# Elementary World Language Experience
Parkland School District  
French- Level 1

*Lesson 1*

## Objectives:

1. The instructors will introduce themselves, establish rules, and give materials.
2. The student will use basic greetings and state their name.
3. The student will listen to and sing a song about their names.

## Materials:

- Have student folders already in place at the seats, properly spaced.
- Name tags
- List of French names
- Song - CD - Je m'apelle song

## Procedures:

1. Using the French title Mademoiselle or Monsieur give a brief introduction about yourself and then translate it to English for the students. Je m'apelle ________, j'aime ________ et ________
   
   Explain/write on the board the words for Miss- Mademoiselle, Mrs.- Madame, Mr.- Monsieur
   
   Also, we will now go over a few other important words that we will need right away. Does anyone know how to say **Yes** in French? **Go over- oui, non, s'il vous plaît et merci.** These words will help us to use good manners. Repeat the words together several times. If I ask you if you need paper, what would you say? __________

2. We will now ask your name by saying **Comment t'appelles-tu?** Respond by saying, **Je m'apelle __________.** Model this several times with your teaching partner. Have the students repeat the expressions.

3. Give name tags and ask if they would like to choose a French name. Either have French names written on the board or distribute a name list for them to choose from. After they have chosen their names, have practiced pronouncing them, have them re-introduce themselves with their French name. French names are optional! Reintroduce themselves. **Je m'appelle Sophie.** (always give positive reinforcement with expressions like- tres bien, super, chouette, fantastique, formidable)

4. Color or make new name tags. (optional)

5. Create/ go over the classroom rule chart and/or reward poster **slowly and firmly.**

Now let’s begin the lesson talking a little bit about the French language.

6. **Culture Point:** We will be learning French or Francais. Would anyone be able to tell us where it is spoken? After listening to answers from several students, use the map/globe to explain that there are over 30 countries (France, Canada (Quebec), Switzerland, Belgium, Luxembourg, Monaco, Senegal, Cote d’Ivoire, Benin, Togo, Cameroon and islands like Haiti and Martinique) who use French as their primary language. We are learning the French used in these countries, although it might sound a little different from country to country. **The change in the language is similar to the way English sounds if you are from England or the United States.**
7. We are going to return to asking each other’s names, but we will be adding a few more
greetings to start off the conversation. Does anyone know how to say hello en francais? Write
on the board: hello= Salut! Repeat.

Does anyone know: (proceed with)
Good morning= Bonjour
Good afternoon= Bonjour
Good evening= Bon soir
Once you have them on the board, repeat with the students at least 5 times.
Then say,
“It is 2:00 pm Saturday afternoon and you see your teacher at the supermarket. Emilie,
what would you say to greet her?” __________. “Now it’s 7:00 in the morning, what
greeting would you use with your parents?” Etc.
Make sure at least 6 students respond. Or one of you can write a different time on the board
9:15am and call on individual students to respond.

8. Now let’s go back to asking each other’s names. But now we can use a greeting first. “Bonjour, Jeanne.
Comment vas-tu? Comment t’appelles-tu?” Turn to your neighbor, give them any of the greetings and ask
their name. They should respond and then ask you. To say and you, we use “et toi?” To say good-bye,
we use au revoir-write these on the board also.
After everyone practices, have several groups of students demonstrate for the class. Give positive feedback
in French.

8. Song-on CD Sing Laugh Dance and Eat Quiche - Je m’appelle- my name is- Tu t’appelles
comment? - is another way to ask, who are you? Explain the rhythm of the song and the 2 claps.
Also, remind them to sing their names at the end. Play it 2 or 3 times.

9. Distribute vocab lists. Let’s repeat all of these new expressions one more time before we leave.
One vocab list is for the folder and one to go home. Keep the folders in the bin in the room.

10. If there is any extra time, they can complete the puzzle on the back of the list. Or they can bring it
back next time for a sticker. ?

11. Follow dismissal procedure and say Au revoir!
Cut out this strip and the puppet. Staple strip to back of puppet in the middle.
Cut out this strip and the puppet. Staple strip to back of puppet in the middle of left sleeve. Arch strip slightly so hand can fit comfortably between puppet
EWLE FRENCH I - Lesson
When people meet, they shake hands.

When two young people meet, they say ... **Salut**!

When two older people greet each other, they say ... **Bonjour**!

One addresses a man as ... **monsieur**, a married lady as ... **madame**, and an unmarried lady as ... **mademoiselle**.

Time of day affects greetings as well.

In the morning, the greeting is ... **Bonjour**!

In the evening, the greeting is ... **Bonsoir**!
Comment ça va? (How are you?)

Très bien, merci. (Very well, thanks.)

Ça va bien. (Fine, thanks.)

Comme ça comme ça. (So-so.)

Mal. (Badly.)

Très mal! (Very badly!)
Comment ça va? (How are you?)

Très bien, merci. (Very well, thanks.)

Ça va bien. (Fine, thanks.)

Comme çi comme ça. (So-so.)

Mal. (Badly.)

Très mal! (Very badly!)