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## FRI-9 Act 4A

# C'est qui?

(teacher instructions)

Tell students to imagine that they are on a yearlong exchange to the target country. On the first day of class, the students hear their classmates talking about other students in the school. Unfortunately, the conversations are fast and the names mentioned are sometimes unfamiliar. Other names can be used with both boys and girls. The students therefore find it difficult to tell if the people being talked about are men or women. Give examples of French names that we don't have in English (Mireille, Aude, Loïc, etc.) and names that can refer to either men or women (Dominique, Claude, René(e)). Tell the students that they can use other cues to determine if the person being talked about is male or female. For example, students can listen to the descriptions of the people mentioned. If the adjective describing the person requires an "e" in the feminine form, students will be able to hear the preceding consonant. Students can also listen for contextual cues like "garçon" and "fille" that are used to describe the people mentioned.

Tell the students that they will hear snippets of conversation from that first day in class. Students will use pronunciation cues and contextual cues and write down if the person mentioned is male ("C'est un garçon") or female ("C'est une fille"). An example is provided below:

Students hear: "Tu connais Aude? Aude est très amusante!"  
 Students write : C'est une fille.

Read each of the snippets below twice, then go back and have students give their answers and how they came up with it (context, punctuation, or both).

1. Joëlle est très intelligente!
2. Ah, Julien. Julien est très amusant.
3. Oh, là, là ! Dominique est super-jolie !
4. Loïc, c'est un garçon timide.
5. Aimé est sénégalais.
6. Michel n'est pas français. C'est un suisse.
7. Etienne est beau, n'est-ce pas ?!