# Find your partner

Learning situation: To interact using the previously modeled linguistic structures, *C'est...*, *Ce n'est pas...*, and the vocabulary for zoo animals.

Teacher modelling and oral interaction:

- In preparation for this activity, the teacher prepares two pictures of each zoo animal that he has previously modelled. He reviews the names of the zoo animals by showing a picture of an animal. He then says, *C'est un lion?* The students chime in, *Oui, c'est un lion.* He continues modelling until the students have had a chance to review all the pictures.

- The teacher then distributes all the pictures to the students and he puts them face down on their desks. He then goes up to a student's desk and says, *C'est un lion?* He motions to the student to turn over the card. If it is not a picture of a lion he says, *Non, ce n'est pas un lion.* He continues until he finds the lion and says, *Oui, c'est un lion.* As he is doing this modelling, he is encouraging the students to chime in with him. He then asks a few students to interact using the structures that he has just modelled.

- Next, the students stand up and begin circulating to find the student who has the same animal. They use the two structures, *C'est...* or *Ce n'est pas...*

- When partners are found, they go to the front of the room and describe their picture to the teacher. *C'est...*

VARIATION

- The teacher selects six to eight pictures of zoo animals that he has already modelled and that he wishes to review with the students. He places the visuals face down in a pocket chart. He says to the students, *On va jouer un jeu de concentration.* He then turns back to the pocket chart and turns over two pictures and says to the students, *C'est un lion et ce n'est pas un lion. Ce n'est pas une paire! Dommage!*

- The teacher returns the pictures to the pocket chart but switches them with two other pictures from the pocket chart, thus adding a little challenge to the game.

- He repeats the process; once he turns over two identical pictures he says to the students, *C'est un singe et c'est un singe! Bravo! C'est une paire!*

- He calls on a student to come to the pocket chart to select two pictures. The student says, *C'est un éléphant et c'est un éléphant. Bravo! C'est une paire!*

- The student returns the pictures to the pocket chart but switches them with two other pictures from the pocket chart, once again adding a little challenge to the game.
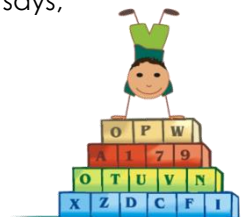
- The teacher continues this process, allowing students to take turns and to use the vocabulary and linguistic structures in complete sentences.

- Later, once students are very familiar with the vocabulary and the linguistic structures for identifying animals, the teacher may choose to use two sets of cards: one with the picture and one with the sentence.

C'est un lion.

NOTE: This game can also be played in smaller groups or the whole class can be seated in a circle and the cards can be placed face down on the carpet.