



Secret identity

Learning situation: To reinforce the structures, *C'est le papa/la maman/le frère/la sœur/le chien/le chat, etc.*

Teacher modelling and oral interaction:

- In preparation for this lesson, the teacher remodels the following structures by pointing to individual members of the family and any pets in his photo. **C'est le papa. C'est la maman. C'est le frère. C'est le chien. C'est moi.**
- The teacher remodels the structures but this time in the form of a question. **C'est le papa?** The students respond, **Oui.** The teacher models the response in a complete sentence. **Oui, c'est le papa.** The teacher continues in this way with other members of the family. The teacher invites one or two students to do the same.
- Next, the teacher chooses a member of the family and asks a question to elicit a negative answer. The teacher points to the mother and says, **C'est le frère?** The students respond, **Non.** The teacher models the response in a complete sentence. **Non, ce n'est pas le frère.** and prompts the students to repeat the negative form in a complete sentence. The teacher continues to ask one or two more times, allowing students to use the newly learned negative form before finally asking, **C'est la maman?** and students answer **Oui, c'est la maman.** The teacher continues in this way with other members of the family.
- To introduce the game, the teacher invites a student to select a member in his family photo/drawing from the previous activity *Ma famille* and to keep that person's identity a secret. The teacher now guesses the secret identity and says, **C'est le papa?** The student replies either, **Oui, c'est le papa.** or **Non, ce n'est pas le papa.** The teacher remodels this process with a few other students.
- In the following lesson, the teacher remodels with a few students as above. Then the teacher invites two students to model the activity with one student choosing a family member by placing a check ✓ with a pencil, and the other student guessing the secret identity by asking the question, **C'est...?** until they ask the correct question to obtain the affirmative response, **Oui, c'est...!**

Student 1: **C'est le chien?**
Student 2: **Non, ce n'est pas le chien.**
Student 1: **C'est le papa?**
Student 2: **Non, ce n'est pas le papa.**
Student 1: **C'est la sœur?**
Student 2: **Oui, c'est la sœur.**



- The students exchange their roles. These student interactions last only a brief time (20-30 seconds).

