

<b>French As A Second Language</b>	
<b>Grade: 9</b>	<b>Field of Experience: Sports and Exercise</b>
<b>Activity Title: BIENVENUE À CBC RADIO-CANADA SPORT!</b>	

Students will conduct brief interviews, with some spontaneity.

<b>PRINCIPLE OUTCOME FOR EVALUATION</b>		
<b>General Outcome</b>	<b>Language Skill(s)</b>	<b>Specific Outcome(s)</b>
<b>Communication</b>	<b>Oral Production</b>	<ul style="list-style-type: none"> <li>ask and answer questions. . .providing some details in a defined, structured and modeled fashion, with limited spontaneity</li> </ul>

\* Communicative Target is from the grade 9 [FSL NINE-YEAR PROGRAM OF STUDIES](#) document (Alberta Education)

<b>SUPPORTING OUTCOMES FOR PRACTICE</b>		
<b>General Outcome</b>	<b>Sub Components</b>	<b>Specific Outcome(s)</b>
<b>Language</b>	<b>Knowledge of Language Concepts</b>	<ul style="list-style-type: none"> <li>continue to develop knowledge of the following concepts               <ul style="list-style-type: none"> <li>- the interrogative</li> <li>- adjectives</li> <li>- pronunciation</li> </ul> </li> </ul>
	<b>Application of Vocabulary and Language Concepts</b>	<ul style="list-style-type: none"> <li>use, with some consistency in oral form, the following linguistic elements needed to communicate a message:               <ul style="list-style-type: none"> <li>- vocabulary associated with the field of experience (sports and exercise)</li> </ul> </li> </ul>

**CRITERIA FOR EVALUATION** - what students will **do** to **show** they have **achieved the outcome**

Each student will:

- ask questions
- answer questions providing some detail

## TEACHER NOTES

- As this task is structured as an oral task, it is not necessary to evaluate students' written work.
- In order to evaluate students' oral production, consider the following options:
  - Ask students to record their interviews, and submit the audio recordings.
  - Choose to only evaluate a limited number of students by circulating in the class during the activity. This would likely involve conducting the activity over a number of days, asking students to change partners each class.
  - Students conduct interviews one pair at a time, either in front of the class, or during time when the rest of the class is working independently.
- This task is structured to allow students to demonstrate oral communication that includes the element of spontaneity. This task could be the first stage of a full-scale performance task, in which case you could expand it to include evaluation of the outcomes listed for development, and possibly further outcomes.

## **BIENVENUE À CBC RADIO-CANADA SPORTS! - Student Assessment Task**

You and a friend want to audition for the position of student sports reporter on CBC Radio-Canada Sports. To prepare for your auditions, you decide to conduct practice interviews. So that you both can practice, you will each play the part of the reporter and the athlete in separate interviews.

1. Select the identity of a famous athlete. In your role as the athlete, use the Interview Planner to prepare answers to the four provided interview questions. You will also need to answer two additional questions that your interviewer will ask during the interview. You will not know these questions in advance.
2. In your role as the reporter, use the Interview Planner to prepare two additional questions you want to ask the athlete.

### **CBC Radio-Canada Sports Interview Planner**

#### **Preparation for Athlete Role**

1. Comment vous appelez-vous?
2. Quel sport est-ce que vous jouez/faites?
3. Quel équipement est nécessaire pour jouer/faire ce sport?
4. Quels traits physiques ou mentaux sont nécessaires pour bien jouer/faire à ce sport?

#### **Preparation for Reporter Role**

Créez vos propres questions.

5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
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