



## Comment ça va?

**Learning situation:** To interact using, *Comment ça va?*, *Ça va bien.*, *Ça va très bien.*, *Ça va mal.*, *Comme ci, comme ça.*

### Teacher modelling and oral interaction:

**NOTE:** This learning situation may be divided into several lessons.

- With the support of visual aids, the teacher models several times the linguistic structure, **Ça va bien.** Next, the teacher models, **Ça va très bien** using other visual aids. Then the teacher alternates visual aids to distinguish between, **Ça va bien.** and **Ça va très bien.**
- Pointing to himself, the teacher says, **Ça va bien.** Then, the teacher asks one student, **Comment ça va?** Pointing to the visual aids he asks, **Ça va bien?** or **Ça va très bien?** This linguistic structure is modelled several times as the teacher interacts with different students.
- Next, the teacher plays music and the students move and dance around while the music is playing. The teacher stops the music and shows a visual requiring the students to stop and call out, **Ça va bien.** or **Ça va très bien.** (according to the visual that is being shown).
- With the support of visual aids, the teacher models, **Ça va mal.** Next, he models, **Comme ci, comme ça.** using other visual aids. Then the teacher alternates visual aids to distinguish between, **Ça va mal.** and **Comme ci, comme ça.**
- Pointing to himself, the teacher says, **Ça va mal.** Then, the teacher asks one student, **Comment ça va?** Pointing to the visual aids he asks, **Ça va mal?** or **Comme ci, comme ça?** This linguistic structure is modelled several times as the teacher interacts with different students.
- Afterwards, the teacher plays music and the students move and dance around while the music is playing. The teacher stops the music and shows a visual requiring the students to stop and call out, **Ça va mal.** or **Comme ci, comme ça.** (according to the visual that is being shown).
- The teacher remodels, **Ça va bien.**, **Ça va très bien.**, **Ça va mal.**, and **Comme ci, comme ça.** using the visuals again. Interacting with the students, he asks, **Comment ça va?**



- Using four pre-cut circles of construction paper or light cardboard, the students draw the following faces on one side of each circle: a happy face, a really happy face, a sad face, and a neutral face. The teacher distributes the four following expressions: **Ça va bien.**, **Ça va très bien.**, **Ça va mal.**, and **Comme ci, comme ça.** that have been printed on pre-cut circles. The teacher reads one expression at a time asking the students to raise the appropriate written expression. Then the students match the appropriate expression to each face. They then glue the popsicle stick and two circles together. During this time, the teacher may choose to circulate and ask students, **Comment ça va?**
- In a subsequent class, the teacher invites two students to the front of the class and asks, **Comment ça va?** to one of the students who then responds by showing a face and replying, **Ça va bien.**, or **Ça va très bien.**, or **Ça va mal.**, or **Comme ci, comme ça.** The student then asks the other student, **Comment ça va?** The other student responds, **Ça va bien.**, **Ça va très bien.**, or **Ça va mal.**, or **Comme ci, comme ça.** and asks the teacher, **Comment ça va?** The teacher responds.
- The students then reuse the linguistic structure as they interact with each other using the paper faces.

**VARIATION:** As a follow-up, the students complete the activity found on the next page. The teacher projects the sheet and models orally so that the students become more familiar with the written word. They then write their answers in the correct place and demonstrate their understanding by illustrating each sentence. When they have finished, they take turns reading their answers to a partner.



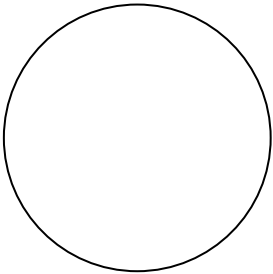
Date : \_\_\_\_\_

Je m'appelle \_\_\_\_\_.

## Comment ça va ?

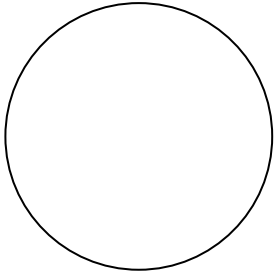
1. Ça va bien.
2. Ça va très bien.
3. Ça va mal.
4. Comme-ci, comme-ça.

1.



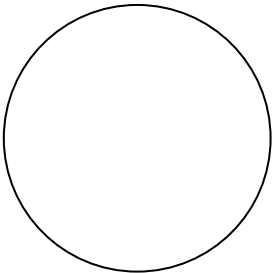
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2.



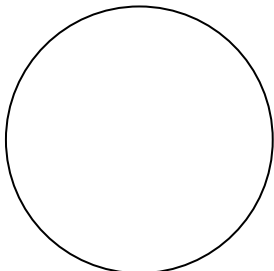
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3.



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4.



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