

TROUVEZ LE CHEMIN

Communicative Task for French as a Second Language Grade 7 Field of Experience: School

TASK SUMMARY

Students will take on the role of a student host at a school event to guide visitors to their desired destination.

Student Focus for the Task

I can give directions to a guest at my school. / Je peux donner des directions à un invité à mon école.

PRINCIPLE OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Communication: Oral Production	<ul style="list-style-type: none">..give simple directions ...with limited spontaneity, in defined, highly structured and modeled fashion, resulting in a prepared message, expressed in the present, that is comprehensible and accurate.
Communicative Target/Function* 1.1 Receive and provide information on several aspects of a topic	

* Communicative Target is from the grade 7 FSL [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, the following linguistic elements needed to communicate a message in oral...form:<ul style="list-style-type: none">o vocabulary associated with the fields of experience...o present tense of regular – er verbs with all personal pronoun subjectso prepositions of place...

PREPARING FOR THE TASK

- Review words and structures necessary to complete the task. For example:
 - o action words
 - o prepositions of place
 - o directions
 - o school vocabulary (see pages 95-97 in the Program Articulation)
 - o beginning and ending conversations politely (p. 85 in the Program Articulation)
- Provide maps of the school to each student. Students can label the maps in French, or the maps can be labeled already.
- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask students how they will know when they have successfully provided directions to others. What types of words and phrases do people use when they are describing locations in a school? With students, build a list of indicators that will help them know they have achieved the “I can” statement.

I can give directions to a guest at my school. / Je peux donner des directions à un invité à mon école.

I know this because...

- I greeted my visitor appropriately.
- I used words and phrases to provide directions to the places in the school my visitor had asked to go.
- My visitor could follow my instructions by drawing on their map.

INSTRUCTIONAL SUPPORT

- Students work in pairs of small groups to simulate giving directions at their school's Open House. One student plays the "student host" and provides oral directions to the other members of their group. Other members of the group are "visitors" and ask for directions. Students take turns acting as student host.
- Each visitor receives a copy of the school map labeled in French. He/she draws the route as they receive detailed oral instructions from the student host.
- The person who is playing the role of the visitor identifies a location by saying: Je veux aller au/à la _____.
- The person who is playing the role of the student host will provide oral directions.
- An alternative task that would work well for a smaller class would be to set up the classroom to represent the school. Desks would have signs to identify rooms in the school. Student hosts would give instructions to the visitor, who would follow the instructions by physically walking to the 'room'.

FEEDBACK FOR LEARNING

- While students are engaged in the activity, observe those who are acting in the role as student host to see how well they are able to share information to others about their school.
- Because you may not have adequate time to observe all students, ask them to provide feedback to their peers as soon as they complete their role as school visitor.
- Feedback from peers could include statements such as:
 - You were convincing as a student host because you...
 - You treated me like a visitor (greeted me, said good-bye, etc.).
 - You gave me directions that I could follow.
 - You repeated the directions if I needed you to.
- If students are required to give directions to more than one visitor, they will be able to reflect more accurately on their ability to achieve the "I can" statement.
- Ask students to reflect on their own performance, and use the peer feedback to think about whether or not they were able to achieve the "I can" statement. Use this information to inform future instructional planning.

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

TROUVEZ LE CHEMIN – Student Task

Your school is having an open-house night at the beginning of the school year to introduce parents to the staff and the school building. You are one of the student hosts assigned to assist visitors when they make inquiries. Because some of the families in your school speak French, you need to be prepared to give directions in French.

You will provide oral directions in French to the visitors. The visitors will receive a map of the school, labeled in French, which they will use as they follow your directions.