

Lesson 5: Time to Chat

Purpose:

Students will be working on some conversations this class. These will be simple conversations that we will be building on as we go throughout the class. The idea is to allow students to use the dictionary and their prior knowledge, along with mini-lessons that are included to expand their understanding.

* * * * *

Time Expectations:

This is going to be an expanding lesson that will take approximately 2 classes to complete and will be a building lesson.

* * * * *

Necessary Materials:

- Notes: [Le Passé Composé](#)
- Notes: [Le Futur Proche](#)
- Conversation: [Rubrics](#)
- Conversation: [Handout](#)

* * * * *

Intended Outcomes:

Students will build on their prior knowledge and be able to build longer conversations. Students will use the past tense and near future in talking about past and future events. Students will be able to express simple feelings.

* * * * *

Day 1: Speaking - Conversationally

Introduction:

Now that we have begun to speak French in the classroom it is time to expand on those horizons by getting you to have quality conversations. The idea is to take the prior knowledge of students and expand it so that students can talk more fully and comfortably with each passing day - and be able to more comfortably speak French. There will be small lessons that are built in each day to expand our knowledge.

“Aujourd’hui nous allons commencer avec des conversations afin qu’on peut parler avec des autres plus facilement. Pour accomplir c’est tâche nous allons commencer avec ce que vous comprenez déjà et ajouter des connaissances.”

“Today we are going to begin with conversations so that we can begin to speak with others more easily. To accomplish this task we are going to take what you already know and add to that understanding.”

Activity 1: Knowledge Already Accrued

Ask students what they already know when it comes to speaking French. Students will volunteer answers and write them on the board as they do. Answers will be such things as:

- Bonjour
- Salut
- Comment ça va?
- Ça va bien/mal.
- Comme çi, comme ça.
- Au revoir

Collect other information as it is offered and write it on the board. Students should either take notes as they go or at the end of the collection process they can take a picture of the notes to use for the first part of the exercise.

Have students choose a partner and create a brief conversation using the notes that they have created - they will present these conversations to the class.

There will be multiple rubrics for this assignment but I have included them all on the one sheet. The rubric for marking this assignment will be [RUBRIC 1](#).

* * * * *

Activity 2: Feelings ...

This is the follow-up to activity 1 and we will be building on the first activity. In this activity students will be building on their initial conversation, adding to their initial conversations. In this activity students will discuss their feelings as a follow up to the “how are you doing - comment ca va” questions.

“Quand nous parlons en français, typiquement nous oublions de demander la question - pourquoi? Aujourd’hui nous allons apprendre comment répondre à la question - pourquoi?”

“When we speak in French, typically we forget to ask the question - why? Today we are going to learn how to answer the question - why?”

Explain to students that we are going to look at talking about the reasons why we are doing good, bad or so so.

“Nous allons apprendre comment répondre au question en utilisant les temps présents d’avoir ou être. Nous les avons déjà étudié alors revoir des vidéos si vous avez des questions.”

“We are going to learn how to answer the question using the present tense of avoir or etre. We have already studied these so look over them again if you have questions.”

Explain that we would use “avoir” when are talking about something that we have. Ask students when they might use “avoir” to answer the question “how are you” and “why”. Answers might include:

- sickness (found in video)

- hot or cold (found in video)
- have a test or quiz
- have a sporting event
- have a date

Explain that we would use “être” when we are talking about how we are feeling. Create a list of feelings based on what students have to offer. Suggestions that might be:

- happy (heureux/heureuse)
- sad (triste)
- angry (fâché(e))
- bored (ennuyé(e)/ennuyé(euse))
- frustrated (frustré(e))
- excited (excité(e))
- curious (curieux/curieuse)
- tired (fatigue)

Students are now going to go back with their partners and expand their conversations to include their new knowledge. Remind them that when answering their questions they should start with:

avoir - J'ai ...

être - Je suis ...

Closure:

Bring students together and remind them that this was the first step ... the building blocks to beginner conversations.

* * * * *

Day 2 & 3: Asking About the Past and Looking to the Future

Introduction:

Yesterday we looked at beginner conversations. We started with the basics so today we are going to expand our understanding by adding in looking at the past and the future ... another important part of the conversation process. So today we are going to build on the conversations by adding these two parts with the following questions.

“Maintenant nous allons regarder deux questions, un qui regarde le passé et l'autre qui regarde le futur. La première question: qu'est-ce que tu as fait hier soir? et La deuxième question: qu'est-ce que tu vas faire ce soir?”

“Now we are going to look at two questions, one that looks at the past and the other that looks to the future. The first question: what did you do last night? The second question: what are you doing tonight?”

Activity 1: Looking to the Past ...

Start by putting up the question on the board - *Qu'est-ce que tu as fait hier soir?*

To answer this question we have to use the passé composé. Distribute the notes for the passé composé ... [NOTES](#)

Review over the handout ([HANDOUT](#)) and give students the small practice handout to work with.

(This handout also contains the work for the next section on futur proche)

Distribute the handout and allow students time to work on the first section of the handout.

Once they have finished the first section then have them with their partners expand their dialogue to include the past tense. Use the next stage of the rubric to evaluate their conversation.

Activity 2: Moving Forward to the Future ...

Now move onto the next section of the lesson - *Qu'est-ce que tu vas faire ce soir?*

To answer this question we are going to use the near future. Distribute the notes for the futur proche [NOTES](#)

Review over the handout and give students the small practice handout to work with.

(This is on the same handout as the passé composé ... bottom section of the handout)

Distribute the handout and allow students time to work on the first section of the handout.

Once they have finished the first section then have them with their partners expand their dialogue to include the near future. Use the next stage of the rubric to evaluate their conversation.

Closure:

This lesson may have taken two classes so at the end of each class ask the students a question that reflects the use of the past tense (first class of the two) and the near future (second class of the two). These are simple questions that will examine