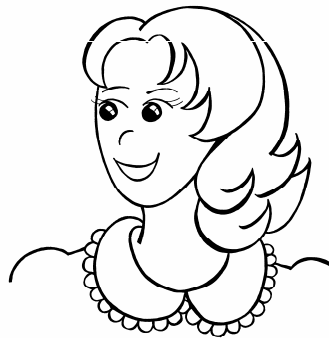
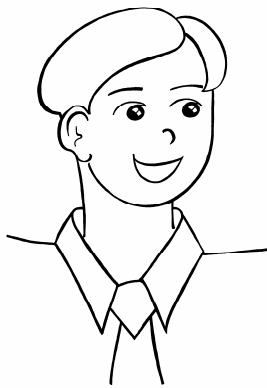


NALLENART

Serving Teachers at Home and School Since 1995

A Primary Resource Book for French:

L'ART *de* DIRE



Text and Lesson Plans by Norma Allen
Illustrated by Lisa Farr and Norma Allen

Beginning Conversational French for Young Students

These sample pages are provided as an introduction to **L'Art de dire** by Nallenart. Included are sample lesson plans and two of our famous faces cards: Napoléon et Jeanne d'Arc (Joan of Arc)

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As you progress through this book, this column will contain a cumulative list of the concepts and vocabulary covered so far.

This will help the teacher keep track of what the students have learned, and provide a handy reference to facilitate regular review.

Section A: Lesson Plans

Unit 1: Getting to Know You

1. Greetings

This first lesson teaches children simple French greetings.

Bonjour = Hello or Good Day

Explain **bon** = good, **jour** = day

Je m'appelle... = My name is...

Explain literal meaning as "I call myself..."

Don't be afraid to tell children the literal meanings of these phrases! As you practise, they will see how they correspond to the English phrases we more commonly use, and knowing the literal meaning will prepare them for future French studies. Greet one another using the phrases above. Role play (shake hands!) and review several times throughout the day, if possible. Be sure that each child gets a chance to participate. Early success motivates children to continue. When these phrases have been mastered, move on to the next part of the lesson.

Comment t'appelles-tu? = What is your name?

Explain literal meaning as "What do you call yourself?"

Comment vous appelez-vous? = What is your name? (polite)

Au revoir. = Goodbye

Explain literal meaning as "See you later."

Combine these new phrases with the first and role play throughout the lesson time and the rest of the day, if possible.

2. Introductions

This lesson teaches children how to introduce one another. Post the pictures of **Ilya** and **Eleanor** where they are visible. Introduce them and tell the children they are there to help them remember today's lesson. It would be helpful to keep **Ilya** and **Eleanor** visible all year.

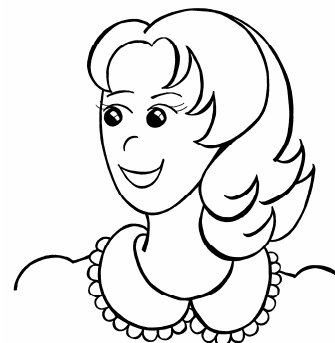
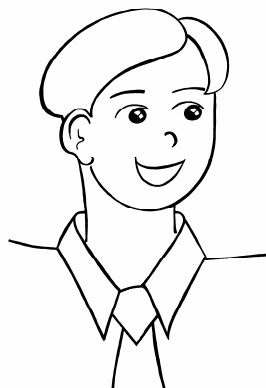
Il s'appelle... = His name is... lit. "He calls himself..."

Elle s'appelle... = Her name is... lit. "She calls herself..."

Explain **il** = he, **elle** = she.

Explain the above phrases and point to the children, saying their names.

Ilya and Eleanor



Unit 1 - 2: Introductions

Any or all of these ideas may be used throughout this lesson.

- ☺ Prepare nametags for the children to help them remember each other's names. Role play as before, but have three or more children act out greetings and introductions.
- ☺ Prepare famous faces cards. Hold them up and have the children respond with "Il s'appelle..." or "Elle s'appelle...."

Famous Faces:

Napoléon	La Reine Élizabeth
Beethoven	Madame Curie
M. John A. Macdonald	Jeanne d'Arc (Joan of Arc)
Shakespeare	Cléopâtre
Abraham Lincoln	Marie, mère de Jésus

- ☺ Ask the children to bring in newspaper clippings, photos of people, pets or comic strip characters that they can "introduce" to the class. If you are at home, go through a newspaper or photo album with your children and practise.

Introduce these questions next.

Comment s'appelle-t-il? = What is his name?

Lit.: What does he call himself?

Comment s'appelle-t-elle = What is her name?

Lit.: What does she call herself?

Make French greetings and practicing these questions a part of your everyday routine. Don't forget Ilya and Eleanor! Ask for their names often. Use your famous faces to practise as well.

✓ Quiz 1 - 1,2:

Say the French phrase aloud. Have the children circle the correct English phrase to which it corresponds.

Throughout L'ART de DIRE, this column will list the new vocabulary and concepts taught in the current lesson.

Bonjour.
Salut.
Je m'appelle...
Comment t'appelles-tu?
Au revoir.

Il s'appelle...
Elle s'appelle...
Comment s'appelle-t-il?
Comment s'appelle-t-elle?

This box will be used for supplementary ideas or comments.

Lesson numbers here do not necessarily represent days. Each teaching situation is different, and the same home or classroom certainly can vary from day to day or week to week! Most of these concepts could use a few days or a week's worth of instruction and review before moving on to the next new idea. The ages of the children will also influence your decision as to how quickly to move through the material. Some classrooms and families may wish to devote a lot of time to French, others might feel content with just two or three lessons a week.

☺ = Suggestions for reinforcing the lesson

✓ = Suggestions for grading

Bonjour.
 Salut.
 Je m'appelle...
 Comment
 t'appelles-tu?
 Comment vous
 appelez-vous?
 Au revoir.

Il s'appelle...
 Elle s'appelle...
 Comment
 s'appelle-t-il?
 Comment
 s'appelle-t-elle?

Unit 1: Getting to Know You

3. All in the Family

This section of Unit 1 will teach the immediate family words. Introduce **le** and **la** by explaining that there are two words for “the,” one for boys and men and one for girls and women. The word for family uses the ladies’ version.

la famille = the family

le père = the father

la mère = the mother

le frère = the brother

la soeur = the sister

As you teach these words, point out the similarity between the French and English words. This would be a good time to give a little history lesson. Explain how the travels of the marauding Roman army, who invaded both present-day England and France, left a lasting influence on both languages, introducing words from Latin and Greek.

famille: family, familiar

père: papa, paternal

mère: maternal, mother

frère: fraternal, fraternity, fraternize

soeur: sister, sorority

These related words, etymological cousins, are called cognates. These words will not all be familiar to your students, but this will prepare them to be on the lookout for them. Mentioning related words is a good way to build vocabulary for both languages.

☺ Ask the children to research their family tree, immediate family only. Younger students will not necessarily know their parents’ first names. Cut and paste a family tree on a large piece of construction paper as follows:

1. Have the children draw a tree as background. You can cut out green leaves to add texture to the project as well.
2. Prepare ahead pink circles for the girls’ and women’s names, and blue squares for the boys’ and men’s names.
3. Children print their father’s name on a blue square, mother’s name on a pink circle first. These are pasted on either side of the tree trunk.
4. Names of children are pasted in the tree, using blue for boys and pink for girls.
5. If time permits, pets can be drawn at the base of the tree as “unofficial” family members.

Bring in a family tree for your own family, as an example.

