

Lesson 4 – Speed Friending

Le meilleur jeu de “Qui suis-je?” au monde (révision) – The best Guess Who game in the world (review)

Grade: 7 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
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: -est-ce que and intonation as a way of asking questions.	Students will be able to identify a variety of preferences, physical and personality traits that describe them and others.	Formative (or summative) assessment of cards and/or envelopes.

Preparation required:

- For this lesson, you will need enough blank cards and envelopes for each student. You can also simply use cardstock to create a card that will properly conceal what is written inside, but we suggest the former for a more memorable experience and final product!

Introduction (5 minutes):

Hook/Attention grabber: *Allô!* Have you ever heard this used instead of *bonjour*? In Québec, people use this a lot to greet each other in person. In France, however, people use this to greet each other over the phone. Show me how you answer the phone in France! “*Allô?*” “*Allô!*”

Introduction: Have you ever played the game Guess Who? Well today we are going to play a different version of this game. Each one of you will be a character in this game so start thinking about how you think someone else would describe you. The goal is for them to guess correctly! It’s a good thing we have been learning about different ways to describe a person and their interests in French.

Pre-task (30 minutes):

Ask students how they can ask a question in French. The most common starter sentence is “*Est-ce que...*” Explain to them that there are many different ways to ask questions and that today they will be learning how to ask questions in a way that allows them to play the Guess Who game.

When you want to ask a partner “Who am I?” you would say “*Qui suis-je?*”. This is the abbreviated

version of “Qui est-ce que je suis?” Students can use either but let them know that the abbreviated version is used more commonly among French people. Now ask them: “Qui suis-je?” They might answer in English and this is just fine. Hopefully they say your name or state that you are the teacher.

Now give them the sentence starter to answer the question: “Tu es _____.” Write the question and the answer on the board so that students can refer back to them. It could read:

Q: Qui suis-je?

A: Tu es l’enseignant(e). / Je suis l’enseignant(e).

Now let them give it a try. Let them ask each other “Qui suis-je?” Their elbow partner should respond with a name or perhaps some other identifier such as “Tu es une fille” or “Tu es mon ami(e)”.

Now to ask someone who they are, the starter question changes. You would say: “Est-ce que tu es _____ ?” or “Es-tu _____ ?” Ask a student this question and complete it with their name: “Est-ce que tu es Pierre?” If the answer is yes, they should say “oui” or “Oui, je suis Pierre”. If the answer is no, they should say “non” or “non, je ne suis pas Pierre”. Write these on the board as well. Let students practice this with an elbow buddy.

Do a brainstorm of how people can be described. Prompt students with the categories that have been explored in the previous 3 lessons. These include:

- la personnalité / personality
- les traits physiques / physical traits
- les intérêts / interests
 - les choses que j’aime / things I like
 - les choses que je n’aime pas / things I do not like

If you feel brave, have students list of things about yourself. You can prompt them by asking:

Suis-je patient(e)?

Suis-je drôle?

Suis-je grand(e)?

Est-ce que j’ai les cheveux bruns?

Est-ce que j’aime chanter?

Now give each student a blank card and an envelope. Students should first write their name inside the card, fold the card and place it in the envelope. On the back of the envelope, the students should write: “Qui suis-je?” On the front of the envelope, students should write four statements about themselves. They can be instructed to write one statement per category (one personality trait, one physical trait, one like and one dislike) or a combination they prefer. Some students may only want to write four statements that detail things they like and this is just fine. The categories are simply prompts to help them formulate statements about themselves. Once this is done, the teacher will collect all of the envelopes (with the cards inside), mix them up, and redistribute them randomly to students. The teacher should inform the students that if by chance they are handed their own envelope they should

not announce it. It is a guessing game after all!

Task (20 minutes)

Students will now find a partner. The first partner will ask the other: “Qui suis-je?” and then read off the list of clues. The other partner will then try to guess which classmate this might be. They could say: “Tu es _____.” or “Es-tu _____ ?” or “Est-ce que tu es _____ ?” To find out if they are correct, the student holding the envelope will open it and check the answer inside the card. They should allow their partner a few attempts at guessing before responding with the answer. They would then respond by saying: “Oui, je suis _____.” or “Non, je suis _____.” or “Non, je ne suis pas _____. Je suis _____.” As you walk around the room, you should hear a variety of formulations as there is no one way to ask or answer a question.

If the student guesses the person correctly, they should sign their name inside the card and put a checkmark or a happy face beside the student’s name. If the student guesses incorrectly, they should sign their name inside the card and put an X or a sad face beside the student’s name. Once the game is over, card owners will be able to see if their classmates were able to identify them.

Once they are done, ask students to exchange their envelopes with another student. Then ask them to walk around the room and find a new partner while you count down from 10. Not holding on to the same envelope allows them a chance to read a greater variety of statements. Students are now ready to repeat the questioning process. Repeat this task a few times.

Post-task (5 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:

- Once the students are done, ask them who they had an easy time guessing and who they had a more difficult time guessing. Ask them why. Are certain categories easier to use? Are certain categories better at describing people? Why do you think this is? Perhaps certain classmates are easier to describe and others not.
- You could also ask them if they learned anything new about their classmates or if they encountered any new vocabulary.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, have students write less statements about themselves on the envelope or write out starter statements on the board so that they only need to complete them with a colour or an item. For example, you could write: “J’ai les cheveux _____.” & “J’aime manger _____.” During the task, you could also allow students

to hang on to the same envelope for more than one round of Guess Who.

- To accommodate this lesson for a higher level, have students write a new statement inside the card about that student during the Guess Who game. This way, when the cards and envelopes are handed back to their owners they will have a better idea of how others would describe them.

Visual instructions for the best Guess Who game in the world:

