

## Lesson 3 – Speed Friending

Amitiés en vitesse – Speed Friending

Grade: 7 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
Communication: -label, list, describe, ask and answer questions, give simple directions, indicate basic needs or preferences, in written form, in a defined, highly structured and modelled fashion, resulting in a prepared message, expressed in the present, that is comprehensible and accurate  Language: -present tense of regular <i>-er</i> verbs with all personal subject pronouns - <i>est-ce que</i> and intonation as a way of asking questions	Students will be able to list their preferences of objects and activities.  Students will be able to ask their peers closed-ended and open-ended questions about their preferences.	Formative assessment of the worksheets C-6 & C-8.  Formative assessment of survey.  Formative or summative assessment of the post-task worksheet.

### Preparation required:

- Print off a copy of the resource C-6 *Les intérêts en commun* for each student. The Option B of this resource is to accommodate for higher level learners.
- Print off a copy of the resource C-7 *Sondage pour amitiés en vitesse* for each student.
- Download the audio recording C-9.1 *Exemples de questions*. The transcript C-9 (*Exemples de questions pour le Sondage pour amitiés en vitesse*) is also available and can be printed off for students to read.
- Print off a colour copy of the resource C-8 *Organiser une fête!* for each student.
- Print off a copy of the post-task resource C-P1 – *Les questions fermées et ouvertes*

### Introduction (5 minutes):

Hook/Attention grabber: Bonjour! Comment ça va aujourd'hui?

Introduction: In the last two lessons, we learned how to describe someone's appearances and

behaviours. Today, we are going to look at personal preferences. How would you describe your friends if you could only list things they like? How about if you could only list things they do not like?

**Pre-task (30 minutes):**

In English, ask students what they have in common with their friends. Do they like the same activities? Do they like the same sports? Do they like the same music? Do they like the same foods?

Explain to students that in order to express an interest in something or a dislike of something in French, they can simply say:

“J’aime \_\_\_\_\_.” (I like \_\_\_\_\_.)

“Je n’aime pas \_\_\_\_\_.” (I dislike/I do not like \_\_\_\_\_.)

Hand out the worksheet C-6 (Option A) *Les intérêts en commun* or C-6 (Option B) *Les intérêts en commun*. They both contain the vocabulary list below. Option A contains the list on the left and Option B contains the list on the right. This list is a bit long but the students should be able to easily recognize the majority of the words (English nouns used interchangeably in French and cognates). The teacher could firstly explain to students that one of the ways they can go about reading a French text is to look for words they recognize. In this case, they could be asked to put a checkmark beside all of the words they already know. The teacher could then ask them how they knew these words or how they guessed their meaning. Secondly, students should be encouraged to look up any specific preferences not listed below in a bilingual dictionary and add them to their worksheet. Vocabulary:

Option A	Option B
le hockey	jouer au hockey
le soccer	jouer au soccer
le baseball	jouer au baseball
le tennis	jouer au tennis
la gymnastique	faire de la gymnastique
le ballon chasseur – <i>dodge ball</i>	jouer au ballon chasseur
le ski	faire du ski
le judo	faire du judo
la randonnée pédestre – <i>hiking</i>	faire de la randonnée pédestre
le camping	faire du camping
le ballet	faire du ballet
le hip hop	danser le hip hop
la danse cérémonielle – <i>fancy dance</i>	la danse cérémonielle – <i>fancy dance</i>
la danse moderne	la danse moderne
la musique classique	écouter de la musique classique
la musique country	écouter de la musique country

la musique rap	écouter de la musique rap
les chiens – <i>dogs</i>	les chiens – <i>dogs</i>
les chats – <i>cats</i>	les chats – <i>cats</i>
les oiseaux – <i>birds</i>	les oiseaux – <i>birds</i>
les serpents – <i>snakes</i>	les serpents – <i>snakes</i>
les araignées – <i>spiders</i>	les araignées – <i>spiders</i>
la pizza	manger de la pizza
les hot dogs	manger des hot dogs
les hamburgers	manger des hamburgers
les légumes – <i>vegetables</i>	manger des légumes
le chocolat	manger du chocolat
les bonbons – <i>candies</i>	manger des bonbons
la crème glacée* – <i>ice cream</i>	manger de la crème glacée*
les sushis	manger des sushis
magasiner* – <i>to shop</i>	magasiner – <i>to shop</i>
dessiner – <i>to draw</i>	dessiner – <i>to draw</i>
danser – <i>to dance</i>	danser – <i>to dance</i>
parler – <i>to talk</i>	parler – <i>to talk</i>
chanter – <i>to sing</i>	chanter – <i>to sing</i>
peindre – <i>to paint</i>	peindre – <i>to paint</i>
courir – <i>to run</i>	courir – <i>to run</i>
voyager – <i>to travel</i>	voyager – <i>to travel</i>
raconter des blagues – <i>to tell jokes</i>	raconter des blagues – <i>to tell jokes</i>
jouer des tours – <i>to play tricks [on people]</i>	jouer des tours – <i>play tricks [on people]</i>

\*In Canada, Francophones say « *la crème glacée* » but in France they say « *une glace* ».

\*In Canada, Francophones say « *magasiner* » but in France they say, « *faire des achats* » or « *faire du shopping*. »

The teacher could ask them if they see any things on this list that they like and dislike. Students should then be given a few minutes to look at the vocabulary and pick five things they like and five things they dislike. They should then fill out the first section of the worksheet *5 choses que j'aime et 5 choses que je n'aime pas*.

The teacher should then ask a few volunteer students what they like and dislike to model asking a question in French.

1. The teacher can start by asking an open-ended question: "Qu'est-ce que tu aimes?"
2. The volunteer student should look at their vocabulary list and reply: "J'aime \_\_\_\_\_."
3. The teacher could then ask another student a question: "Qu'est-ce que tu n'aimes pas?"
4. The student would have to respond with: "Je n'aime pas \_\_\_\_\_."
5. The teacher can then ask a different student a closed-ended question: "Est-ce que tu aimes

courir?”

6. The students should look at their vocabulary list and reply: “Oui, j’aime courir.” or “Non, je n’aime pas courir.”

This will serve as a model for asking someone an open-ended and closed-ended question about what they like or dislike. Have a discussion about the different ways of asking questions. Ask students which type of question they should ask if they want specific information about someone. Ask students what the purpose of the open-ended question is.

Students will now fill out a speed friending survey C-7 *Sondage pour amitiés en vitesse* that they will use during the task. They should begin by filling in the top portion of the chart by writing the 5 things they have identified as preferences in the previous worksheet. They will also leave room for the 2 open-ended questions that they will ask each classmate they survey.

Before students move on, play the audio recording C-9.1 *Exemple de dialogues pour le Sondage pour amitiés en vitesse*. This will give students an opportunity to hear the language they will then be producing during the task. Please note that in one of the examples in the audio recording, a student responds with “ouache.” This is a way of expressing disgust in French – especially in Québec. It is the equivalent of saying “yuck” in English. Let students follow along with the transcript of this audio (C-9).

### **Task (15 minutes)**

Find out what your classmates have in common with you! Now students should be paired up with another student for a short duration. This is when the teacher could group partners based on the descriptions they wrote in the task in the previous lesson (empty box in C-5). During this time, one student will ask the other student if she or he likes the five items on his/her list, one at a time. This could sound like:

« Est-ce que tu aimes \_\_\_\_\_? »

« Est-ce que tu aimes jouer au \_\_\_\_\_? »

« Aimes-tu \_\_\_\_\_? »

« Aimes-tu manger \_\_\_\_\_? »

They will then ask the two open-ended questions to gain more insight into their classmates’ preferences. This should sound like:

« Qu’est-ce que tu aimes? »

« Qu’est-ce que tu aimes manger? »

« Qu’est-ce que tu n’aimes pas? »

« Qu’est-ce que tu n’aimes pas faire? »

Each pair should have a chance to ask their partner each question on their survey. They will make note if the student has a preference in common with them by placing an X in the box. Once both partners have

completed the first portion of their survey, they should find new partners. They will ask 5 classmates in total. They will then tally up their results to identify the classmates on their survey that they have the most in common with. Knowing what their 5 peers like, dislike and have in common with them, students could then be asked to plan a party for them. The resource C-8 *Organiser une fête!* requires students to be party planners by picking a theme, foods, activities, music, and any additional details for the party. The goal is to please everyone! Each party will differ slightly based on the results from the survey. For example, some party planners may have put more thought into the types of foods being served rather than the activities being offered due to the lack of information of preferred activities and the abundance of information about food preferences and dislikes.

### **Post-task (10 minutes):**

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Students could be asked if they have discovered someone who has a lot in common with them. Students could also be asked why they are friends with people who have similar interests. They could also be asked why it is still beneficial to have friends who have different interests than them. Example questions include: Does this help you discover new activities? Does this help them discover new ideas and opinions? Does this help you embrace diversity? Can getting to know someone who is different than you help you to understand and appreciate them?
- Students could be asked what other topics could be explored when they interview their peers in order to learn more about them (birthplace, cultural heritage, aspirations, hopes, opinions, etc.)
- The teacher could also use the post-task resource C-P1 – *Les questions fermées et ouvertes*. After students have completed this, students could be asked what they noticed while filling it out. There is also a third way to ask a question that has not been included in this resource. The teacher can discuss intonation and explain that you can also ask someone a question by simply making a statement and changing the intonation at the end of it. An example would be, “Tu aimes chanter?” The teacher could also use this worksheet to highlight the different verb endings for *je/j’* and *tu*.
- The teacher could give examples of common interests with friends and explain that when we want to say that we have something in common with someone else, we can say it in several different ways:
  - **J’aime voyager et mon ami(e) aime aussi voyager.** This is a specific way of saying, “I like to travel and my friend also likes to travel”.
  - **Nous aimons voyager.** This is a more formal way of saying, “We like to travel.”
  - **On aime voyager.** This is a less formal and more common way of saying, “We like to travel.”

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, students could survey 3 classmates instead of 5.
  - To accommodate this lesson for a higher level, students could survey more classmates.
- Resource C-3 has additional pages to accommodate for this. Students could also be asked to use C-6 (Option B) *Les intérêts en commun*.