

Lesson 4: Who Are You?

Purpose:

This lesson will allow students to create a small presentation of their lives to the class. Students will briefly touch on how to use the two base verbs “avoir” and “être”. This will introduce students to the two verbs as they will be consistent and necessary throughout the remainder of the student’s French education.

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Time Expectations:

This lesson will be broken down into three to four classes with an introduction to the verbs starting things off and the project wrapping things all together.

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Necessary Materials:

Day 1:

- Video: [Le Verbe Avoir](#)
- Notes: [Avoir](#)
- Kahoot Quiz: [Le Verbe Avoir](#)

Day 2:

- Video: [Le Verbe Etre](#)
- Notes: [Le Verbe Etre](#)
- Kahoot Quiz: [Le Verbe Etre](#)

Day 3:

- [Project Rubric](#)
- [Project Handout](#)
- Project Video: [Sampler](#)

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Intended Outcomes:

- 1.08 - faire un reportage
- 3.04 - planifier et organiser ses productions en servant de ses propres expériences d'apprentissage; préparer un aide-mémoire, adapter le message selon les circonstances, planifier sa production écrite
- 4.05 - produire une variété de textes en se servant du présent, du futur proche, du passé, de l'interrogation et de la négation, des mots connecteurs comme *puis, et, mais, en plus* afin de produire un discours qui est cohésif et cohérent

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DAY 1:

Introduction (I Do):

Explain to students that the next stage in our learning is going to be introducing ourselves to the class. This means that we will have to do a little ground work to make sure we are able to properly present ourselves to the class. In French there are two key verbs that we need to introduce - Avoir and Etre.

“Bonjour classe, aujourd’hui nous allons commencer un petit projet où vous allez vous présenter à la classe. Avant de faire le projet nous devons apprendre comment utiliser deux verbes importantes.”

“Hello class, today we are going to begin a small project where you are going to present yourself to the class. Before doing the project we must learn how to use two important verbs.”

Ask students what two verbs student’s think are the most important in the French language. The answer being “avoir” and “être”. Encourage students to give their answers in French and to use their dictionaries to search out the words.

“Selon vous, quelles sont les deux verbes les plus importantes en français? Utilisez vos dictionnaires et donnez vos réponses en français.”

“In your opinion, what are the two most important verbs in French? Use your dictionaries and give your answers in French.”

Once we have established that students know what the two verbs are then today we are going to start by looking at the verb “avoir” in the present tense.

Introduce the verb “avoir” via the video: [Le Verbe Avoir](#)

Distribute the notes for the verb “avoir” or if students want they can download those notes into their digital binders - recommended that they have a print out copy for their actual binders for when they are working on assignments or doing the Kahoot quiz.

Notes: [Le Verbe Avoir](#)

Activity 1: Have students do the small exercise at the end of the video.

ACTIVITY 2: Pre-Test Kahoot

Click here: [Kahoot](#)

This is a nine question quiz that students will be allowed to do with their notes the first time. They will receive a mark for this and it will be used to review the verb avoir.

ACTIVITY 3: Group Game

Start by dividing the class into two groups and have them number themselves based on the number in each group. Call out numbers at random - a different number for each team and those students will represent the group at the board. For each round give students a simple phrase to write at the board using avoir. Teams can work together to figure out the answers before the writer goes up to the board - if the writer makes an error they should return to the group so that the group can work out the mistake and correct it together. Both teams are

working on the same sentence so it is a race and points can be kept. This is a fun way to engage students and have them problem solve together before producing an answer.

Use whatever combination of sentences you want. Keep them short and straightforward as you want to look at their knowledge of how to use avoir correctly and not long, complex sentences.

ACTIVITY 4: Test Kahoot

Using the above quiz have students work their way through it again to see if there is noticeable improvement. Students may use their notes if you allow them and use the end result as a mark out of nine.

Kahoot will automatically tabulate responses for this in an Excel document.

EXIT PASS Day 1:

Before students leave the classroom have them answer the following question using the verb avoir in the present tense.

“Nommez une chose interessante que vous avez.”

“Name one interesting thing that you have.”

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Day 2:

INTRODUCTION (I Do):

Do a quick review of the verb “avoir” just to see what students remember from the previous class. This can be anything that you feel you need to review based on the previous days activities.

After the review, introduce the second verb in the lesson, which is the verb être.

“Hier nous avons regardé le verbe avoir alors aujourd’hui nous allons regarder le verbe être. Être, c’est le verbe qui veut dire “to be” en anglais et c’est tres important pour parler en français.”

“Yesterday we looked at the verb avoir so today we are going to look at the verb être. Être, it is the verb that means “to be” in English and it is very important for speaking in French.”

Introduce the verb “être” via the video: [Le Verbe Être](#)

Distribute the notes for the verb “être” or if students want they can download those notes into their digital binders - recommended that they have a print out copy for their actual binders for when they are working on assignments or doing the Kahoot quiz.

Notes: [Le Verbe Être](#)

Activity 1: Students will work on the small exercise at the end of the video that will allow them to practice the new skill with the verb “être”.

Activity 2: Pre-Test Kahoot

Click [Kahoot](#)

This is an eight question quiz that students will be allowed to do with their notes the first time. They will receive a mark for this and it will be used to review the verb être.

Activity 3: Group Game

Start by dividing the class into two groups and have them number themselves based on the number in each group. Call out numbers at random - a different number for each team and those students will represent the group at the board. For each round give students a simple phrase to write at the board using “être”. Teams can work together to figure out the answers before the writer goes up to the board - if the writer makes an error they should return to the group so that the group can work out the mistake and correct it together. Both teams are working on the same sentence so it is a race and points can be kept. This is a fun way to engage students and have them problem solve together before producing an answer.

Use whatever combination of sentences you want. Keep them short and straightforward as you want to look at their knowledge of how to use “être” correctly and not long, complex sentences.

Activity 4: Test Kahoot

Using the above quiz have students work their way through it again to see if there is noticeable improvement. Students may use their notes if you allow them and use the end result as a mark out of nine.

Kahoot will automatically tabulate responses for this in an Excel document.

EXIT PASS Day 1:

Before students leave the classroom have them answer the following question using the verb être in the present tense.

“Nommez un trait qui est une force que vous avez.”

“Name one trait, which you consider a strength in you.”

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Day 3:

INTRODUCTION (I Do):

Now that students have established how to use avoir and être it is time to start a small presentation that brings together the things that we have covered over the first few classes. This includes using the dictionary, pronunciation of words, and the verbs avoir and être.

“Aujourd’hui nous allons faire un petit projet qui resume ce qu’on a fait jusqu’à maintenant.”

“Today we are going to do a small project that brings together what we’ve done up to now.”

Hand out the project document: [QUI ETES-VOUS?](#)

Review the details of the document; heads up the hand out is in French only. No English copy. Encourage students to jot down notes in English if they don't think they will remember what the French means.

Next hand out the rubric or have students turn their page over if you double-sided your document. The rubric is done in English for simplicity in student's understanding their grades . [RUBRIC](#)

Before students start to work show a demonstration video so that they can use as a reference tool throughout their presentations.

“Voici un vidéo qui démontre comment faire un présentation.”

“Here is a video that demonstrates how to do a presentation.”

Activity 1: Students at this point will have the remainder of the class to work on their individual projects. As a teacher supervise to see what students need help and encourage them to be creative and original in how they present and represent themselves.

CONCLUSION Day 3:

At the end of the class touch base with students and see where they are at. Remind them that presentations will take place next class and that they will need to be ready - if they need extra time than that can be negotiated at the beginning of the class.

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Day 4:

INTRODUCTION (I Do):

Start class by touching base and allowing extra time before students start the presentation. Explain to students that during presentations students will be expected to pay attention to other students presentations as questions will be asked about each student's presentation. The question will be the same for each student but names will be drawn at random as to who reports on what presentation.

“Quand un étudiant présente leur projet, vous devez faire attention parce que je vais demander une question à la fin de chaque présentation sur ce qu'ils ont présenté. La question va être le même: Decrit le presentateur(rice) selon leur présentation - utilisant leurs propres mots.”

“When a student presents their project, you must pay attention because I am going to ask a question at the end of each presentation on what they presented. The question is going to be the same: Describe the presenter based on their presentation - using their own words.”

Students will receive a pass-fail on this reporting and there will be a chance that students will be asked multiple times to report on their classmates assignments as two students should be asked each time.

Activity 1:

Students will present their projects and assign marks accordingly.

EXIT PASS Day 4:

Have students answer the following question before leaving. Remind them to use être in a full sentence.

“Donnez-moi un mot positif qui décrit votre prof.”

“Give me one positive word, which describes your teacher.”