FRENCH · GRADE 5 · AGES 10–11

# Grade 5 French

First edition | 5 units | 10 lessons · one quarter | A song or video for every lesson | Quick reference

FIRST EDITION

## Course guide

Grade 5 French is a short course of 10 lessons (5 units of 2), one lesson a week for a quarter, with three sessions of 30–40 minutes a week. It does not depend on earlier French; it is the first course on the track that teaches French grammar plainly.

The child learns where French came from (Latin, Charlemagne, 1066), how to recognize cognates and avoid false friends, that every noun is masculine or feminine and how to make plurals, how to conjugate regular -er verbs and the verb être, how to make adjectives agree and where to put them, and three ways to ask a question. The paintings are Dürer's Charlemagne, Jongkind's Notre-Dame at sunset, Millet's Sower, Bastien-Lepage's Joan of Arc and Caillebotte's Pont de l'Europe; the Bible verses include the parable of the sower and God's name I AM.

The child writes sentences and short paragraphs in a French notebook, and each lesson has a worksheet with a separate answer key. The quarter ends with a French interview show.

> Every embedded video comes from a channel Jerad has approved for School Launch: Learn French With Alexa (a friendly teacher from France whose short lessons are the workhorse of this course), FrenchPod101 (clear vocabulary and grammar videos), Alain Le Lait (short teaching songs; YouTube lists his channel as tialela99), the Titounis (traditional French songs and rhymes) and Français avec Pierre (a French teacher whose longer lessons are used in short segments). A few lessons use a single approved read-along story from BookBox French. The videos play in YouTube's privacy-enhanced player. Preview each one first and stay nearby, since YouTube shows its own suggestions when a video ends; some channels close with an invitation to subscribe, and you can stop the video when the lesson ends. The new videos were chosen by title and

> channel, so please preview them before the lesson. You will hear small differences between speakers from France, Belgium, Switzerland and Quebec; all are good French.

**Start with Lesson 1.1 →**

## Who it is for

Written for students in grade 5 (about ages 10–11) who read independently. No earlier French is needed: the course begins with the sounds and builds from there, though a student who has done earlier grades of French, or some Latin, will feel at home. A parent or teacher reads along, joins the speaking practice and checks the practice sentences. Nothing needs to be bought: every activity uses paper, index cards, pencil, crayons and household things. Families who speak French at home use the same lessons with the *At home in French* notes.

## How to use this course

1. **The weekly rhythm.** The quarter has 10 lessons, one a week, each with three sessions of 30–40 minutes. Session 1 is the warm-up, the video, the teaching and the picture study (in the first lesson of each unit). Session 2 is the activity and the French notebook. Session 3 is the worked examples, the practice sentences and a recitation: the student says the week's French out loud to the family. In the second week of each unit, use part of Session 3 for the unit review and the unit challenge.
2. **Say it every day.** French is learned out loud, a few minutes a day. Open every session by saying the chants learned so far (je suis, tu es, il est…). Five minutes of cheerful chanting beats an hour of silent staring.
3. **Story, then how French works, then doing.** The core ideas are written to be read aloud or read by the student. *The story* tells what happened; *How French works* explains the pattern; *Say it out loud* gives the sounds; *Try it* explains the activity. After each paragraph, ask the student to tell it back.
4. **Flashcards.** Every lesson adds new French words. Make a flashcard for each one (French on the front, English on the back) and write every noun with its le or la: the little word is part of the word. Review the deck at the start of Sessions 2 and 3.

5. **The word list.** The quarter teaches 120 words and phrases, in this order. Unit 1: le latin, la langue, le mot, l'empereur, le roi, l'eau, la mère, le père, le cheval, l'école, le ciel, la nuit, la nation, la liberté, la forêt, le château, délicieux, la librairie, la bibliothèque, blesser, bénir, le collège, attendre, rester. Unit 2: le soleil, la lune, le fleuve, le bateau, le pont, le quai, la cathédrale, la voiture, le fromage, le monument, masculin, féminin, le pluriel, les, des, les bateaux, les oiseaux, les chevaux, les journaux, les yeux, les cieux, les enfants, les amis, la voix. Unit 3: parler, chanter, danser, travailler, semer, écouter, regarder, je, nous, vous, on, le semeur, le français, l'anglais, l'espagnol, l'allemand, le grec, l'hébreu, habiter, étudier, jouer, ne … pas, un peu, le chinois. Unit 4: être, je suis, tu es, il / elle est, nous sommes, vous êtes, ils / elles sont, américain, français, la bergère, le boulanger, courageux, grand / petit, jeune / vieux, bon / mauvais, beau / belle, nouveau, heureux / triste, facile / difficile, rapide / lent, fort / faible, vrai / faux, juste, pur. Unit 5: la question, la réponse, est-ce que, oui, non, si, le pont, la gare, le train, l'ouvrier, croire, le parapluie, qui, qu'est-ce que, où, quand, comment, pourquoi, combien, quel / quelle, parce que, Qui est-ce?, Où es-tu?, l'interview.
6. **The French notebook.** Use any notebook for the whole quarter: vocabulary, sound rules, charts, translations and copywork. Date every page.
7. **Write it the French way.** Accent marks are part of the spelling: é, è, ê, à, ç. French puts a little space before ? ! : and ; in print; in handwriting, just write neatly.
8. **Unit review and unit challenge.** Each unit ends with a short review (25 points), which may be done orally, and a unit challenge. Keep the challenge work in a folder.
9. **Printables.** Each lesson has a one-page worksheet, and the answers are in a separate key for the parent. Each unit review also has a printable key.
10. **The French Bible.** French verses are quoted from the Louis Segond Bible of 1910, the public-domain French Bible that French-speaking Protestants have read for more than a century, the French counterpart of the King James. Where the King James prints the LORD in capitals, Louis Segond writes l'Éternel, the Eternal One. The English verse is always the King James Version, quoted exactly.

# Scope and sequence

**UNIT 1 · WEEKS 1–2**

## Du Latin au Français

Where French came from: Latin carried into Gaul by Roman soldiers, Charlemagne and the monks who kept learning alive, and the slow change of Latin words into French ones; then cognates, the thousands of French words an English speaker already knows, and the faux amis that only look familiar.

**1.1** La Fille du Latin

**1.2** Les Vrais et les Faux Amis

**UNIT 2 · WEEKS 3–4**

## Le, La, Les

The grammar of nouns: every French noun is masculine or feminine, with le / la / l’ and un / une, and the endings that give a clue; then plurals with les and des, the silent s and the special -eau and -al endings, with Johan Jongkind’s Notre-Dame at sunset over the Seine.

**2.1** Masculin ou Féminin?

**2.2** Les Pluriels

**UNIT 3 · WEEKS 5–6**

## Les Verbes en -ER

The first great family of French verbs: the subject pronouns je, tu, il, elle, on, nous, vous, ils, elles, and the present tense of regular -er verbs (parler, aimer, chanter, travailler, semer), with Millet’s Sower striding down the hill and the parable of the sower; then speaking, listening and the languages of the world.

**3.1** Le Semeur

**3.2** Parler et Écouter

**UNIT 4 · WEEKS 7–8**

## Être et les Adjectifs

The verb être (to be) and describing words: je suis, tu es, il est… with nationalities and professions, the story of Joan of Arc, and God’s name I AM; then adjectives that agree with their nouns in gender and number, and the few that come before the noun, with Saint Paul’s list of whatsoever things are true, honest, just and pure.

**4.1** Je Suis

**4.2** Les Adjectifs

**UNIT 5 · WEEKS 9–10**

### Les Questions

Asking questions in French: yes-or-no questions by rising voice, by est-ce que and by inversion, with Caillebotte's Pont de l'Europe and Jesus' question Believest thou this?; then the question words qui, que, où, quand, comment, pourquoi, combien and quel, with God's first question in the garden, Where art thou?

**5.1** Oui ou Non?

**5.2** Qui, Où, Quand?

## Weekly pacing calendar

| WEEK | PLAN |
|---|---|
| 1 | • Session 1: Lesson 1.1 La Fille du Latin: warm-up, video, teaching and picture study<br>• Session 2: Lesson 1.1 activity (word family tree) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet<br>*Three sessions a week of 30–40 minutes. On the other days, use the week's words at home and review the flashcards.* |
| 2 | • Session 1: Lesson 1.2 Les Vrais et les Faux Amis: warm-up, video, teaching and picture study<br>• Session 2: Lesson 1.2 activity (cognate hunt) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet<br>• End of unit: Unit 1 review and unit challenge (the word-detective report) |
| 3 | • Session 1: Lesson 2.1 Masculin ou Féminin?: warm-up, video, teaching and picture study<br>• Session 2: Lesson 2.1 activity (gender color-code) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet |
| 4 | • Session 1: Lesson 2.2 Les Pluriels: warm-up, video, teaching and picture study<br>• Session 2: Lesson 2.2 activity (plural posters) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet<br>• End of unit: Unit 2 review and unit challenge (the sorting game) |

| WEEK | PLAN |
|---|---|
| 5 | • Session 1: Lesson 3.1 Le Semeur: warm-up, video, teaching and picture study<br>• Session 2: Lesson 3.1 activity (verb wheel) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet |
| 6 | • Session 1: Lesson 3.2 Parler et Écouter: warm-up, video, teaching and picture study<br>• Session 2: Lesson 3.2 activity (language survey) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet<br>• End of unit: Unit 3 review and unit challenge (a day in the life) |
| 7 | • Session 1: Lesson 4.1 Je Suis: warm-up, video, teaching and picture study<br>• Session 2: Lesson 4.1 activity (être identity cards) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet |
| 8 | • Session 1: Lesson 4.2 Les Adjectifs: warm-up, video, teaching and picture study<br>• Session 2: Lesson 4.2 activity (opposites book) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet<br>• End of unit: Unit 4 review and unit challenge (a portrait in words) |
| 9 | • Session 1: Lesson 5.1 Oui ou Non?: warm-up, video, teaching and picture study<br>• Session 2: Lesson 5.1 activity (question cube) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet |
| 10 | • Session 1: Lesson 5.2 Qui, Où, Quand?: warm-up, video, teaching and picture study<br>• Session 2: Lesson 5.2 activity (newspaper interview) and French notebook<br>• Session 3: Worked examples, practice, the game and the worksheet<br>• End of unit: Unit 5 review and unit challenge (the interview show) |

## Materials

**French notebook (any notebook)**

One for the quarter: vocabulary, sound rules, charts, translations and copywork.

**Index cards and a box, bag or ring to keep them**

For the flashcard deck that grows every lesson.

**Pencil, colored pencils or crayons, and a fine-tip marker**

For charts, maps, posters and lettering.

**Scissors, glue, tape and some poster board or taped printer paper**

For the unit challenges.

## Grading

Grades come mostly from the daily work: the recitations, the flashcard reviews, the notebook and the practice sentences, because a language is learned by steady, honest repetition. A student who speaks French out loud faithfully, keeps a neat notebook and corrects his or her own practice earns full credit.

| PART | % |
|---|---|
| Recitation and flashcards (daily speaking, vocabulary reviews, reading aloud) | **30** |
| French notebook (dated pages, charts, translations) | **25** |
| Practice sentences (corrected with the answer key) | **15** |
| Unit reviews | **15** |
| Unit challenges | **15** |

**Scale:** A 90–100, B 80–89, C 70–79, D 60–69. Below 60: repeat the chants and practice with help.

- A practice sentence is right when the le or la is right and the endings agree. Let the student use the notebook charts freely.
- Unit reviews may be done orally for a student who writes slowly; the parent writes down the answers.
- Pronunciation is graded on courage and consistency, not perfection. The French r and the nasal vowels arrive with practice.

## A note to parents

You do not need to know French to teach this course. Every chart has its sounds written out, every French sentence has its translation in the answer, and the videos

do the explaining a specialist would. Learn alongside your child, quiz each other with the flashcards, and let your child catch your mistakes.

Why French? Because it is a close daughter of Latin, so it opens English vocabulary (nearly a third of English words came through French) and helps every Latin lesson; because it is spoken on five continents, from Quebec and Louisiana to Africa; and because the French-speaking church has given the world saints, hymns, missionaries and the Louis Segond Bible.

The stories are true stories of people and places from France and the French-speaking world, told cheerfully and honestly, with the focus on courage, faith and good work.

Parents should preview the videos and stay nearby.

PRINTABLE WORD LIST

## Vocabulary for the course

**Standard French.** Standard French as taught in France and understood everywhere, with Quebec differences noted. Most final consonants are silent except c, r, f and l (the CaReFuL letters); on, an and in are nasal vowels, hummed through the nose; French leans lightly on the last sounded syllable of a word, shown here in capitals. In the respellings, zh is the s in measure, ü is French u (say ee with rounded lips), uh is the soft e of le, and r is the French r, made in the back of the throat.

Every week's list is printed again inside that lesson. Say the capital letters loudest.

### 1.1 LA FILLE DU LATIN

**le latin**
**luh lah-TAN**
le · language
Latin

**la langue**
**lah LAHNG**
la · language
language; tongue

**le mot**
**luh MOH**
le · language
word

**l'empereur**
**lahn-PRUHR**
le · history
emperor

## le roi
**luh RWAH**
le · history
king

## l’eau
**LOH**
la · word
water

## la mère
**lah MEHR**
la · family
mother

## le père
**luh PEHR**
le · family
father

## le cheval
**luh shuh-VAHL**
le · animal
horse

## l’école
**lay-KUL**
la · school
school

## le ciel
**luh SYEL**
le · nature
sky; heaven

## la nuit
**lah NWEE**
la · time
night

### 1.2 LES VRAIS ET LES FAUX AMIS

## la nation
**lah nah-SYOHN**
la · cognate
nation

## la liberté
**lah lee-behr-TAY**
la · cognate
liberty; freedom

## la forêt
**lah foh-REH**
la · cognate
forest

## le château
**luh shah-TOH**
le · cognate
castle

## délicieux

**day-lee-SYUH**

cognate

delicious

## la librairie

**lah lee-breh-REE**

la · faux ami

bookshop

## la bibliothèque

**lah bee-blee-oh-TEK**

la · word

library

## blesser

**bleh-SAY**

faux ami

to wound

## bénir

**bay-NEER**

verb

to bless

## le collège

**luh koh-LEZH**

le · faux ami

middle school

## attendre

**ah-TAHNDR**

faux ami

to wait

## rester

**res-TAY**

faux ami

to stay

### 2.1 MASCULIN OU FÉMININ?

## le soleil

**luh soh-LAY**

le · nature

sun

## la lune

**lah LÜN**

la · nature

moon

## le fleuve

**luh FLUHV**

le · geography

river

## le bateau

**luh bah-TOH**

le · thing

boat

## le pont
**luh POHN**
le · city
bridge

## le quai
**luh KAY**
le · city
quay; riverbank

## la cathédrale
**lah kah-tay-DRAHL**
la · church
cathedral

## la voiture
**lah vwah-TÜR**
la · thing
car; carriage

## le fromage
**luh froh-MAHZH**
le · food
cheese

## le monument
**luh moh-nü-MAHN**
le · city
monument

## masculin
**mahs-kü-LAN**
grammar
masculine

## féminin
**fay-mee-NAN**
grammar
feminine

### 2.2 LES PLURIELS

## le pluriel
**luh plü-RYEL**
le · grammar
plural

## les
**LAY**
article
the (plural)

## des
**DAY**
article
some

## les bateaux
**lay bah-TOH**
les · thing
boats

## les oiseaux

**lay zwah-ZOH**

les · animal

birds

## les chevaux

**lay shuh-VOH**

les · animal

horses

## les journaux

**lay zhoor-NOH**

les · thing

newspapers

## les yeux

**lay ZYUH**

les · body

eyes

## les cieux

**lay SYUH**

les · faith

the heavens

## les enfants

**lay zahn-FAHN**

les · person

children

## les amis

**lay zah-MEE**

les · person

friends

## la voix

**lah VWAH**

la · word

voice

### 3.1 LE SEMEUR

## parler

**par-LAY**

verb

to speak

## chanter

**shahn-TAY**

verb

to sing

## danser

**dahn-SAY**

verb

to dance

## travailler

**trah-vah-YAY**

verb

to work

**semer**
**suh-MAY**
verb
to sow

**écouter**
**ay-koo-TAY**
verb
to listen

**regarder**
**ruh-gar-DAY**
verb
to watch; to look at

**je**
**ZHUH**
pronoun
I

**nous**
**NOO**
pronoun
we

**vous**
**VOO**
pronoun
you (polite/plural)

**on**
**OHN**
pronoun
one; people; we

**le semeur**
**luh suh-MUHR**
le · person
sower

## 3.2 PARLER ET ÉCOUTER

**le français**
**luh frahn-SEH**
le · language
French

**l'anglais**
**lahn-GLEH**
le · language
English

**l'espagnol**
**les-pah-NYOL**
le · language
Spanish

**l'allemand**
**lahl-MAHN**
le · language
German

## le grec

**luh GREK**

le · language

Greek

## l'hébreu

**lay-BRUH**

le · language

Hebrew

## habiter

**ah-bee-TAY**

verb

to live (in a place)

## étudier

**ay-tü-DYAY**

verb

to study

## jouer

**zhoo-AY**

verb

to play

## ne ... pas

**nuh ... PAH**

word

not

## un peu

**un PUH**

word

a little

## le chinois

**luh shee-NWAH**

le · language

Chinese

### 4.1 JE SUIS

## être

**ETR**

verb

to be

## je suis

**zhuh SWEE**

être

I am

## tu es

**tü EH**

être

you are

## il / elle est

**eel EH / el EH**

être

he / she is

**nous sommes**
**noo SUM**
être
we are

**vous êtes**
**voo ZET**
être
you are (polite/plural)

**ils / elles sont**
**eel SOHN / el SOHN**
être
they are

**américain**
**ah-may-ree-KAN**
nationality
American

**français**
**frahn-SEH**
nationality
French

**la bergère**
**lah behr-ZHEHR**
la · person
shepherdess

**le boulanger**
**luh boo-lahn-ZHAY**
le · person
baker

**courageux**
**koo-rah-ZHUH**
adjective
brave

## 4.2 LES ADJECTIFS

**grand / petit**
**GRAHN / puh-TEE**
adjective
big / little

**jeune / vieux**
**ZHUHN / VYUH**
adjective
young / old

**bon / mauvais**
**BOHN / moh-VEH**
adjective
good / bad

**beau / belle**
**BOH / BEL**
adjective
beautiful; handsome

## nouveau

**noo-VOH**

adjective

new

## heureux / triste

**uh-RUH / TREEST**

adjective

happy / sad

## facile / difficile

**fah-SEEL / dee-fee-SEEL**

adjective

easy / hard

## rapide / lent

**rah-PEED / LAHN**

adjective

fast / slow

## fort / faible

**FOR / FEBL**

adjective

strong / weak

## vrai / faux

**VREH / FOH**

adjective

true / false

## juste

**ZHÜST**

adjective

just; fair

## pur

**PÜR**

adjective

pure

### 5.1 OUI OU NON?

## la question

**lah kes-TYOHN**

la · word

question

## la réponse

**lah ray-POHNS**

la · word

answer

## est-ce que

**ES-kuh**

question

question marker

## oui

**WEE**

word

yes

## non
**NOHN**
word
no

## si
**SEE**
word
yes (to a negative)

## le pont
**luh POHN**
le · city
bridge

## la gare
**lah GAR**
la · city
train station

## le train
**luh TRAN**
le · thing
train

## l’ouvrier
**loo-vree-YAY**
le · person
worker

## croire
**KRWAHR**
verb
to believe

## le parapluie
**luh pah-rah-PLWEE**
le · thing
umbrella

### 5.2 QUI, OÙ, QUAND?

## qui
**KEE**
question
who

## qu’est-ce que
**KES-kuh**
question
what

## où
**OO**
question
where

## quand
**KAHN**
question
when

**comment**
**koh-MAHN**
question
how

**pourquoi**
**poor-KWAH**
question
why

**combien**
**kohm-BYAN**
question
how much; how many

**quel / quelle**
**KEL**
question
which; what

**parce que**
**PARS-kuh**
word
because

**Qui est-ce?**
**kee ES**
question
Who is it?

**Où es-tu?**
**oo eh TÜ**
question
Where are you?

**l'interview**
**lan-tehr-VYOO**
la · word
interview

UNIT 1

# Du Latin au Français

In Lesson 1.1 your child learns that French is a daughter of Latin, traces words like aqua → eau, mater → mère and caballus → cheval, and meets Charlemagne, the Frankish king crowned emperor in Rome in the year 800, who ordered schools for children in monasteries and cathedrals. The picture is Albrecht Dürer's portrait of Charlemagne, and the verse tells how Pilate's title on the cross was written in Hebrew, Greek and Latin.

In Lesson 1.2 your child discovers that English took thousands of words from French after 1066, learns to spot cognates (la nation, la musique, important), learns the spelling patterns that hide them (-té = -ty, ê = es), and is warned about faux amis such as librairie (bookshop) and blesser (to wound). The unit ends with a word-detective report.

### PREREQUISITES

- None. Latin study is helpful but not needed.

### MASTERY CHECKLIST

- ☐ I can explain how French grew out of Latin.
- ☐ I can give five French words with their Latin ancestors.
- ☐ I can recognize cognates and the patterns -té / -ty and ê / es.
- ☐ I can name five faux amis and their real meanings.

### OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **WordReference French–English dictionary**: Free online, for the parent. Look up any word and press the speaker button to hear it said by a speaker from France or Quebec.
- **Forvo**: Free pronunciation library: hear any French word said by native speakers (link only).

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

### LESSONS IN THIS UNIT

| | | |
|---|---|---|
| 1.1 | **La Fille du Latin** | 3 sessions of 30–40 minutes |
| 1.2 | **Les Vrais et les Faux Amis** | 3 sessions of 30–40 minutes |

# Unit 1 Review

Answer each question. The test is worth 25 points.

1. **5 pts**
   How did Latin come to Gaul, and what did it become?

2. 5 pts

   Give the French words that come from these Latin words: aqua, mater, pater, caballus, schola.

3. 5 pts

   Write the English meaning of these cognates: la liberté, la forêt, la tempête, la beauté, l'hôpital.

4. 5 pts

   Give the real meaning of these faux amis: la librairie, blesser, le collège, la lecture, sensible.

5. 5 pts

   Who was Charlemagne and what did he do for learning?

**ANSWER KEY**

1. Roman soldiers, settlers and officials brought it when Rome conquered Gaul; over centuries the spoken Latin of the people changed into French.
2. Eau, mère, père, cheval, école.
3. Liberty, forest, tempest (storm), beauty, hospital.
4. Bookshop, to wound, middle school, reading, sensitive.
5. King of the Franks, crowned emperor in 800; he ordered schools in monasteries and cathedrals and had scholars copy books.

Printable answer key (PDF, for the parent)

### UNIT CHALLENGE: THE WORD-DETECTIVE REPORT

Choose ten French words from a French book, menu or label. For each, find out whether it is a cognate, a faux ami, or a word that comes from Latin in a less obvious way. Make a chart with the French word, its Latin ancestor (look it up), its English cousin and its real meaning. Present your three favorite discoveries to your family.

| LOOK FOR | WHAT IT MEANS |
|---|---|
| **Research** | Finds ten words and their meanings. |
| **Latin roots** | Gives at least five Latin ancestors. |
| **Faux amis** | Identifies at least one faux ami correctly. |
| **Presentation** | Explains the discoveries clearly. |

UNIT 1 · DU LATIN AU FRANÇAIS · LESSON 1.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

# 1.1 La Fille du Latin

### OBJECTIVES

- Explain how French grew out of the Latin spoken in Roman Gaul.
- Trace five French words back to their Latin ancestors.
- Tell who Charlemagne was and what he did for schools.

> **Warm-up.** Do you know any Latin words? (Many families know Gloria, Deo, or the mottoes on coins.) Today you will see that French is Latin that changed slowly over a thousand years.

WATCH

## How FRENCH has changed over time! This is what French words used to mean...

Learn French With Alexa · 6:21

https://www.youtube.com/watch?v=KkhmsDE-xfI

> **WHEN TO WATCH**
> After the story. Alexa shows how some French words have changed meaning over time; note two examples.

**Note:** A six-minute lesson on how French words have changed over time, from Learn French With Alexa.

### KEY TERMS

**le latin (luh lah-TAN)**
Latin, the language of ancient Rome.

**la Gaule (lah GOHL)**
Gaul, the old Roman name for the land that became France.

**la langue (lah LAHNG)**
The language; also the tongue.

**le mot (luh MOH)**
The word.

**l'empereur (lahn-PRUHR)**
The emperor.

### VOCABULARY FOR THE WEEK

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

**le latin**
**luh lah-TAN**
le · language
Latin

**la langue**
**lah LAHNG**
la · language
language; tongue

## le mot
**luh MOH**
le · language
word

## l'empereur
**lahn-PRUHR**
le · history
emperor

## le roi
**luh RWAH**
le · history
king

## l'eau
**LOH**
la · word
water

## la mère
**lah MEHR**
la · family
mother

## le père
**luh PEHR**
le · family
father

## le cheval
**luh shuh-VAHL**
le · animal
horse

## l'école
**lay-KUL**
la · school
school

## le ciel
**luh SYEL**
le · nature
sky; heaven

## la nuit
**lah NWEE**
la · time
night

### CORE IDEAS

**From Latin to French.** About fifty years before Christ, Julius Caesar conquered Gaul. Roman soldiers, merchants and officials settled there, and the Gauls learned to speak Latin, not the polished Latin of Cicero but the everyday Latin of the street and the camp. Over the centuries, sounds wore down like stones in a river: *aqua* became **eau**, *mater* became **mère**, *pater* became **père**. Soldiers called a horse *caballus* (a nag) instead of the proper *equus*, and that word became **cheval**. Then a Germanic people called the Franks took over, and gave France its name.

**The story.** The greatest king of the Franks was Charles, called Charlemagne, Charles the Great. On Christmas Day in the year 800, in Saint Peter's Church in Rome, the Pope crowned him emperor. Charlemagne could read but struggled to write, yet he loved learning. He invited the English scholar Alcuin to his court and ordered that every monastery and cathedral should keep a school where boys could learn to read, sing and count. Monks copied the Bible and the old Latin books in a clear new handwriting, and many of our lowercase letters come from it. In the year 842, two of his grandsons swore an oath in an early form of French, the first time French was written down.

**The Latin family.** French, Spanish, Italian, Portuguese and Romanian are sisters, all daughters of Latin. Look: Latin *schola* → French **école**, Spanish *escuela*; Latin *caelum* → French **ciel**, Italian *cielo*. When an s before a consonant disappeared from French, it often left an accent behind: *schola* → escole → **école**.

**PICTURE STUDY**




*Emperor Charlemagne*, Albrecht Dürer, 1511–1513 · Oil and tempera on panel · Germanisches Nationalmuseum, Nuremberg

Image: Wikimedia Commons, public domain

Dürer painted this portrait seven hundred years after Charlemagne's death, for the room in Nuremberg where the crown and robes of the Holy Roman Empire were kept. He painted the real crown and regalia, which by tradition went back to Charlemagne. The two shields show the two peoples who claimed him: the eagle of the German Empire and the lilies of France. The Latin beside his head reads Karolus Imperator Magnus, the emperor Charles the Great.

**Look closely**

- Find the Latin words. Which one means Charles?
- What does he hold in each hand?
- Find the lilies of France.
- How old does he look? Why do you think Dürer painted him that way?

**Talk about it**

1. Why do you think Charlemagne wanted schools for children?
2. What are the sword and the orb with a cross meant to say about a Christian king?

ACTIVITY

## Word family tree

Make a family tree for five Latin words showing their French, Spanish, Italian and English descendants.

**You will need**

- A large sheet of paper
- A dictionary or WordReference

**Steps**

1. Choose five Latin words: aqua, pater, schola, caelum, nox (night).
2. Write each Latin word at the root of a little tree.
3. On the branches, write the French, Spanish, Italian and English words that come from it (for English, look for related words like aquarium, paternal, school, celestial, nocturnal).
4. Color the French branch blue.
5. Explain one tree to your family.

**Tips**

- Add Portuguese and Romanian branches.
- Find the English word that came from French, not straight from Latin.

**Check your work**

- ☐ My trees show five Latin roots with French descendants.
- ☐ I found English cousins for each.

FRENCH NOTEBOOK

1. Copy into your French notebook: aqua → eau, mater → mère, pater → père, caballus → cheval, schola → école, caelum → ciel. Write two sentences in English about Charlemagne.

> **From history.** The Oaths of Strasbourg, sworn in 842 by two grandsons of Charlemagne before their armies, are the oldest surviving text in a language that is no longer Latin but early French.

> **At home in French.** French-speaking families who study Latin can keep a running list of Latin–French pairs on the refrigerator and add one each day.

### WORKED EXAMPLES

**Example 1.** Which French word comes from Latin nox, noctis (night)?

▼ **Show solution**

1. Latin ct often became it in French: noctem → nuit.

**Answer:** La nuit.

**Example 2.** Why does école have an accent?

▼ **Show solution**

1. It comes from Latin schola through Old French escole.
2. The s dropped and the accent marks where it was.

**Answer:** Because an s was lost: escole → école.

### PRACTICE

1. Easy What language is French descended from?

   ▼ **Show answer**

   Latin.

2. Easy What did the Romans call France?

   ▼ **Show answer**

   Gaul (la Gaule).

3. Easy What French word comes from aqua?

   ▼ **Show answer**

   Eau.

4. Medium Name three sister languages of French.

▼ **Show answer**

Spanish, Italian, Portuguese (or Romanian).

5. Medium Why is horse cheval and not something like equus?

▼ **Show answer**

Because everyday Latin used caballus (nag), which became cheval.

6. Hard Tell the story of Charlemagne in four sentences, including the year 800 and his schools.

▼ **Show answer**

Charlemagne was king of the Franks. On Christmas Day 800, the Pope crowned him emperor in Rome. He loved learning and invited Alcuin to his court. He ordered schools in monasteries and cathedrals, and monks copied many books.

### COMMON MISTAKES

- Thinking French comes from English or the other way round. Both took words from Latin; English took many from French.
- Thinking the Franks spoke Latin first. They spoke a Germanic language but learned the Latin of Gaul.

> **Make it a game · Latin ladder.** A parent says a Latin word: aqua, pater, mater, schola, caelum, nox. The first to say the French descendant scores a point; a bonus point for the English cousin (aquarium, paternal…).

> **Scripture.** “This title then read many of the Jews: for the place where Jesus was crucified was nigh to the city: and it was written in Hebrew, and Greek, and Latin.” (John 19:20, KJV)
>
> In the Louis Segond Bible (1910): *elle était en hébreu, en grec et en latin.* Pilate’s title over the cross was written in Hebrew, Greek and Latin, so that all could read it. The gospel would travel in every language, including the Latin that would one day become French.

# 1.2 Les Vrais et les Faux Amis

**OBJECTIVES**

- Explain why English has so many French words (1066 and the Normans).
- Recognize cognates and decode the patterns -té = -ty, ê / ô / â = lost s, -eux = -ous.
- Avoid ten common faux amis.

> **Warm-up.** Read this French sentence aloud and guess what it means: Le président visite une université importante. You understood almost every word! Today you find out why.

**WATCH**

## Faux amis - false friends in French

Learn French With Alexa · 7:31

https://www.youtube.com/watch?v=WY4Dn80yGws

> **WHEN TO WATCH**
> After the teaching. Write down every faux ami Alexa mentions and its real meaning.

**Note:** An eight-minute lesson on French false friends (faux amis) from Learn French With Alexa.

**KEY TERMS**

**le cognat / le mot apparenté (luh mo ah-pah-rahn-TAY)**
A cognate: a word that looks alike and means the same in two languages.

**le faux ami (luh foh zah-MEE)**
A false friend: a word that looks alike but means something different.

**vrai / faux (VREH / FOH)**
True / false.

**ressembler à (ruh-sahn-BLAY ah)**
To look like; to resemble.

**Ça veut dire… (sah vuh DEER)**
That means…

### VOCABULARY FOR THE WEEK

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

**la nation**
**lah nah-SYOHN**
la · cognate
nation

**la liberté**
**lah lee-behr-TAY**
la · cognate
liberty; freedom

**la forêt**
**lah foh-REH**
la · cognate
forest

**le château**
**luh shah-TOH**
le · cognate
castle

**délicieux**
**day-lee-SYUH**
cognate
delicious

**la librairie**
**lah lee-breh-REE**
la · faux ami
bookshop

**la bibliothèque**
**lah bee-blee-oh-TEK**
la · word
library

**blesser**
**bleh-SAY**
faux ami
to wound

**bénir**
**bay-NEER**
verb
to bless

**le collège**
**luh koh-LEZH**
le · faux ami
middle school

**attendre**
**ah-TAHNDR**
faux ami
to wait

**rester**
**res-TAY**
faux ami
to stay

**The story.** In 1066, William, Duke of Normandy, crossed the English Channel with an army, defeated King Harold at the Battle of Hastings and became king of England. For about three hundred years, the kings, lords, judges and churchmen of England spoke French, while the common people spoke English. English borrowed thousands of French words: the farmer kept his English cow, pig and sheep, but when the meat reached the lord's table it was French: beef (bœuf), pork (porc), mutton (mouton). That is why an English speaker can already read so much French.

**True friends.** Many French words are the same as English or nearly so: **la nation, la question, la musique, le problème, important, possible, la famille, le président.** Patterns help you decode others: **-té = -ty** (la liberté, la beauté, la société); a circumflex often marks a lost s (**la forêt** = forest, **l'hôpital** = hospital, **la fête** = feast, **le château** = castle); **-eux = -ous** (dangereux, délicieux, glorieux).

**False friends.** Beware! **la librairie** = bookshop (a library is **la bibliothèque**). **blesser** = to wound (to bless is **bénir**). **le collège** = middle school. **la lecture** = reading. **sensible** = sensitive. **attendre** = to wait. **rester** = to stay. **large** = wide. **le raisin** = grapes. **actuellement** = currently. At Pentecost, the apostles spoke and everyone heard them in his own language. Languages are a gift; learning them carefully is a way to love our neighbors.

ACTIVITY

## Cognate hunt

Hunt for cognates and faux amis in a real French text and sort them.

**You will need**

- A short French text: a children's news article, a cereal box, a museum leaflet or a page of a French book
- Two colored highlighters

**Steps**

1. Read the text and highlight every word that looks like English in one color.
2. Check each one in a dictionary. If it is a true cognate, keep it; if it is a faux ami, mark it in the second color.
3. Make two lists: Vrais amis and Faux amis.
4. Write the real meaning of each faux ami.
5. Count your true friends: Il y a … vrais amis!

**Tips**

- Find three words with -té and three with a circumflex.
- Teach a family member the three most surprising faux amis.

**Check your work**

☐ I found at least fifteen cognates.

☐ I identified at least two faux amis and their meanings.

FRENCH NOTEBOOK

1. In your French notebook, make three columns: -té = -ty, ê / ô = es / os, -eux = -ous, with three words each. Then copy the ten faux amis with their real meanings.

> **From history.** The motto of the British royal family is still in French: Dieu et mon droit, God and my right.

> **At home in French.** French-speaking families can look up their family name or town name to see if it comes from French or Norman French.

### WORKED EXAMPLES

**Example 1.** What does la forêt mean? How do you know?

▼ **Show solution**

1. The circumflex often marks a lost s.
2. Put the s back: forest.

**Answer:** Forest.

**Example 2.** Your friend says Je vais à la librairie. Where is he going?

▼ **Show solution**

1. Librairie is a faux ami.
2. It means bookshop, not library.

**Answer:** To the bookshop.

### PRACTICE

1. Easy What does la liberté mean?

   ▼ **Show answer**

   Liberty; freedom.

2. Easy What does le château mean?

   ▼ **Show answer**

   Castle.

3. Easy What does blesser really mean?

   ▼ **Show answer**

   To wound.

4. Medium Why does English have so many French words?

   ▼ **Show answer**

   Because after the Norman Conquest of 1066, French was spoken by England's rulers for about three hundred years.

5. Medium Give the English for délicieux and dangereux.

   ▼ **Show answer**

   Delicious, dangerous.

6. Hard Explain why English has cow but beef, pig but pork, and sheep but mutton.

   ▼ **Show answer**

   The English-speaking peasants raised the animals (English words), but the French-speaking nobles ate the meat (French words: bœuf, porc, mouton).

### COMMON MISTAKES

- Assuming every look-alike word is a true friend. Check faux amis in a dictionary.
- Saying I am going to the library with librairie. Library is bibliothèque.

> **Make it a game · Vrai ou faux ami?.** A parent says a French word: la musique, la librairie, la nation, blesser, important, le collège. Shout VRAI AMI! or FAUX AMI! and give the meaning to score.

> **Scripture.** "Now when this was noised abroad, the multitude came together, and were confounded, because that every man heard them speak in his own language." (Acts 2:6, KJV)
>
> In the Louis Segond Bible (1910): *chacun les entendait parler dans sa propre langue* At Pentecost, the crowd heard the apostles speak in their own languages. God cares about every tongue and people.

### UNIT 2

# Le, La, Les

In Lesson 2.1 your child learns that every French noun has a gender, masculine or feminine, uses le, la, l', un and une correctly, and learns the endings that usually signal each gender (-tion, -té and -ette are feminine; -ment, -eau and -age are masculine). The picture is Jongkind's view of Notre-Dame from the riverbank, a scene full of nouns to sort.

In Lesson 2.2 your child makes nouns plural, les and des, an added s that is not pronounced, -eau → -eaux, -al → -aux, and practices with the liaison in les enfants. The verse is God's promise to multiply Abraham's descendants like the stars. The unit ends with a gender-and-plural sorting game.

**PREREQUISITES**

- Unit 1.

**MASTERY CHECKLIST**

- ☐ I can explain that every French noun is masculine or feminine.
- ☐ I can use le, la, l', un, une, les and des correctly.
- ☐ I can use endings as clues to gender.
- ☐ I can make regular and -eau / -al nouns plural.

**OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT**

- **WordReference French–English dictionary**: Free online, for the parent. Look up any word and press the speaker button to hear it said by a speaker from France or Quebec.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

**LESSONS IN THIS UNIT**

| | | |
|---|---|---|
| 2.1 | **Masculin ou Féminin?** | 3 sessions of 30–40 minutes |

# Unit 2 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Write le, la or l’: ___ maison, ___ livre, ___ école, ___ nation, ___ château.

2. **5 pts**
   Write un or une: ___ fenêtre, ___ bateau, ___ liberté, ___ garage, ___ chaussette.

3. **5 pts**
   Make plural with les: le chat, la ville, le bateau, le cheval, l’oiseau.

4. **5 pts**
   Translate: some books, the children, a church, some horses.

5. **5 pts**
   Name two feminine endings and two masculine endings, with an example of each.

**ANSWER KEY**

1. La maison, le livre, l’école, la nation, le château.
2. Une fenêtre, un bateau, une liberté, un garage, une chaussette.
3. Les chats, les villes, les bateaux, les chevaux, les oiseaux.
4. Des livres, les enfants, une église, des chevaux.
5. Feminine: -tion (la nation), -té (la liberté), -ette (la fourchette); masculine: -ment (le monument), -eau (le bateau), -age (le fromage).

Printable answer key (PDF, for the parent)

#### UNIT CHALLENGE: THE SORTING GAME

Make 30 noun cards from the unit (with pictures on one side and the French word without an article on the other). Play a sorting game with your family: sort them into LE and LA piles, then turn each into a plural with LES. Explain the clue endings you used. Keep score in French.

| LOOK FOR | WHAT IT MEANS |
|---|---|
| **Gender** | Sorts at least 25 nouns correctly. |
| **Plurals** | Makes plurals correctly, including -eau and -al. |
| **Endings** | Explains at least three clue endings. |
| **Teaching** | Teaches the rules clearly to others. |

#### UNIT 2 · LE, LA, LES · LESSON 2.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

# 2.1 Masculin ou Féminin?

#### OBJECTIVES

- Explain grammatical gender: every French noun is masculine or feminine.
- Use le, la, l’, un and une correctly.
- Use common endings as clues to gender.

> **Warm-up.** In English, a table is it. In French, a table is she: la table! And a book is he: le livre. Today you learn why, and how to know which.

WATCH

## Feminine or Masculine words in French? Understanding French genders!

Learn French With Alexa · 5:49

https://www.youtube.com/watch?v=V7AjuIDn4oU

> **WHEN TO WATCH**
> After the teaching. List the clue endings Alexa gives and compare them with the ones in this lesson.

**Note:** A six-minute lesson on masculine and feminine nouns from Learn French With Alexa.

### KEY TERMS

**masculin (mahs-kü-LAN)**
Masculine.

**féminin (fay-mee-NAN)**
Feminine.

**le nom (luh NOHN)**
The noun (also the name).

**l'article (lar-TEEKL)**
The article: le, la, un, une...

**le genre (luh ZHAHNR)**
The gender.

### VOCABULARY FOR THE WEEK

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

**le soleil**
**luh soh-LAY**
le · nature
sun

**la lune**
**lah LÜN**
la · nature
moon

## le fleuve
**luh FLUHV**
le · geography
river

## le bateau
**luh bah-TOH**
le · thing
boat

## le pont
**luh POHN**
le · city
bridge

## le quai
**luh KAY**
le · city
quay; riverbank

## la cathédrale
**lah kah-tay-DRAHL**
la · church
cathedral

## la voiture
**lah vwah-TÜR**
la · thing
car; carriage

## le fromage
**luh froh-MAHZH**
le · food
cheese

## le monument
**luh moh-nü-MAHN**
le · city
monument

## masculin
**mahs-kü-LAN**
grammar
masculine

## féminin
**fay-mee-NAN**
grammar
feminine

### CORE IDEAS

**Gender.** In French, every noun is either masculine or feminine. For people and animals it usually follows nature: **le père, la mère, le roi, la reine**. For things, it is a matter of grammar, inherited from Latin: **le soleil** (masculine), **la lune** (feminine), **le livre, la table.** Gender does not mean a table is girlish! It is simply a family of words. God made us male and female, and French grammar has two families of nouns too.

**The articles.** The: **le** (masculine), **la** (feminine), **l'** before a vowel or silent h (**l'arbre, l'église, l'hôpital**). A / an: **un** (masculine), **une** (feminine). Always learn a noun with its article: not livre, but **le livre**.

**Clue endings.** Usually **feminine**: -tion (la nation), -té (la liberté), -ette (la fourchette), -ure (la voiture), -ence / -ance (la science, la France). Usually **masculine**: -ment (le monument), -eau (le bateau), -age (le fromage), -isme, and most words ending in a consonant (le pont, le port). There are exceptions (l'eau, la peau, la page, la plage), so check the dictionary!

PICTURE STUDY



*Notre-Dame de Paris Seen from the Quai de la Tournelle*, Johan Barthold Jongkind, 1864 · Oil on canvas · Private collection

Image: Wikimedia Commons, public domain

Jongkind was a Dutch painter who lived much of his life in France. He loved painting water and sky in changing light, and he worked fast to catch it. Claude Monet, who met him as a young man, said that Jongkind completed the education of his eye. Here the great cathedral is only a dark shape against the sunset: the light is the real subject.

**Look closely**

- Find the cathedral. Is it near or far?
- Find a boat (le bateau) and a horse (le cheval). Masculine or feminine?
- Where is the sun (le soleil)?
- Name five things in the painting in French with le or la.

**Talk about it**

1. Why do you think the painter made the cathedral so dark?
2. What time of day do you like best for looking at the sky?

ACTIVITY

## Gender color-code

Make a color-coded picture dictionary of the painting and your house.

**You will need**

- Paper, blue and red pencils
- A dictionary

**Steps**

1. List twenty nouns: ten from the Jongkind painting (le ciel, la cathédrale, le fleuve, le bateau, la tour, le soleil, le quai, le pont, la voiture, le cheval) and ten from your house.
2. Write each with its article: blue for masculine, red for feminine.
3. Circle any clue ending.
4. Draw a small picture beside each.

**Tips**

- Find three exceptions to the ending rules.
- Make flashcards with the color on the back.

**Check your work**

☐ I wrote twenty nouns with the right article.

☐ I circled at least five clue endings.

FRENCH NOTEBOOK

1. In your French notebook, write two columns, MASCULIN and FÉMININ, with ten nouns each, with le / la / l'. Copy the clue endings.

> **From history.** Some French nouns change meaning with gender: le livre is a book, but la livre is a pound; le tour is a tour, but la tour is a tower.

> **At home in French.** French-speaking families can play "le or la?" at dinner: name everything on the table with the right article.

### WORKED EXAMPLES

**Example 1.** Le or la: ___ nation?

▼ **Show solution**

1. -tion is a feminine ending.

**Answer:** La nation.

**Example 2.** Un or une: ___ bateau?

▼ **Show solution**

1. -eau is usually masculine.

**Answer:** Un bateau.

### PRACTICE

1. Easy Le or la: ___ soleil.

   ▼ **Show answer**

   Le soleil.

2. Easy Le or la: ___ lune.

   ▼ **Show answer**

   La lune.

3. Easy Why do we write l'église and not la église?

   ▼ **Show answer**

   Because église begins with a vowel.

4. Medium Un or une: ___ liberté, ___ fromage.

   ▼ **Show answer**

   Une liberté, un fromage.

5. Medium Name two feminine clue endings.

   ▼ **Show answer**

   -tion, -té (or -ette, -ure, -ence).

6. Hard Name an exception to the -eau rule and explain.

▼ **Show answer**

L'eau (la) or la peau: they end in -eau but are feminine, so the dictionary must be checked.

#### COMMON MISTAKES

- Learning nouns without articles. Always learn le livre, not livre.
- Writing la arbre. Before a vowel, use l': l'arbre.

> **Make it a game · Le ou la relay.** A parent calls out a noun without the article. Run to the LE wall or the LA wall and touch it. Wrong wall? Name another noun to get back in.

> **Scripture.** "So God created man in his own image, in the image of God created he him; male and female created he them." (Genesis 1:27, KJV)
>
> In the Louis Segond Bible (1910): *il créa l'homme et la femme.* God created man in His own image, male and female. French grammar sorts its nouns in two families, but people are not grammar: each of us bears the image of God.

#### UNIT 2 · LE, LA, LES · LESSON 2.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

## 2.2 Les Pluriels

#### OBJECTIVES

- Make French nouns plural with les and des.
- Spell the plurals of -eau, -al and -s / -x nouns.
- Pronounce the liaison in les enfants and des amis.

> **Warm-up.** In English we add -s: one star, two stars. French usually adds -s too, but you often cannot hear it! Today you learn how French shows the plural.

WATCH

## Understanding French articles: when to use the DEFINITE, INDEFINITE and PARTITIVE articles

Learn French With Alexa · 7:40

https://www.youtube.com/watch?v=CvkiPiW32hc

> **WHEN TO WATCH**
> After the teaching. Focus on the definite and indefinite articles; the partitive (du, de la) is a preview for later.

**Note:** An eight-minute lesson on French articles from Learn French With Alexa.

### KEY TERMS

**le pluriel (luh plü-RYEL)**
The plural.

**le singulier (luh san-gü-LYAY)**
The singular.

**les (LAY)**
The (plural).

**des (DAY)**
Some (plural of un / une).

**la liaison (lah lyeh-ZOHN)**
The linking of a silent final consonant to a vowel.

### VOCABULARY FOR THE WEEK

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

**le pluriel**
**luh plü-RYEL**
le · grammar
plural

**les**
**LAY**
article
the (plural)

## des

**DAY**

article

some

## les bateaux

**lay bah-TOH**

les · thing

boats

## les oiseaux

**lay zwah-ZOH**

les · animal

birds

## les chevaux

**lay shuh-VOH**

les · animal

horses

## les journaux

**lay zhoor-NOH**

les · thing

newspapers

## les yeux

**lay ZYUH**

les · body

eyes

## les cieux

**lay SYUH**

les · faith

the heavens

## les enfants

**lay zahn-FAHN**

les · person

children

## les amis

**lay zah-MEE**

les · person

friends

## la voix

**lah VWAH**

la · word

voice

### CORE IDEAS

**The articles.** For more than one, le, la and l’ all become **les**: le livre → **les livres**; la maison → **les maisons**. Un and une become **des** (some): un chat → **des chats**. In English we often leave out some; in French you must say it: J’ai des livres (I have books).

**The endings.** Most nouns add **-s**, which is silent: le chat / les chats sound the same except for the article! Nouns ending in **-s, -x, -z** do not change: le fils / les fils, la voix / les voix. Nouns in **-eau** add **-x**: le bateau → les bateaux, l’oiseau → les oiseaux. Nouns in **-al** change to **-aux**: le cheval → les chevaux, le journal → les journaux. A few

odd ones: l'œil → les yeux (eyes), le ciel → les cieux (the heavens, in the Bible and in prayer).

**Liaison.** Because you often cannot hear the plural, French links the article: **les amis** (lay zah-MEE), **des enfants** (day zahn-FAHN), **les oiseaux** (lay zwah-ZOH). The s of les sounds like z before a vowel. God promised Abraham descendants as many as the stars of heaven, **les étoiles du ciel** (lay zay-TWAHL), and as the sand of the seashore.

ACTIVITY

## Plural posters

Make a poster that teaches the plural rules with pictures.

**You will need**

- Poster paper
- Markers, magazine pictures or drawings

**Steps**

1. Divide the poster into four boxes: -s, no change (-s / -x / -z), -eau → -eaux, -al → -aux.
2. In each box, draw two examples: one thing and many things, labeled with singular and plural.
3. Add a fifth box for l'œil → les yeux and le ciel → les cieux.
4. Read the poster aloud, making the liaisons.

**Tips**

- Add the liaison with arrows: les ‿ amis.
- Hang it near your study space.

**Check your work**

☐ My poster shows all five rules with examples.

☐ I pronounced the liaisons correctly.

### FRENCH NOTEBOOK

1. Write ten nouns in your French notebook in singular and plural: le chat / les chats, le bateau / les bateaux, le cheval / les chevaux, l'œil / les yeux…

> **From history.** Newspapers are les journaux, from journal, a daily record; the word jour (day) is inside it.

> **At home in French.** French-speaking children can describe a photo of a crowd or a market with as many plurals as they can find.

### WORKED EXAMPLES

**Example 1.** Make plural: l'oiseau.

▼ **Show solution**

1. -eau adds -x.
2. L' becomes les, with liaison.

**Answer:** Les oiseaux (lay zwah-ZOH).

**Example 2.** Translate: I have some horses.

▼ **Show solution**

1. Some = des.
2. Cheval → chevaux.

**Answer:** J'ai des chevaux.

### PRACTICE

1. Easy Make plural: le livre.

   ▼ **Show answer**

   Les livres.

2. Easy Make plural: une maison.

   ▼ **Show answer**

   Des maisons.

3. Easy Make plural: le bateau.

   ▼ **Show answer**

   Les bateaux.

4. Medium Make plural: le journal, le fils.

   ▼ **Show answer**

   Les journaux, les fils.

5. Medium How is les amis pronounced?

   ▼ **Show answer**

   Lay zah-MEE, with a z liaison.

6. Hard Write four sentences with plurals about your home, using des and les, and one -eau or -al noun.

   ▼ **Show answer**

   J'ai des livres. Les chats dorment. Il y a des chevaux. Les oiseaux chantent. (or similar)

### COMMON MISTAKES

- Leaving out des. French must say J'ai des livres, not J'ai livres.
- Writing les chevals. The plural is les chevaux.

> **Make it a game · Plural ping-pong.** One player says a singular noun with its article. The other answers instantly with the plural. A point for every correct answer; two for an -al or -eau word.

> **Scripture.** "That in blessing I will bless thee, and in multiplying I will multiply thy seed as the stars of the heaven, and as the sand which is upon the sea shore; and thy seed shall possess the gate of his enemies;" (Genesis 22:17, KJV)
>
> In the Louis Segond Bible (1910): *je multiplierai ta postérité, comme les étoiles du ciel* God promised Abraham descendants as many as the stars of heaven and the sand of the seashore. In Christ, people of every nation and language are counted among them.

### UNIT 3

# Les Verbes en -ER

In Lesson 3.1 your child learns the subject pronouns, including on (one, we) and the difference between tu and vous, and conjugates regular -er verbs in the present tense, discovering that four of the six forms sound the same. The picture is Jean-François Millet's Sower, and the verb is semer, to sow, from Jesus' parable.

In Lesson 3.2 your child uses parler with languages (Je parle anglais), learns to negate any verb with ne … pas, and practices ten common -er verbs in short conversations. The verse is Be swift to hear, slow to speak. The unit ends with a "day in the life" paragraph full of -er verbs.

**PREREQUISITES**

- Units 1–2.

**MASTERY CHECKLIST**

- ☐ I can use all the subject pronouns, including on.
- ☐ I can conjugate any regular -er verb in the present tense.
- ☐ I can negate a verb with ne … pas.
- ☐ I can say which languages people speak.

**OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT**

- WordReference French–English dictionary: Free online, for the parent. Look up any word and press the speaker button to hear it said by a speaker from France or Quebec.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

**LESSONS IN THIS UNIT**


| | | |
|---|---|---|
| 3.1 | **Le Semeur** | 3 sessions of 30–40 minutes |
| 3.2 | **Parler et Écouter** | 3 sessions of 30–40 minutes |

# Unit 3 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Write the six present-tense forms of chanter.

2. **5 pts**
   Which four forms of an -er verb sound the same? Give an example.

3. **5 pts**
   Translate: We work. They (girls) dance. You (polite) speak French.

4. **5 pts**
   Make negative: Je regarde la télévision. Nous aimons les épinards.

5. **5 pts**
   In the parable, what happened to the seed that fell on good ground?

**ANSWER KEY**

1. Je chante, tu chantes, il/elle/on chante, nous chantons, vous chantez, ils/elles chantent.
2. Je, tu, il/elle/on and ils/elles: je parle, tu parles, il parle, ils parlent all sound like PARL.
3. Nous travaillons. Elles dansent. Vous parlez français.
4. Je ne regarde pas la télévision. Nous n’aimons pas les épinards.
5. It grew and brought forth fruit, thirty, sixty and a hundredfold.

Printable answer key (PDF, for the parent)

### UNIT CHALLENGE: A DAY IN THE LIFE

Write a paragraph of eight to ten sentences in French about a day in your family, using at least eight different -er verbs and at least four different subjects (je, nous, mon père, mes sœurs…). Include two negative sentences. Read it aloud to your family, then act it out while someone else reads it.

| LOOK FOR | WHAT IT MEANS |
|---|---|
| **Verbs** | Uses eight different -er verbs correctly. |
| **Subjects** | Uses at least four different subjects with correct endings. |
| **Negation** | Includes two correct ne … pas sentences. |
| **Pronunciation** | Keeps silent endings silent when reading aloud. |

UNIT 3 · LES VERBES EN -ER · LESSON 3.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

# 3.1 Le Semeur

### OBJECTIVES

- Use all the French subject pronouns, including on.
- Conjugate regular -er verbs in the present tense.
- Pronounce the silent endings correctly.

> **Warm-up.** In English, I sing, you sing, he sings, we sing: almost no change. French verbs change their endings for every person. Today you learn the most common pattern.

WATCH

## Group 1 Regular French Verbs ending in "ER" (Present Tense)

Learn French With Alexa · 8:58

https://www.youtube.com/watch?v=j3gqgpxxtqI

> **WHEN TO WATCH**
> After the teaching. Write out one verb Alexa conjugates and check your endings.

**Note:** A nine-minute lesson on regular -er verbs in the present tense from Learn French With Alexa.

### KEY TERMS

**le verbe (luh VEHRB)**
The verb.

**l'infinitif (lan-fee-nee-TEEF)**
The infinitive: the to form, like parler, to speak.

**conjuguer (kohn-zhü-GAY)**
To conjugate: to change a verb's endings for each person.

**on (OHN)**
One; people; we (in everyday speech).

**semer (suh-MAY)**
To sow seed.

### VOCABULARY FOR THE WEEK

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

**parler**
**par-LAY**
verb
to speak

**chanter**
**shahn-TAY**
verb
to sing

**danser**
**dahn-SAY**
verb
to dance

**travailler**
**trah-vah-YAY**
verb
to work

**semer**
**suh-MAY**
verb
to sow

**écouter**
**ay-koo-TAY**
verb
to listen

**regarder**
**ruh-gar-DAY**
verb
to watch; to look at

**je**
**ZHUH**
pronoun
I

**nous**
**NOO**
pronoun
we

**vous**
**VOO**
pronoun
you (polite/plural)

**on**
**OHN**
pronoun
one; people; we

**le semeur**
**luh suh-MUHR**
le · person
sower

CORE IDEAS

**The story.** Jesus sat in a boat by the shore and taught a great crowd with a story. Behold, there went out a sower to sow. Some seed fell by the wayside, and the birds ate it. Some fell on stony ground and withered in the sun. Some fell among thorns and was choked. But other seed fell on good ground and brought forth fruit, some thirty, some sixty, some a hundredfold. The seed is the word of God, and the soil is our hearts. Eighteen hundred years later, Jean-François Millet, a farmer's son from Normandy, painted a sower striding down a dark field, flinging seed with a great sweep of his arm.

**Subject pronouns. je** (I), **tu** (you, one friend), **il** (he), **elle** (she), **on** (one, people, we), **nous** (we), **vous** (you, polite or plural), **ils** (they, masculine or mixed), **elles** (they, all feminine).

**-ER verbs.** Take off -er and add the endings: **je sème, tu sèmes, il sème, nous semons, vous semez, ils sèment.** With parler: **je parle, tu parles, il / elle / on parle, nous parlons, vous parlez, ils / elles parlent.** The endings -e, -es, -e and -ent are all silent, so four forms sound alike: PARL. Only nous (-ons) and vous (-ez) sound different. (Semer adds a grave accent where the ending is silent: je sème.)

PICTURE STUDY



*The Sower*, Jean-François Millet, 1850 · Oil on canvas · Museum of Fine Arts, Boston

Image: Wikimedia Commons, public domain

Millet grew up on a farm on the coast of Normandy and never forgot the hard work of the fields. He painted the sower as a strong, almost heroic figure, his face in shadow, his whole body moving with the throw. Some people in Paris were shocked that a poor peasant could be the hero of a great painting. Later, Vincent van Gogh studied this sower and painted sowers of his own.

**Look closely**

- What is the sower doing with his right arm?
- Find the oxen in the distance.
- What time of day is it? How can you tell?
- Why is his face in shadow?

**Talk about it**

1. What kind of soil is your heart like in the parable?
2. Why do you think Millet made a farmer the hero of his painting?

ACTIVITY

## Verb wheel

Make a spinning verb wheel to practice -er endings.

**You will need**

- Two paper plates, one cut with a window
- A brass fastener, markers

**Steps**

1. On the bottom plate, write the six subject pronouns around the edge.
2. Next to each, write the matching ending: -e, -es, -e, -ons, -ez, -ent.
3. On the top plate, cut a window and write an infinitive stem in the middle, like parl- or chant-.
4. Spin and read: nous chantons, ils chantent…
5. Make a second top plate for another verb.

**Tips**

- Make stems for semer, aimer and travailler.
- Time yourself saying all six forms.

**Check your work**

☐ My wheel shows all six pronouns and endings.

☐ I can conjugate three verbs with it.

FRENCH NOTEBOOK

1. Write the subject pronouns in your French notebook. Conjugate parler, aimer and chanter in full. Circle the endings that are silent.

> **From history.** Vincent van Gogh admired Millet so much that he made many drawings and paintings of sowers inspired by this picture.

> **At home in French.** French-speaking families can narrate what each person is doing during a family chore, in French: Papa lave, Maman range, je chante…

### WORKED EXAMPLES

**Example 1.** Conjugate travailler with nous.

▼ **Show solution**

1. Stem: travaill-.
2. Nous ending: -ons.

**Answer:** Nous travaillons.

**Example 2.** Why do je parle and ils parlent sound the same?

▼ **Show solution**

1. The endings -e and -ent are both silent.

**Answer:** Because -e and -ent are silent: both sound PARL.

### PRACTICE

1. Easy Finish: je ___ (chanter).

   ▼ **Show answer**

   Je chante.

2. Easy Finish: vous ___ (parler).

   ▼ **Show answer**

   Vous parlez.

3. Easy What does on mean?

   ▼ **Show answer**

   One, people, or we (informal).

4. Medium Finish: elles ___ (danser).

   ▼ **Show answer**

   Elles dansent.

5. Medium Finish: nous ___ (aimer).

   ▼ **Show answer**

   Nous aimons.

6. Hard Write six sentences, one for each person, with six different -er verbs.

▼ **Show answer**

Je chante. Tu danses. Il travaille. Nous parlons. Vous regardez. Ils écoutent. (or similar)

### COMMON MISTAKES

- Pronouncing -ent in ils parlent. It is silent: eel PARL.
- Using ils for a group of girls. All-feminine groups take elles.

> **Make it a game · Pronoun dice.** Make a die with je, tu, il/elle, nous, vous, ils/elles on its six faces. Roll it and conjugate the verb a parent calls out. A point for every correct form, and a bonus if you pronounce the silent endings correctly.

> **Scripture.** “Hearken; Behold, there went out a sower to sow:” (Mark 4:3, KJV)
>
> In the Louis Segond Bible (1910): *Écoutez. Un semeur sortit pour semer.* Jesus said a sower went out to sow. The seed is God’s word, and He sows it in our hearts.

UNIT 3 · LES VERBES EN -ER · LESSON 3.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

# 3.2 Parler et Écouter

### OBJECTIVES

- Say which languages people speak: Je parle anglais.
- Negate any verb with ne … pas.
- Use ten common -er verbs in short conversations.

> **Warm-up.** How many languages can you name? Which ones do people in your family or neighborhood speak? Today you learn to say who speaks what in French.

WATCH

## Verbe parler (verbes en er - Présent de l'indicatif) - adjectifs possessifs - alain le lait

tialela99 · 1:37

https://www.youtube.com/watch?v=pc7fnFdWNkk

> **WHEN TO WATCH**
> After the teaching. Sing along with the verb parler, then say it without the video.

**Note:** A short song of the verb parler in the present by Alain Le Lait.

### KEY TERMS

**parler (par-LAY)**
To speak.

**écouter (ay-koo-TAY)**
To listen to.

**ne … pas (nuh … PAH)**
Not (goes around the verb).

**la langue (lah LAHNG)**
The language.

**Tu parles français? (tü parl frahn-SEH)**
Do you speak French?

### VOCABULARY FOR THE WEEK

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

**le français**
**luh frahn-SEH**
le · language
French

**l'anglais**
**lahn-GLEH**
le · language
English

**l’espagnol**
**les-pah-NYOL**
le · language
Spanish

**l’allemand**
**lahl-MAHN**
le · language
German

**le grec**
**luh GREK**
le · language
Greek

**l’hébreu**
**lay-BRUH**
le · language
Hebrew

**habiter**
**ah-bee-TAY**
verb
to live (in a place)

**étudier**
**ay-tü-DYAY**
verb
to study

**jouer**
**zhoo-AY**
verb
to play

**ne … pas**
**nuh … PAH**
word
not

**un peu**
**un PUH**
word
a little

**le chinois**
**luh shee-NWAH**
le · language
Chinese

CORE IDEAS

**Languages.** Language names are masculine and written with small letters: **le français, l’anglais** (English), **l’espagnol, l’allemand** (German), **l’italien, le latin, le grec, l’hébreu, le chinois**. After parler, drop the article: **Je parle anglais. Nous parlons un peu français.** (We speak a little French.)

**Not.** To make a sentence negative, put **ne** before the verb and **pas** after it, like bread around a sandwich: **Je ne parle pas allemand.** Before a vowel, ne becomes n’: **Il n’écoute pas.** In everyday speech the French often drop ne (J’parle pas allemand), but in writing always keep both.

**Wise speech.** Saint James wrote, Let every man be swift to hear, slow to speak, slow to wrath. Learning a language teaches this too: you must listen far more than you speak! Useful -er verbs: **parler, écouter, regarder, chanter, danser, travailler, aimer, jouer, habiter** (to live in a place), **étudier** (to study). **J'habite aux États-Unis. J'étudie le français.**

ACTIVITY

## Language survey

Survey family and friends about the languages they speak and present the results in French.

**You will need**

- Paper for a chart
- Colored pencils

**Steps**

1. Ask at least five people which languages they speak, even a little.
2. Write a sentence for each: Ma grand-mère parle anglais et allemand. Mon ami ne parle pas espagnol.
3. Make a bar chart of the languages.
4. Present it: Dans ma famille, on parle…

**Tips**

- Find out what languages your ancestors spoke.
- Find where each language is spoken on a world map.

**Check your work**

☐ I surveyed five people and wrote a sentence for each.

☐ I used ne … pas at least twice.

FRENCH NOTEBOOK

1. Write in your French notebook which languages you, your family and two friends speak, with at least three negative sentences.

> **From history.** French is an official language in about thirty countries on five continents, from Canada to Senegal to the islands of the Pacific.

> **At home in French.** French-speaking families can try a French-only dinner for fifteen minutes, using -er verbs and ne … pas.

### WORKED EXAMPLES

**Example 1.** Say: I don’t speak German.

▼ **Show solution**

1. Ne before the verb, pas after.
2. German: allemand (no article).

**Answer:** Je ne parle pas allemand.

**Example 2.** Ask a friend: Do you study Latin?

▼ **Show solution**

1. Étudier is an -er verb; tu étudies.

**Answer:** Tu étudies le latin?

### PRACTICE

1. Easy Say I speak English.

   ▼ **Show answer**

   Je parle anglais.

2. Easy Say German in French.

   ▼ **Show answer**

   L’allemand.

3. Easy Make negative: Je chante.

   ▼ **Show answer**

   Je ne chante pas.

4. Medium Make negative: Il écoute.

   ▼ **Show answer**

   Il n’écoute pas.

5. Medium Say We live in America.

   ▼ **Show answer**

   Nous habitons en Amérique (aux États-Unis).

6. Hard Write a short dialogue of four lines in which two people ask about languages, with one negative answer.

   ▼ **Show answer**

   — Tu parles espagnol? — Non, je ne parle pas espagnol. Je parle anglais et un peu français. — Moi, j’étudie le latin! (or similar)

### COMMON MISTAKES

- Writing Français with a capital for the language. Languages take small letters: le français.
- Forgetting pas. Ne needs pas: je ne parle pas.

> **Make it a game · Ne … pas switch.** A parent says a sentence: Je danse. Make it negative as fast as you can: Je ne danse pas! Then the parent says a negative one and you make it positive.

> **Scripture.** “Wherefore, my beloved brethren, let every man be swift to hear, slow to speak, slow to wrath:” (James 1:19, KJV)
>
> In the Louis Segond Bible (1910): *que tout homme soit prompt à écouter, lent à parler* James tells us to be quick to listen and slow to speak. A good learner of languages, and a good friend, listens first.

### UNIT 4

## Être et les Adjectifs

In Lesson 4.1 your child learns the irregular verb être, uses it to tell who and what people are (Je suis américain. Elle est bergère.), and hears the story of Joan of Arc,

the shepherd girl of Domrémy, painted by Jules Bastien-Lepage at the moment she hears the voices. The verse is God's answer to Moses: I AM THAT I AM, in French Je suis celui qui suis.

In Lesson 4.2 your child learns that French adjectives agree with their nouns (petit, petite, petits, petites), that most come after the noun but a few short common ones come before (BAGS: beauty, age, goodness, size), and learns adjectives in opposite pairs. The verse is Saint Paul's list of good things to think on. The unit ends with a "portrait in words" of a hero.

#### PREREQUISITES

- Unit 3.

#### MASTERY CHECKLIST

- ☐ I can conjugate être in the present tense.
- ☐ I can describe people's nationality, profession and character with être.
- ☐ I can make adjectives agree in gender and number.
- ☐ I can place adjectives before or after the noun correctly.

#### OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **WordReference French–English dictionary**: Free online, for the parent. Look up any word and press the speaker button to hear it said by a speaker from France or Quebec.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

#### LESSONS IN THIS UNIT


| | | |
|---|---|---|
| 4.1 | **Je Suis** | 3 sessions of 30–40 minutes |
| 4.2 | **Les Adjectifs** | 3 sessions of 30–40 minutes |

# Unit 4 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Write the six present-tense forms of être.

2. **5 pts**
   Translate: Joan is French. We are students. They (boys) are brave.

3. **5 pts**
   Make each adjective agree: une maison (grand), des livres (intéressant), les filles (content).

4. **5 pts**
   Before or after? Translate: a little dog, a red car, a good book, a long story (histoire, f.).

5. **5 pts**
   Who was Joan of Arc?

**ANSWER KEY**

1. Je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles sont.
2. Jeanne est française. Nous sommes élèves (étudiants). Ils sont courageux.
3. Une grande maison, des livres intéressants, les filles contentes.
4. Un petit chien, une voiture rouge, un bon livre, une longue histoire.
5. A French peasant girl from Domrémy who believed God called her to save France; she led the army to free Orléans in 1429 and saw the king crowned at Reims, and was burned at the stake in 1431.

Printable answer key (PDF, for the parent)

### UNIT CHALLENGE: A PORTRAIT IN WORDS

Write a portrait in French of a hero from history or the Bible (Joan of Arc, Charlemagne, David, Esther, Saint Louis…) in eight to ten sentences, using être and at least eight adjectives that agree correctly. Include where the person was from and what he or she did. Read it aloud and let your family guess who it is before you show a picture.

| LOOK FOR | WHAT IT MEANS |
|---|---|
| **Être** | Uses être correctly several times. |
| **Agreement** | Makes at least eight adjectives agree. |
| **Placement** | Places adjectives before or after correctly. |
| **Content** | Gives true facts about the hero. |

UNIT 4 · ÊTRE ET LES ADJECTIFS · LESSON 4.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

# 4.1 Je Suis

### OBJECTIVES

- Conjugate the irregular verb être in the present tense.
- Tell nationality and profession with être: Il est français. Elle est bergère.
- Tell the story of Joan of Arc.

> **Warm-up.** Finish these sentences in English: I am…, you are…, he is… The verb to be is irregular in English. It is irregular in French too, and just as important.

WATCH

## Verbe être au présent de l'indicatif - alain le lait

tialela99 · 1:36

https://www.youtube.com/watch?v=z2IrJ0DB0Xg

> **WHEN TO WATCH**
> After the teaching. Sing along until you can say être without the video.

**Note:** A short song of the verb être in the present by Alain Le Lait.

### KEY TERMS

**être (ETR)**
To be.

**le métier (luh may-TYAY)**
The trade; the job.

**courageux / courageuse (koo-rah-ZHUH / koo-rah-ZHUHZ)**
Brave.

**la nationalité (lah nah-syoh-nah-lee-TAY)**
The nationality.

**la bergère (lah behr-ZHEHR)**
The shepherdess.

### VOCABULARY FOR THE WEEK

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

**être**
**ETR**
verb
to be

**je suis**
**zhuh SWEE**
être
I am

**tu es**
**tü EH**
être
you are

**il / elle est**
**eel EH / el EH**
être
he / she is

**nous sommes**
**noo SUM**
être
we are

**vous êtes**
**voo ZET**
être
you are (polite/plural)

**ils / elles sont**
**eel SOHN / el SOHN**
être
they are

**américain**
**ah-may-ree-KAN**
nationality
American

**français**
**frahn-SEH**
nationality
French

**la bergère**
**lah behr-ZHEHR**
la · person
shepherdess

**le boulanger**
**luh boo-lahn-ZHAY**
le · person
baker

**courageux**
**koo-rah-ZHUH**
adjective
brave

## CORE IDEAS

**The story.** Six hundred years ago, France was at war with England, and much of the country was in English hands. In the village of Domrémy lived a peasant girl named Jeanne, who helped her parents in the fields and kept their sheep. When she was about thirteen, in her father's garden, she began to hear voices she believed were sent by God through Saint Michael, Saint Catherine and Saint Margaret, telling her to help the true king of France. At seventeen she went to the king, put on armor and rode with the army. In 1429 she freed the city of Orléans and saw the king crowned at Reims. A year later she was captured, tried unjustly and burned at the stake

in Rouen in 1431, at nineteen, calling on the name of Jesus. The French call her **Jeanne d'Arc**.

**Être in the present. je suis** (I am), **tu es** (you are), **il / elle / on est** (he / she / one is), **nous sommes** (we are), **vous êtes** (you are), **ils / elles sont** (they are). When God spoke to Moses from the burning bush, He gave His name: I AM THAT I AM. In French: **Je suis celui qui suis.**

**Who and what.** With nationalities and jobs, French uses no article after être: **Je suis américain. Elle est française. Il est boulanger.** (He is a baker.) **Jeanne est bergère.** Feminine forms often add -e: américain / américaine, français / française, boulanger / boulangère.

PICTURE STUDY



*Joan of Arc*, Jules Bastien-Lepage, 1879 · Oil on canvas · Metropolitan Museum of Art, New York

Image: Wikimedia Commons, public domain

Bastien-Lepage came from Lorraine, the same region as Joan. He painted her in her parents' garden at the very moment she hears the voices. The saints are painted faint and see-through, as if only she can see them. Behind her, the work she was doing has been left as she stood up in surprise. The painter made her look like a real farm girl, not a queen or a statue, so that we feel the shock of her calling.

**Look closely**

- Find Joan. What is she doing with her arm?
- Find the three faint figures. Which one wears armor?
- Look at her eyes. What do you think she is feeling?
- Find the house and the garden.

**Talk about it**

1. Why did the painter make the saints faint and see-through?
2. What does it take to obey God when it is hard?

ACTIVITY

## Être identity cards

Make identity cards for historical figures with être.

**You will need**

- Index cards
- Pencils, pictures

**Steps**

1. Choose four people: Jeanne d'Arc, Charlemagne, Millet and yourself.
2. On each card, write: Il / Elle s'appelle… Il / Elle est (nationality). Il / Elle est (profession). Il / Elle est (two adjectives).
3. Add a picture.
4. Present each one in French.

**Tips**

- Make a card for a family member.
- Write a card for a Bible hero.

**Check your work**

☐ I made four cards using être.

☐ I used correct masculine and feminine forms.

FRENCH NOTEBOOK

1. Write être in full in your French notebook. Then write five sentences about Joan of Arc with être: Jeanne est française. Elle est courageuse…

> **From history.** Joan of Arc was declared a saint in 1920, and she is one of the patron saints of France. Her feast is kept on May 30, the day she died.

> **At home in French.** French-speaking families can read a short children's biography of Joan of Arc together.

### WORKED EXAMPLES

**Example 1.** Say: We are Americans.

▼ **Show solution**

1. We are: nous sommes.
2. Plural adds -s: américains.

**Answer:** Nous sommes américains.

**Example 2.** Say: She is a baker.

▼ **Show solution**

1. No article after être with jobs.
2. Feminine: boulangère.

**Answer:** Elle est boulangère.

### PRACTICE

1. Easy Finish: je ___ (être).

   ▼ **Show answer**

   Je suis.

2. Easy Finish: nous ___ (être).

   ▼ **Show answer**

   Nous sommes.

3. Easy Finish: ils ___ (être).

   ▼ **Show answer**

   Ils sont.

4. Medium Translate: You (polite) are French.

   ▼ **Show answer**

   Vous êtes français (française).

5. Medium How does God name Himself to Moses in French?

   ▼ **Show answer**

   Je suis celui qui suis.

6. Hard Write four sentences about Joan of Arc with être and correct feminine adjectives.

   ▼ **Show answer**

   Jeanne est française. Elle est bergère. Elle est courageuse. Elle est fidèle. (or similar)

#### COMMON MISTAKES

- Saying je suis un boulanger. With jobs, no article: je suis boulanger.
- Mixing up es and est. Tu es, il est: both sound like EH.

> **Make it a game · Qui suis-je?.** Think of a famous person or a Bible character. Give clues in French with je suis: Je suis français. Je suis empereur. Je suis grand… The others guess: Tu es Charlemagne!

> **Scripture.** "And God said unto Moses, I AM THAT I AM: and he said, Thus shalt thou say unto the children of Israel, I AM hath sent me unto you." (Exodus 3:14, KJV)
>
> In the Louis Segond Bible (1910): *Je suis celui qui suis.* God told Moses His name: I AM. He simply is, without beginning or end. Every other being has its life from Him.

#### UNIT 4 · ÊTRE ET LES ADJECTIFS · LESSON 4.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

# 4.2 Les Adjectifs

#### OBJECTIVES

- Make adjectives agree with their nouns in gender and number.
- Place adjectives after the noun, except the short common BAGS adjectives.
- Learn twenty adjectives in opposite pairs.

> **Warm-up.** Describe your best friend in three English words. In French, those words will change their spelling depending on whether the friend is a boy or a girl!

WATCH

## 25 Useful French Adjectives and their Opposites

Learn French With Alexa · 7:48

https://www.youtube.com/watch?v=vRCKx2OCt2s

> **WHEN TO WATCH**
> After the teaching. Write down five pairs of opposites Alexa gives that are new to you.

**Note:** An eight-minute lesson on twenty-five useful adjectives and their opposites from Learn French With Alexa.

### KEY TERMS

**l'adjectif (lad-zhek-TEEF)**
The adjective: a describing word.

**l'accord (lah-KOR)**
The agreement: matching gender and number.

**le contraire (luh kohn-TREHR)**
The opposite.

**vrai (VREH)**
True.

**juste (ZHÜST)**
Just; fair; right.

### VOCABULARY FOR THE WEEK

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

**grand / petit**
**GRAHN / puh-TEE**
adjective
big / little

**jeune / vieux**
**ZHUHN / VYUH**
adjective
young / old

### bon / mauvais
**BOHN / moh-VEH**
adjective
good / bad

### beau / belle
**BOH / BEL**
adjective
beautiful; handsome

### nouveau
**noo-VOH**
adjective
new

### heureux / triste
**uh-RUH / TREEST**
adjective
happy / sad

### facile / difficile
**fah-SEEL / dee-fee-SEEL**
adjective
easy / hard

### rapide / lent
**rah-PEED / LAHN**
adjective
fast / slow

### fort / faible
**FOR / FEBL**
adjective
strong / weak

### vrai / faux
**VREH / FOH**
adjective
true / false

### juste
**ZHÜST**
adjective
just; fair

### pur
**PÜR**
adjective
pure

#### CORE IDEAS

**Agreement.** A French adjective matches its noun. Add **-e** for feminine and **-s** for plural: **un petit chat, une petite chatte, des petits chats, des petites chattes.** Adjectives already ending in -e do not add another: **un livre rouge, une maison rouge.** Some change more: **courageux → courageuse**, **bon → bonne**, **beau → belle**, **blanc → blanche.**

**Where they go.** Most adjectives come **after** the noun: **une voiture rouge, un garçon intelligent.** But a few short, common ones come **before.** Remember **BAGS:** Beauty

(beau, joli), **A**ge (jeune, vieux, nouveau), **G**oodness (bon, mauvais), **S**ize (grand, petit, long). **Un beau jardin, une vieille église, un bon ami, une petite maison.**

**Good things to think on.** Saint Paul wrote to the Philippians: whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, think on these things. In French: tout ce qui est **vrai**, **honorable**, **juste**, **pur**, **aimable**. Notice all those adjectives! What we think about shapes who we become.

ACTIVITY

## Opposites book

Make an illustrated book of adjective opposites.

**You will need**

- Paper folded into a booklet
- Colored pencils

**Steps**

1. Choose ten opposite pairs: grand / petit, jeune / vieux, bon / mauvais, chaud / froid, rapide / lent, heureux / triste, facile / difficile, propre / sale, fort / faible, vrai / faux.
2. On each page, draw two pictures that show the opposites.
3. Write a phrase under each with the right agreement: un grand chien / une petite souris.
4. Read your book aloud.

**Tips**

- Add a page for Saint Paul's adjectives: vrai, juste, pur, aimable.
- Give it to a younger child learning French.

**Check your work**

- ☐ My book has ten pairs of opposites.
- ☐ Every adjective agrees with its noun and is placed correctly.

### FRENCH NOTEBOOK

1. In your French notebook, write the BAGS adjectives and ten other adjectives with masculine, feminine and plural forms. Write five phrases with nouns.

> **From history.** French has a special form of beau, nouveau and vieux before a masculine noun beginning with a vowel: un bel arbre, un nouvel ami, un vieil homme.

> **At home in French.** French-speaking families can play “I spy” in French with adjectives: Je vois quelque chose de petit et de rouge.

### WORKED EXAMPLES

**Example 1.** Make it agree: les fleurs (joli).

▼ **Show solution**

1. Fleur is feminine, plural.
2. Joli is a BAGS adjective (beauty): before the noun.

**Answer:** Les jolies fleurs.

**Example 2.** Translate: an old church.

▼ **Show solution**

1. Église is feminine.
2. Vieux → vieille, before the noun.

**Answer:** Une vieille église.

### PRACTICE

1. Easy Feminine of petit?

▼ **Show answer**

Petite.

2. Easy Feminine of bon?

   ▼ **Show answer**

   Bonne.

3. Easy Opposite of grand?

   ▼ **Show answer**

   Petit.

4. Medium Translate: a white house.

   ▼ **Show answer**

   Une maison blanche.

5. Medium Translate: some good friends (boys).

   ▼ **Show answer**

   De bons amis (des bons amis).

6. Hard Write four phrases from Saint Paul's list as French noun + adjective pairs, with correct agreement.

   ▼ **Show answer**

   Une parole vraie, une action juste, un cœur pur, une chose aimable. (or similar)

### COMMON MISTAKES

- Putting color adjectives first (une rouge voiture). Colors come after: une voiture rouge.
- Forgetting agreement in the plural: des maisons blanches, not des maisons blanc.

> **Make it a game · Opposite tag.** A parent says an adjective with a noun: une grande maison! You answer with the opposite, keeping the agreement: une petite maison! Miss one and you become the caller.

> **Scripture.** “Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.” (Philippians 4:8, KJV)
>
> In the Louis Segond Bible (1910): *tout ce qui est vrai, tout ce qui est honorable, tout ce qui est juste, tout ce qui est pur, tout ce qui est aimable* Paul lists good things to think about: what is true, honest, just, pure and lovely. Choosing our thoughts is like choosing our words.

UNIT 5

# Les Questions

In Lesson 5.1 your child learns three ways to ask a yes-or-no question (Tu parles français? / Est-ce que tu parles français? / Parles-tu français?), answers with oui, non and si, and studies Gustave Caillebotte’s Pont de l’Europe, a painting that seems to ask questions of its own. The verse is Jesus’ question to Martha: Believest thou this?

In Lesson 5.2 your child learns the question words and uses them in interviews, and hears the first question God asked in the Bible, Where art thou?, in French Où es-tu? The quarter ends with a French interview show reviewing the whole course.

### PREREQUISITES

- Units 1–4.

### MASTERY CHECKLIST

- ☐ I can ask yes-or-no questions three ways.
- ☐ I can answer with oui, non and si.
- ☐ I can use the eight main question words.
- ☐ I can hold a short interview in French.

### OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **WordReference French–English dictionary**: Free online, for the parent. Look up any word and press the speaker button to hear it said by a speaker from France or Quebec.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

### LESSONS IN THIS UNIT


| | | |
|---|---|---|
| 5.1 | **Oui ou Non?** | 3 sessions of 30–40 minutes |
| 5.2 | **Qui, Où, Quand?** | 3 sessions of 30–40 minutes |


## Unit 5 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Write Tu aimes le chocolat? two other ways.

2. **5 pts**
   When do you answer si instead of oui?

3. **5 pts**
   Write the French for who, what, where, when, how, why, how many.

4. **5 pts**
   Translate: Where do you live? When does he work? Why are you sad?

5. **5 pts**
   What question did God ask Adam in the garden, in French and English?

**ANSWER KEY**

1. Est-ce que tu aimes le chocolat? Aimes-tu le chocolat?
2. When contradicting a negative question: Tu n'aimes pas le chocolat? Si! (Yes, I do!)
3. Qui, que (qu'est-ce que), où, quand, comment, pourquoi, combien.
4. Où habites-tu (Où est-ce que tu habites)? Quand travaille-t-il (Quand est-ce qu'il travaille)? Pourquoi es-tu triste (Pourquoi est-ce que tu es triste)?
5. Où es-tu? Where art thou?

Printable answer key (PDF, for the parent)

**UNIT CHALLENGE: THE INTERVIEW SHOW**

Host a French interview show. Interview a family member (or a stuffed animal guest!) with at least ten questions using all three yes-or-no forms and at least six question words. Your guest answers in French. Review the whole course: names, languages, family, likes, être, adjectives. Record it if you can.

| LOOK FOR | WHAT IT MEANS |
|---|---|
| **Yes-or-no** | Uses all three question forms. |
| **Question words** | Uses at least six question words correctly. |
| **Review** | Brings in verbs and adjectives from earlier units. |
| **Hosting** | Speaks clearly and keeps the conversation going. |

**UNIT 5 · LES QUESTIONS · LESSON 5.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES**

# 5.1 Oui ou Non?

**OBJECTIVES**

- Ask yes-or-no questions with rising intonation, est-ce que and inversion.
- Answer with oui, non and si.
- Ask and answer questions about a painting in French.

> **Warm-up.** How do you ask a question in English? Do you speak French? You add do and change the order. French has three ways, and one of them is very easy.

WATCH

## Learn How to Ask Yes or No Questions in French | Daily French Conversations #08

Learn French with FrenchPod101.com · 4:25

https://www.youtube.com/watch?v=f9QdkPN0vAs

> **WHEN TO WATCH**
> After the teaching. Listen to the short conversations and repeat each question.

**Note:** A four-minute lesson on yes-or-no questions from Learn French with FrenchPod101.

### KEY TERMS

**la question (lah kes-TYOHN)**
The question.

**l'inversion (lan-vehr-SYOHN)**
Inversion: switching the verb and subject.

**la réponse (lah ray-POHNS)**
The answer.

**Est-ce que… ? (ES-kuh)**
Is it that…? (turns a sentence into a question).

**si (SEE)**
Yes (contradicting a negative question).

### VOCABULARY FOR THE WEEK

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

**la question**
**lah kes-TYOHN**
la · word
question

**la réponse**
**lah ray-POHNS**
la · word
answer

**est-ce que**
**ES-kuh**
question
question marker

**oui**
**WEE**
word
yes

**non**
**NOHN**
word
no

**si**
**SEE**
word
yes (to a negative)

**le pont**
**luh POHN**
le · city
bridge

**la gare**
**lah GAR**
la · city
train station

**le train**
**luh TRAN**
le · thing
train

**l'ouvrier**
**loo-vree-YAY**
le · person
worker

**croire**
**KRWAHR**
verb
to believe

**le parapluie**
**luh pah-rah-PLWEE**
le · thing
umbrella

CORE IDEAS

**The story.** In Paris in 1876, Gustave Caillebotte painted a brand-new iron bridge, the Pont de l'Europe, built over the railway tracks of the Saint-Lazare station. Great crossing beams of steel fill one side of the picture. A workman leans on the railing and gazes down at the trains below. A gentleman in a top hat and a lady with an

umbrella walk toward us. The painting is full of questions: Who are they? Where are they going? Est-ce que le monsieur et la dame sont mariés? Qu'est-ce que l'ouvrier regarde? (What is the workman looking at?) Paintings, like people, invite us to ask.

**Three ways to ask.** 1. Raise your voice at the end: **Tu parles français?** ↗ 2. Put **est-ce que** in front: **Est-ce que tu parles français?** 3. Switch subject and verb with a hyphen: **Parles-tu français?** With il / elle, add -t- between two vowels: **Parle-t-il français?** All three mean the same; the first is everyday speech and the third is more formal, as in books and the Bible.

**Answers. Oui** (yes), **non** (no), and **si** to say yes to a negative question: **Tu ne parles pas français? — Si! Je parle français!** Jesus asked Martha, after saying I am the resurrection and the life, Believest thou this? In French: **Crois-tu cela?** It is an inversion question, and Martha answered, Yea, Lord: I believe that thou art the Christ.

PICTURE STUDY



*The Pont de l'Europe*, Gustave Caillebotte, about 1876 · Oil on canvas · Musée du Petit Palais, Geneva

Image: Wikimedia Commons, public domain

Caillebotte loved the new Paris of iron, glass and wide streets. At this bridge six streets meet in a star, high above the railway lines of the busy Saint-Lazare station. He painted it more than once. Here the steel beams make a strong pattern of X shapes, and the steam from the trains below drifts up into the sky.

**Look closely**

- Find the workman. What is he looking at?
- Find the man in the top hat. Where is he going?
- How many X shapes can you count in the iron beams?
- Is it a sunny day? How can you tell?

**Talk about it**

1. Ask three questions about the people in the painting, in French.
2. Why do you think the workman stops to look down?

ACTIVITY

## Question cube

Make a question cube and use it to quiz the family.

**You will need**

- A paper cube template (or a small box)
- Markers

**Steps**

1. On each face of the cube, write a verb: parler, aimer, habiter, être, avoir, jouer.
2. Roll the cube and ask a yes-or-no question with that verb in one of the three forms.
3. Your partner answers with oui, non or si in a full sentence.
4. Switch and keep score: one point for each correct question, two for an inversion.

**Tips**

- Make a second cube with the three question forms on it.
- Ask negative questions to practice si.

**Check your work**

- ☐ My cube has six verbs.
- ☐ I asked questions in all three forms.

FRENCH NOTEBOOK

1. In your French notebook, write five questions three ways each. Write two negative questions with si answers.

> **From history.** The Gare Saint-Lazare, under the Pont de l'Europe, was painted many times by Claude Monet too, who loved the clouds of steam under its glass roof.

> **At home in French.** French-speaking families can play twenty questions on a car trip, in French.

### WORKED EXAMPLES

**Example 1.** Make Vous habitez à Paris a question with inversion.

▼ **Show solution**

1. Switch vous and habitez.
2. Add a hyphen.

**Answer:** Habitez-vous à Paris?

**Example 2.** Answer yes to: Tu n’aimes pas le chocolat?

▼ **Show solution**

1. The question is negative.
2. Use si to say yes.

**Answer:** Si, j’aime le chocolat!

### PRACTICE

1. Easy Ask Do you speak French? with est-ce que.

   ▼ **Show answer**

   Est-ce que tu parles français?

2. Easy What does si mean as an answer?

   ▼ **Show answer**

   Yes (to a negative question).

3. Easy Ask Do you like music? with rising voice.

   ▼ **Show answer**

   Tu aimes la musique?

4. Medium Ask Does she sing? with inversion.

▼ **Show answer**

Chante-t-elle?

5. Medium Why do we add -t- in Parle-t-il?

▼ **Show answer**

To separate two vowel sounds and make it easier to say.

6. Hard Write three questions about the painting, one in each form.

▼ **Show answer**

Le monsieur porte un chapeau? Est-ce que la dame a un parapluie? Regarde-t-il les trains? (or similar)

### COMMON MISTAKES

- Answering oui to a negative question to mean yes. Use si.
- Forgetting the hyphen in inversion: parles-tu, not parles tu.

> **Make it a game · Twenty questions.** Think of a person, animal or thing. The others may ask up to twenty yes-or-no questions in French (any form). You answer only oui, non or si. Whoever guesses thinks of the next one.

> **Scripture.** "And whosoever liveth and believeth in me shall never die. Believest thou this?" (John 11:26, KJV)
>
> In the Louis Segond Bible (1910): *et quiconque vit et croit en moi ne mourra jamais. Crois-tu cela?* Jesus asked Martha the most important yes-or-no question: Believest thou this? She answered, Yes, Lord, I believe.

UNIT 5 · LES QUESTIONS · LESSON 5.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

# 5.2 Qui, où, quand?

### OBJECTIVES

- Use the question words qui, que, où, quand, comment, pourquoi, combien and quel.
- Combine question words with est-ce que and inversion.

- Hold an interview in French.

> **Warm-up.** Journalists ask the five W's: who, what, where, when and why. Today you learn them in French, plus how and how many.

**WATCH**

## Learn the Top 15 French Questions You Should Know

Learn French with FrenchPod101.com · 5:38

https://www.youtube.com/watch?v=IZqfUO3XzyE

> **WHEN TO WATCH**
> After the teaching. Pause after each question, repeat it and answer it about yourself.

**Note:** A six-minute lesson on fifteen common French questions from Learn French with FrenchPod101.

**KEY TERMS**

**qui (KEE)**
Who.

**où (OO)**
Where.

**pourquoi (poor-KWAH)**
Why.

**que / qu'est-ce que (KUH / KES-kuh)**
What.

**quand (KAHN)**
When.

**VOCABULARY FOR THE WEEK**

Standard French sounds: most last letters are quiet (but c, r, f and l usually speak), on, an and in are hummed through the nose, and the capitals show where to lean: the last sounded syllable.

## qui

**KEE**

question

who

## qu’est-ce que

**KES-kuh**

question

what

## où

**OO**

question

where

## quand

**KAHN**

question

when

## comment

**koh-MAHN**

question

how

## pourquoi

**poor-KWAH**

question

why

## combien

**kohm-BYAN**

question

how much; how many

## quel / quelle

**KEL**

question

which; what

## parce que

**PARS-kuh**

word

because

## Qui est-ce?

**kee ES**

question

Who is it?

## Où es-tu?

**oo eh TÜ**

question

Where are you?

## l’interview

**lan-tehr-VYOO**

la · word

interview

### CORE IDEAS

**The first question.** In the garden of Eden, after Adam and Eve disobeyed and hid among the trees, the LORD God called unto Adam, and said unto him, Where art thou? In French: **Où es-tu?** God knew where Adam was. He asked so that Adam

would come out and answer, and the whole story of the Bible is God seeking and calling lost people home.

**Question words. qui** (who), **qu'est-ce que** or **que** (what), **où** (where), **quand** (when), **comment** (how), **pourquoi** (why), **combien** (how much, how many), **quel / quelle** (which, what; agrees with the noun). Answer pourquoi with **parce que** (because).

**Putting them together.** Question word + est-ce que: **Où est-ce que tu habites?** Or question word + inversion: **Où habites-tu?** In speech you also hear **Tu habites où?** More: **Qui est-ce?** (Who is it?) **Qu'est-ce que tu aimes? Quand arrive-t-il? Comment vas-tu? Pourquoi es-tu triste? — Parce que… Quel âge as-tu?**

ACTIVITY

### Newspaper interview

Interview a family member for a one-page French newspaper.

**You will need**

- Paper, a pencil
- A photo or drawing of the person

**Steps**

1. Write eight questions using at least six different question words.
2. Interview the person (they may answer in French or English; you write the answers in French).
3. Lay out a newspaper page: a headline, the photo, and the questions and answers.
4. Read the interview aloud at dinner.

**Tips**

- Interview a grandparent by phone.
- Give your newspaper a French name.

**Check your work**

☐ My interview has eight questions with six question words.

☐ The answers are written in French.

### FRENCH NOTEBOOK

1. Copy the eight question words in your French notebook with an example question for each. Write Où es-tu? and the verse reference.

> **From history.** Le Figaro, founded in 1826, is the oldest national daily newspaper still published in France.

> **At home in French.** French-speaking families can ask one question at every meal for a week, using a different question word each time.

### WORKED EXAMPLES

**Example 1.** Ask: Where do you live? (two ways)

▼ **Show solution**

1. Où + est-ce que + tu habites.
2. Or où + habites-tu.

**Answer:** Où est-ce que tu habites? / Où habites-tu?

**Example 2.** Answer: Pourquoi étudies-tu le français?

▼ **Show solution**

1. Use parce que.

**Answer:** Parce que j'aime la langue (parce que je voudrais visiter la France…).

### PRACTICE

1. Easy What does quand mean?

   ▼ **Show answer**

   When.

2. Easy What does pourquoi mean?

   ▼ **Show answer**

   Why.

3. Easy Ask Who is it?

   ▼ **Show answer**

   Qui est-ce?

4. Medium Ask How old are you?

   ▼ **Show answer**

   Quel âge as-tu?

5. Medium Ask What do you like? with qu'est-ce que.

   ▼ **Show answer**

   Qu'est-ce que tu aimes?

6. Hard Write five interview questions with five different question words.

   ▼ **Show answer**

   Comment t'appelles-tu? Où habites-tu? Quel âge as-tu? Qu'est-ce que tu aimes? Pourquoi étudies-tu le français? (or similar)

### COMMON MISTAKES

- Saying que est-ce que. It is qu'est-ce que.
- Mixing up quel (which) and qu'est-ce que (what). Quel goes with a noun: quel livre?

> **Make it a game · Question-word dice.** Write the eight question words on cards. Draw one and ask a family member a question with it. They answer in a full French sentence and then draw the next card.

> **Scripture.** "And the LORD God called unto Adam, and said unto him, Where art thou?" (Genesis 3:9, KJV)
>
> In the Louis Segond Bible (1910): *l'Éternel Dieu appela l'homme, et lui dit: Où es-tu?* God called to hiding Adam, Where art thou? God seeks us, and calls us to come out and answer Him.