

SOYEZ BENVOLAT(E)

Communicative Task for French as a Second Language

Grade 8 Field of Experience: Les Animaux

TASK SUMMARY

Students act as student volunteers at a local zoo and help visitors solve simple problems.

TARGET SKILL FOR THIS TASK

I can help people solve simple problems. / Je peux aider les autres résoudre les problèmes simples.

PRINCIPLE OUTCOME FOR THIS TASK

General Outcome	Specific Outcome
Communication: Oral Production	<ul style="list-style-type: none">...give directions...orally, providing some details, in a defined, structured and modeled fashion, with limited spontaneity...
Communicative Target* 5.3 Generate alternative solutions to problems	

*Communicative Targets are from the grade 8 [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">- the imperative in the affirmative and in the negative with regular and irregular <i>-er, -ir, -re</i> verbs- adverbs of ...place

PREPARING FOR THE TASK

- Students who are playing the role of the visitor should have questions ready to ask the volunteer they have been assigned to.
- It may be helpful to review the use of the imperative and adverbs of place.
- Review simple, polite greetings.
- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask students how they will know when are able to help people solve simple problems. What types of words and phrases do people use when they providing directions to others? With students, build a list of indicators that will help them know they have achieved the “I can” statement.

I can help people solve simple problems. / Je peux aider les autres résoudre les problèmes simples.

I know this because...

- I knew the solutions to the visitors’ problems
- The visitors were able to follow my advice
- I used words and phrases to provide simple directions to others

- To make the task as authentic as possible, provide maps of a local zoo to students to use when providing directions to visitors.
- Prepare questions for students to ask when they are acting in the role as zoo visitors, such as “Où sont les toilettes?” “J’ai faim/soif!” “Je ne peux pas trouver...” “Je cherche...” etc.

INSTRUCTIONAL SUPPORT

- Each student acts in the role as the volunteer, and as the visitor
- To be able to assess the ability of all students in the class to give directions, it may be helpful to assign only a limited number of students at a time to the role of volunteer. The remaining students serve as “visitors” and are assigned equally to the volunteers.
- When each student acting as volunteer for several visitors, shift roles so a new set of volunteers will respond to questions.

FEEDBACK FOR LEARNING

- Students will take turns playing the role of visitor/volunteer. Because you are assessing whether or not students can give directions, you only need to pay attention to the students who are playing the role of the volunteer.
- After students have completed the activity, ask them to consider their performance in relation to the indicators.
- Peer feedback may also be helpful to students as they reflect on their overall performance. Peers who acted as the ‘visitors’ can provide feedback on criteria, such as:
 - You were polite and acted like a volunteer.
 - You knew how to answer my question.
 - I could follow your advice .

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

SOYEZ BENEVOLAT(E) – Student Task

Many young people in your community work as volunteers to help others and to gain valuable skills for future careers.

You have decided to volunteer at the zoo in your area. Your job is to respond to visitors' questions and requests, and to help them locate specific zoo attractions.

Because you are the only volunteer who studies French, your job is to provide directions to French-speaking visitors to the zoo.

Guests will approach you who need help solving a simple problem, such as where to find something in the zoo.

Greet each visitor and help him/her solve the problem.