

QUI SUIS-JE?

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

TASK SUMMARY

Students pretend to be contestants on a game show and ask questions of their classmates in order to discover their secret identity.

Student Focus for the Task

I can ask questions to find out someone's identity. / Je peux poser des questions pour découvrir l'identité de quelqu'un.

PRINCIPLE OUTCOME FOR THIS TASK

General Outcome	Specific Outcome
Communication: Oral Production	<ul style="list-style-type: none">express simple oral messages by using...simple, concrete sentences based on available models
Communicative Target* 1.2 Identify concrete people, places and things	

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

SUPPORTING OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Communication: Listening Comprehension	<ul style="list-style-type: none">demonstrate understanding of key words and ideas contained in simple, concrete oral texts by responding with physical actions...
General Outcome	Specific Outcome
Language: Application of Vocabulary and Language Concepts	<ul style="list-style-type: none">use the following linguistic elements mainly orally...in modeled situations to communicate a simple message:<ul style="list-style-type: none">- questions formed with intonation and <i>Est-ce que</i>...

PREPARING FOR THE TASK

- Before beginning the "game show", decide the range of secret identities for the game show. The secret identities should be those that are familiar to students. For example, the secret identities could be famous singers, athletes, teachers in the school, cartoon characters, etc. The scope of available choices should be narrow enough so students can discover their secret identity after asking a limited number of questions.
- Assign students a secret identity. It would be helpful to have these identities recorded so it is possible to provide some prompting questions during the activity, and to ensure the identities chosen are realistic enough to be used for the activity.
- Introduce the "I can" statement to the class. Ensure it is visible throughout the task. Ask students what the best way is to ask questions in order to find out someone's secret identity on a game show. For example, is it better for questions to start as more general and go to more specific? What's the best way to keep track of previous questions and answers so students don't 'waste' their questions? Develop a list of indicators with students that will help them know they have achieved the "I can" statement.

I can ask questions to find out someone's identity. / Je peux poser des questions pour découvrir l'identité de quelqu'un.

I know this because...

- I use simple questions.
- I pay attention to the questions so that I don't ask questions I don't need to ask.
- I choose questions that help me find out the person's secret identity.

INSTRUCTIONAL SUPPORT

- Facilitate a class brainstorming session to generate a list of potential questions to help students find out the secret identities from their classmates. Record the simple structures using *Est-ce que* on chart paper, or the Smart Board. Ensure these structures are available and visible throughout the task.
- This activity is ideally administered in small segments over a period of time to allow all students an opportunity to be a contestant. Once the students are familiar with the activity, it can be facilitated in small groups. To make the activity feel more authentic, you may want to designate a student to be the game show 'host' in each small group.

FEEDBACK FOR LEARNING

- Explain to students that while they are doing the game show in small groups, you will be observing to see if they can ask the kind of questions that would help them discover their secret identity. Also point out that the important part of the activity is not in winning the game, but rather in demonstrating the ability to select and ask appropriate questions.
- 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 used questions to find out their classmates' secret identities.
- If it appears students still require more practice to meet the "I can" statement, assign new secret identities to students and allow them to participate in another game show.

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

QUI SUIS-JE? – Student Task

Your local television network hosts a children’s game show called “*Qui Suis-Je?*” You have been selected from your school to be a contestant.

As a contestant on the show, you will be assigned a secret identity. The audience knows your secret identity but you do not. You ask questions to audience members to try to discover your secret identity. The audience members can only answer your questions with “*oui*” or “*non*”.

To win, you have to discover your secret identity. You can accomplish this by asking audience members simple questions from a list that is provided by the game show host.