

# Un Échange

## Communicative Task for French as a Second Language Grade 7 Field of Experience: People Around Me

### TASK SUMMARY

Students will share information about themselves and their family with an exchange partner.

### Student Focus for the Task

I can share important information about myself with my exchange partner. / Je peux partager des informations importantes de moi-même avec mon partenaire d'échange.

### PRINCIPLE OUTCOME FOR THIS TASK

General Outcome	Specific Outcome
Communication: Oral Production	<ul style="list-style-type: none"> <li>...describe...orally, with limited spontaneity, in a defined, highly structured and modeled fashion, resulting in a prepared message, expressed in the present, that is comprehensible and accurate</li> </ul>
Communication: Listening Comprehension	<ul style="list-style-type: none"> <li>understand, in guided situations...isolated details about a variety of concrete topics contained in ...adapted oral texts</li> </ul>
<b>Communicative Target/Function*</b>	
1.1 Receive and provide information on several aspects of a topic	
4.1 Initiate and participate in casual exchanges with classmates	

\* Communicative Target is from the grade 7 [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"> <li>use, with some consistency, the following linguistic elements needed to communicate a message in oral...form               <ul style="list-style-type: none"> <li>vocabulary associated with the field of experience...</li> <li>number and gender</li> <li>expressions with <i>avoir</i></li> <li>present tense of regular <i>-er</i> verbs with all personal subject pronouns</li> </ul> </li> </ul>
<b>General Outcome</b>	<b>Specific Outcome</b>
Strategies: Cognitive	<ul style="list-style-type: none"> <li>activate prior knowledge and experiences</li> </ul>

### PREPARING FOR THE TASK

- Before the activity, you may want to review vocabulary associated with:
  - numbers
  - family
  - the verb *avoir* (*il y a, j'ai*)
  - different sports/hobbies
- Introduce the "I can" statement to the class. Ensure it is visible throughout the task. Ask students how they will know when they share important information about themselves and their family with someone else. What types of words and phrases do people use when they are talking about themselves and their families? With students, build a list of indicators that will help them know they have achieved the "I can" statement.

**I can share important information about myself with my exchange partner. / Je peux partager des informations importantes de moi-même avec mon partenaire d'échange.**

I know this because...

- I could start and end the conversation.
- I used words and phrases to describe myself.
- I used words and phrases to describe my family.
- My conversation partner seemed to understand me.

### **INSTRUCTIONAL SUPPORT**

- Students work in pairs to role play student exchange partners sharing information about their family and personal interests. Each student will share their own personal information with another student, and record the personal information of their partner.
- Students could use their own personal information to complete the task, or to try and simulate a conversation with a 'stranger' students could create an exchange student, so they are sharing new information with their partner.

### **FEEDBACK FOR LEARNING**

- Observe students as they converse with each other, providing feedback where needed.
- 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. They may need to elicit feedback from peers to find out if what they shared in conversation was understood by others.
- Compare your teacher observations to students' self-reflections. In cases where students' perspectives do not match the teacher or peer observations, take the opportunity to discuss why this is so with the student.

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

## UN ÉCHANGE – Student Task

You are participating in an exchange to a French-speaking place. When you first meet your exchange partner, share some information about your family and personal interests in French, and listen to their personal information.

Use the organizer below to help you complete this task, and add to it where necessary.

### Moi

J'ai _____ un/une <input type="checkbox"/> ou Il y a _____	_____ frère(s) _____ soeur(s) _____ chien(s) _____ chat(s) _____ autres animaux	... dans ma famille
J'aime _____		(Sport, Musique, Film, Livre, Jeux Vidéo...etc.)

### Ma famille d'échange

Sœur(s)	Frère(s)	Chien(s)	Chat(s)	Autres animaux	Sports ?	Musique ?	Film ?	Livre ?	Jeux vidéo ?