice about the information you shared about yourself is... I suggest...
  - If I received your email, I would probably answer you by writing...

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

## **JE ME PRÉSENTE – Student Task**

Your class has been matched with another FSL classroom in Alberta. Each of you has an email buddy. In your first email contact with your FSL buddy, you will:

1. greet your email buddy.
2. introduce yourself with important information about yourself.
3. end the email appropriately.