

## ÇA FAIT MAL!

### Communicative Task for French as a Second Language Grade 9 Field of Experience: Sports and Exercise (injuries and injury prevention)

#### TASK SUMMARY

Students describe to a classmate an injury they have sustained.

#### Student Focus for the Task

I can talk about my injury. / Je peux parler de ma blessure.

#### PRINCIPLE OUTCOME FOR THIS TASK

General Outcome	Specific Outcome
Communication: Oral Production	<ul style="list-style-type: none"><li>...explain ... in a defined, structured and modeled fashion, with limited spontaneity, resulting in a prepared message expressed mostly in the present and sometimes in the immediate future, that is comprehensible and accurate</li></ul>
<b>Communicative Target*</b> I.1 Inquire about and share information about facts and events...	

\* Communicative Target is from the grade 9 [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, in oral ...form the following linguistic elements needed to communicate a message:<ul style="list-style-type: none"><li>- vocabulary associated with fields of experience and their subfields</li><li>- expressions with avoir</li></ul></li></ul>

#### PREPARING FOR THE TASK

- Review vocabulary associated with body parts prone to injuries (e.g.; *le genou, le bra, le cou, coude, l'orteil, doigt, pouce, les yeux, le nez, le dos*).
- Review the expressions used with the verb *avoir* to describe injuries – in particular, *J'ai mal...*
- Model conversation starters and possible responses to learning that someone is injured or seeing that someone is injured (*Ah non!, Pauvre toi!, C'est dommage! C'est grave! Moi aussi!*)
- Encourage students to use their own experiences of sustaining injuries for the task.
- Provide real life props for students to use to dramatize situations (bandages, gauze, etc.).
- Introduce the "I can" statement to the class. Ensure it is visible throughout the task. Ask students what is the best way to describe an injury so that it makes sense to someone else. How will you know that your friend understands your description of how you were injured? With students, build a list of indicators that will help them know they have achieved the "I can" statement.

**I can talk about my injury. / Je peux parler de ma blessure.**

I know this because...

- I used words and phrases to describe my injury.
- My conversation partner seemed to understand me.

### **INSTRUCTIONAL SUPPORT**

- Students work in pairs. Provide the opportunity for students to describe their injury to more than one person.

### **FEEDBACK FOR LEARNING**

- Circulate during the task and listen for *J'ai mal au/à...*, names of body parts, and spontaneous conversation.
- After students have completed the activity, ask them to consider their performance in relation to the indicators.
- Have 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.
- Sample phrases to facilitate self-reflection could include:
  - I know I was able to share my injury with a friend because...
  - I know I was able to respond to my partner's injury because...
  - One thing I did well during the conversation was...
  - Something I would do differently next time is...
- 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.

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

### **ÇA FAIT MAL! – Student Task**

You arrive at school Monday morning. In the hallway, you meet a friend who looks at you and your injury in shock. Your friend asks you “Qu’est-ce qui est arrivé?”

You explain to your friend how you sustained your injury.