Grade 6 French

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

FIRST EDITION

Course guide

Grade 6 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 assumes the -er verbs and être (taught in Grade 5) and builds on them.

The child masters the three great irregular verbs avoir, aller and faire, with the expressions French builds on them (avoir faim, aller à la boulangerie, il fait beau, faire du vélo), learns to talk about the near future (je vais partir), tells time and gives a daily schedule, and reads, recites and discusses two of La Fontaine's fables. The pictures are the Sainte-Chapelle of Saint Louis, the façade of Chartres Cathedral, Millet's Gleaners, the astronomical clock of Strasbourg and an eighteenth-century engraving of The Crow and the Fox; the Bible passages include Ruth, the Great Commission and Proverbs on the flatterer and the ant.

The child writes paragraphs in a French notebook, and each lesson has a worksheet with a separate answer key. The quarter ends with a fable recitation.

> 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 6 (about ages 11–12) 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: avoir, le trésor, le roi, la couronne, l'épine, la chapelle, le vitrail, les cheveux, les yeux, blond, brun, pas de, avoir faim, avoir soif, avoir sommeil, avoir raison, avoir tort, avoir peur, avoir besoin de, avoir envie de, avoir mal à, la tête, le ventre, la gorge. Unit 2: aller, je vais, nous allons, ils vont, l'église, le marché, la boulangerie, la poste, le musée, la gare, le pèlerinage, le chemin, partir, visiter, demain, bientôt, la France, le Canada, les États-Unis, le Japon, l'Angleterre, le monde, Allez!, Comment allez-vous?. Unit 3: faire, je fais, nous faisons, vous faites, ils font, faire le lit, faire la vaisselle, faire le ménage, faire la lessive, faire ses devoirs, la moisson, glaner, il fait frais, il fait doux, il fait nuit, faire du vélo, faire du ski, faire de la musique, faire une promenade, faire la queue, faire attention, faire un voyage, faire de son mieux, de bon cœur. Unit 4: l'heure, la minute, midi, minuit, et quart, et demie, moins le quart, trente, quarante, cinquante, soixante, l'horloge, le matin, l'après-midi, le soir, tôt, tard, en retard, à l'heure, avant, après, pendant, d'abord, enfin. Unit 5: la fable, la morale, le corbeau, le renard, le bec, le fromage, l'arbre, perché, le flatteur, tomber, beau / joli, la plume, la cigale, la fourmi, la bise, le grain, la mouche, le ver, prêter, chanter, danser, le voisin / la voisine, paresseux, sage.
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

Avoir

The verb avoir, to have: its present tense and its use with possessions and descriptions, with Saint Louis, the king who built the Sainte-Chapelle to hold the Crown of Thorns; then the many French expressions built on avoir (avoir faim, avoir raison, avoir besoin de…), and the beatitude Blessed are they which do hunger and thirst after righteousness.

1.1 Le Trésor du Roi

1.2 Avoir Faim et Soif

UNIT 2 · WEEKS 3–4

Aller

The verb aller, to go: its present tense and the places we go, with à + le = au and the pilgrimage road to Chartres Cathedral; then going to countries and cities, the futur proche (je vais partir, I am going to leave) and the Great Commission, Go ye therefore.

2.1 Sur le Chemin de Chartres

2.2 Allez dans le Monde Entier

UNIT 3 · WEEKS 5–6

Faire

The verb faire, to do or make: its present tense and household tasks, with Millet's Gleaners and Ruth gleaning in the field of Boaz; then the many expressions with faire, from the weather (il fait beau) to sports, cooking and shopping, and Paul's whatsoever ye do, do it heartily, as to the Lord.

3.1 Les Glaneuses

3.2 Qu'est-ce que Tu Fais?

UNIT 4 · WEEKS 7–8

L'Heure

Telling time in French: Quelle heure est-il?, numbers to sixty, et quart, et demie, moins le quart, midi and minuit, and the twenty-four-hour clock, with the great astronomical clock of Strasbourg Cathedral; then the daily schedule, à quelle heure?, the parts of the day and the call to redeem the time.

4.1 Quelle Heure Est-il?

4.2 À Quelle Heure?

UNIT 5 · WEEKS 9–10

Les Fables de La Fontaine

The fables of Jean de La Fontaine, which every French child learns by heart: The Crow and the Fox, with an eighteenth-century engraving after Jean-Baptiste Oudry and the proverb about flatterers, then The Cicada and the Ant, with Solomon's Go to the ant, thou sluggard; reading old French verse, the morals and a recitation.

5.1 Le Corbeau et le Renard

5.2 La Cigale et la Fourmi

Weekly pacing calendar

WEEK	PLAN
1	• Session 1: Lesson 1.1 Le Trésor du Roi: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 activity (window of treasures) and French notebook • Session 3: Worked examples, practice, the game and the worksheet *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 Avoir Faim et Soif: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 activity (avoir comic or doctor's visit) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 1 review and unit challenge (the avoir skit)
3	• Session 1: Lesson 2.1 Sur le Chemin de Chartres: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 activity (town map) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
4	• Session 1: Lesson 2.2 Allez dans le Monde Entier: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 activity (mission map) and French notebook • Session 3: Worked examples, practice, the game and the worksheet

WEEK	PLAN
	• End of unit: Unit 2 review and unit challenge (the pilgrimage plan)
5	• Session 1: Lesson 3.1 Les Glaneuses: warm-up, video, teaching and picture study • Session 2: Lesson 3.1 activity (faire flip book) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
6	• Session 1: Lesson 3.2 Qu'est-ce que Tu Fais?: warm-up, video, teaching and picture study • Session 2: Lesson 3.2 activity (my week in faire) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 3 review and unit challenge (the chore chart)
7	• Session 1: Lesson 4.1 Quelle Heure Est-il?: warm-up, video, teaching and picture study • Session 2: Lesson 4.1 activity (paper clock) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
8	• Session 1: Lesson 4.2 À Quelle Heure?: warm-up, video, teaching and picture study • Session 2: Lesson 4.2 activity (my emploi du temps) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 4 review and unit challenge (the timetable presentation)
9	• Session 1: Lesson 5.1 Le Corbeau et le Renard: warm-up, video, teaching and picture study • Session 2: Lesson 5.1 activity (fable puppet show) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
10	• Session 1: Lesson 5.2 La Cigale et la Fourmi: warm-up, video, teaching and picture study • Session 2: Lesson 5.2 activity (two-panel comic) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 5 review and unit challenge (the fable recitation)

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 LE TRÉSOR DU ROI

avoir
ah-VWAHR
verb
to have

le trésor
luh tray-ZOR
le · word
treasure

le roi

luh RWAH

le · history

king

la couronne

lah koo-RUN

la · history

crown

l’épine

lay-PEEN

la · nature

thorn

la chapelle

lah shah-PEL

la · church

chapel

le vitrail

luh vee-TRAI

le · church

stained-glass window

les cheveux

lay shuh-VUH

les · body

hair

les yeux

lay ZYUH

les · body

eyes

blond

BLOHN

adjective

blond

brun

BRUN

adjective

brown; dark (hair)

pas de

pah DUH

word

no; not any

1.2 AVOIR FAIM ET SOIF

avoir faim

ah-vwahr FAN

phrase

to be hungry

avoir soif

ah-vwahr SWAHF

phrase

to be thirsty

avoir sommeil

ah-vwahr soh-MAY

phrase

to be sleepy

avoir raison

ah-vwahr reh-ZOHN

phrase

to be right

avoir tort

ah-vwahr TOR

phrase

to be wrong

avoir peur

ah-vwahr PUHR

phrase

to be afraid

avoir besoin de

ah-vwahr buh-ZWAN duh

phrase

to need

avoir envie de

ah-vwahr ahn-VEE duh

phrase

to feel like

avoir mal à

ah-vwahr MAHL ah

phrase

to have a pain in

la tête

lah TET

la · body

head

le ventre

luh VAHNTR

le · body

stomach; belly

la gorge

lah GORZH

la · body

throat

2.1 SUR LE CHEMIN DE CHARTRES

aller

ah-LAY

verb

to go

je vais

zhuh VEH

aller

I go; I am going

nous allons

noo zah-LOHN

aller

we go

ils vont

eel VOHN

aller

they go

l'église

lay-GLEEZ

la · town

church

le marché

luh mar-SHAY

le · town

market

la boulangerie

lah boo-lahn-ZHREE

la · town

bakery

la poste

lah POST

la · town

post office

le musée

luh mü-ZAY

le · town

museum

la gare

lah GAR

la · town

train station

le pèlerinage

luh pel-ree-NAHZH

le · faith

pilgrimage

le chemin

luh shuh-MAN

le · town

way; road

2.2 ALLEZ DANS LE MONDE ENTIER

partir

par-TEER

verb

to leave

visiter

vee-zee-TAY

verb

to visit (a place)

demain

duh-MAN

time

tomorrow

bientôt

byan-TOH

time

soon

la France

lah FRAHNS

la · country

France

le Canada

luh kah-nah-DAH

le · country

Canada

les États-Unis

lay zay-tah-zü-NEE

les · country

the United States

le Japon

luh zhah-POHN

le · country

Japan

l'Angleterre

lahn-gluh-TEHR

la · country

England

le monde

luh MOHND

le · geography

world

Allez!

ah-LAY

aller

Go! (command)

Comment allez-vous?

koh-mahn tah-lay-VOO

question

How are you? (vous)

3.1 LES GLANEUSES

faire

FEHR

verb

to do; to make

je fais

zhuh FEH

faire

I do; I make

nous faisons

noo fuh-ZOHN

faire

we do

vous faites

voo FET

faire

you do (polite/plural)

ils font

eel FOHN

faire

they do

faire le lit

fehr luh LEE

phrase

to make the bed

faire la vaisselle

fehr lah veh-SEL

phrase

to do the dishes

faire le ménage

fehr luh may-NAHZH

phrase

to clean the house

faire la lessive

fehr lah leh-SEEV

phrase

to do the laundry

faire ses devoirs

fehr say duh-VWAHR

phrase

to do homework

la moisson

lah mwah-SOHN

la · farm

harvest

glaner

glah-NAY

verb

to glean

3.2 QU'EST-CE QUE TU FAIS?

il fait frais

eel feh FREH

weather

it is cool

il fait doux

eel feh DOO

weather

it is mild

il fait nuit

eel feh NWEE

weather

it is dark

faire du vélo

fehr dü vay-LOH

phrase

to go biking

faire du ski

fehr dü SKEE

phrase

to go skiing

faire de la musique

fehr duh lah mü-ZEEK

phrase

to play music

faire une promenade

fehr ün prum-NAHD

phrase

to go for a walk

faire la queue

fehr lah KUH

phrase

to stand in line

faire attention

fehr ah-tahn-SYOHN

phrase

to be careful

faire un voyage

fehr un vwah-YAHZH

phrase

to take a trip

faire de son mieux

fehr duh sohn MYUH

phrase

to do one's best

de bon cœur

duh bohn KUHR

phrase

heartily; gladly

4.1 QUELLE HEURE EST-IL?

l'heure

LUHR

la · time

hour; time

la minute

lah mee-NÜT

la · time

minute

midi
mee-DEE
time
noon

minuit
mee-NWEE
time
midnight

et quart
ay KAR
time
quarter past

et demie
ay duh-MEE
time
half past

moins le quart
mwan luh KAR
time
quarter to

trente
TRAHNT
number
thirty

quarante
kah-RAHNT
number
forty

cinquante
san-KAHNT
number
fifty

soixante
swah-SAHNT
number
sixty

l'horloge
lor-LOZH
la · thing
clock (large)

4.2 À QUELLE HEURE?

le matin
luh mah-TAN
le · time
morning

l'après-midi
lah-preh-mee-DEE
le · time
afternoon

le soir

luh SWAHR

le · time

evening

tôt

TOH

time

early

tard

TAR

time

late

en retard

ahn ruh-TAR

time

late (behind time)

à l'heure

ah LUHR

time

on time

avant

ah-VAHN

time

before

après

ah-PREH

time

after

pendant

pahn-DAHN

time

during

d'abord

dah-BOR

time

first

enfin

ahn-FAN

time

finally

5.1 LE CORBEAU ET LE RENARD

la fable

lah FAHBL

la · literature

fable

la morale

lah moh-RAHL

la · literature

moral

le corbeau
luh kor-BOH
le · animal
crow

le renard
luh ruh-NAR
le · animal
fox

le bec
luh BEK
le · body
beak

le fromage
luh froh-MAHZH
le · food
cheese

l’arbre
LARBR
le · nature
tree

perché
pehr-SHAY
adjective
perched

le flatteur
luh flah-TUHR
le · person
flatterer

tomber
tohn-BAY
verb
to fall

beau / joli
BOH / zhoh-LEE
adjective
handsome / pretty

la plume
lah PLÜM
la · body
feather

5.2 LA CIGALE ET LA FOURMI

la cigale
lah see-GAHL
la · animal
cicada

la fourmi
lah foor-MEE
la · animal
ant

la bise
lah BEEZ
la · weather
cold north wind

le grain
luh GRAN
le · farm
grain

la mouche
lah MOOSH
la · animal
fly

le ver
luh VEHR
le · animal
worm

prêter
preh-TAY
verb
to lend

chanter
shahn-TAY
verb
to sing

danser
dahn-SAY
verb
to dance

le voisin / la voisine
luh vwah-ZAN / lah vwah-ZEEN
le / la · person
neighbor

paresseux
pah-reh-SUH
adjective
lazy

sage
SAHZH
adjective
wise; well-behaved

UNIT 1

Avoir

In Lesson 1.1 your child masters the present tense of avoir, uses it to describe possessions and people (Il a les yeux bleus), and learns the negative pas de (Je n’ai pas de frère). The story is King Louis IX of France, Saint Louis, and the jewel-box chapel he built for the Crown of Thorns, with the verse Where your treasure is, there will your heart be also.

In Lesson 1.2 your child learns twelve everyday expressions with avoir where English uses to be or other verbs: avoir faim, soif, chaud, froid, peur, raison, tort, sommeil, besoin de, envie de, mal à, and l'air. The verse is the beatitude, which in French uses avoir: Heureux ceux qui ont faim et soif de la justice. The unit ends with a skit full of avoir expressions.

PREREQUISITES

- Grade 5 French or knowledge of -er verbs and être.

MASTERY CHECKLIST

- ☐ I can conjugate avoir in the present tense.
- ☐ I can use pas de after a negative avoir.
- ☐ I can describe people with avoir (les yeux, les cheveux).
- ☐ I can use twelve expressions with avoir.

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	**Le Trésor du Roi**	3 sessions of 30–40 minutes
1.2	**Avoir Faim et Soif**	3 sessions of 30–40 minutes

Unit 1 review

Answer each question. The test is worth 25 points.

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

2. **5 pts**
   Make negative: J’ai un chien. Nous avons des cousins.

3. **5 pts**
   Translate: She has brown hair and green eyes.

4. **5 pts**
   Translate: I am right. You (tu) are sleepy. We need a map. He has a headache.

5. **5 pts**
   Why did Saint Louis build the Sainte-Chapelle?

ANSWER KEY

1. J’ai, tu as, il/elle/on a, nous avons, vous avez, ils/elles ont.
2. Je n’ai pas de chien. Nous n’avons pas de cousins.
3. Elle a les cheveux bruns (châtains) et les yeux verts.
4. J’ai raison. Tu as sommeil. Nous avons besoin d’une carte. Il a mal à la tête.
5. To hold the Crown of Thorns and other relics of Christ’s Passion; it was consecrated in 1248.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: THE AVOIR SKIT

Write and perform a short skit (one to two minutes) in French with two or three characters, for example a family on a long car trip. Use at least eight different avoir expressions: the children are hungry, thirsty, hot, sleepy, someone has a stomachache, someone is right and someone wrong. End with a resolution.

LOOK FOR	WHAT IT MEANS
Avoir	Conjugates avoir correctly with different subjects.
Expressions	Uses at least eight avoir expressions.
Negation	Uses pas de or ne … pas correctly.
Performance	Speaks clearly with expression.

UNIT 1 · AVOIR · LESSON 1.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

1.1 Le Trésor du Roi

OBJECTIVES

- Conjugate avoir in the present tense.
- Use avoir for possessions and descriptions.
- Use pas de after a negative: Je n’ai pas de…

> **Warm-up.** If you could keep one treasure, what would it be? Today you learn the verb avoir, to have, and the story of a king who built a whole chapel for one treasure.

WATCH

Avoir (to have) — Present Tense (French verbs conjugated by Learn French With Alexa)

Learn French With Alexa · 4:26

https://www.youtube.com/watch?v=sA82J16mNfU

> **WHEN TO WATCH**
> After the teaching. Say each form with Alexa, then cover the screen and say them alone.

Note: A four-minute lesson on avoir in the present from Learn French With Alexa.

KEY TERMS

avoir (ah-VWAHR)
To have.

la couronne d’épines (lah koo-RUN day-PEEN)
The crown of thorns.

pas de (pah DUH)
No; not any (after a negative).

le trésor (luh tray-ZOR)
The treasure.

les cheveux (lay shuh-VUH)
The hair (of the head).

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.

avoir
ah-VWAHR
verb
to have

le trésor
luh tray-ZOR
le · word
treasure

le roi
luh RWAH
le · history
king

la couronne
lah koo-RUN
la · history
crown

l'épine
lay-PEEN
la · nature
thorn

la chapelle
lah shah-PEL
la · church
chapel

le vitrail
luh vee-TRAI
le · church
stained-glass window

les cheveux
lay shuh-VUH
les · body
hair

les yeux
lay ZYUH
les · body
eyes

blond
BLOHN
adjective
blond

brun
BRUN
adjective
brown; dark (hair)

pas de
pah DUH
word
no; not any

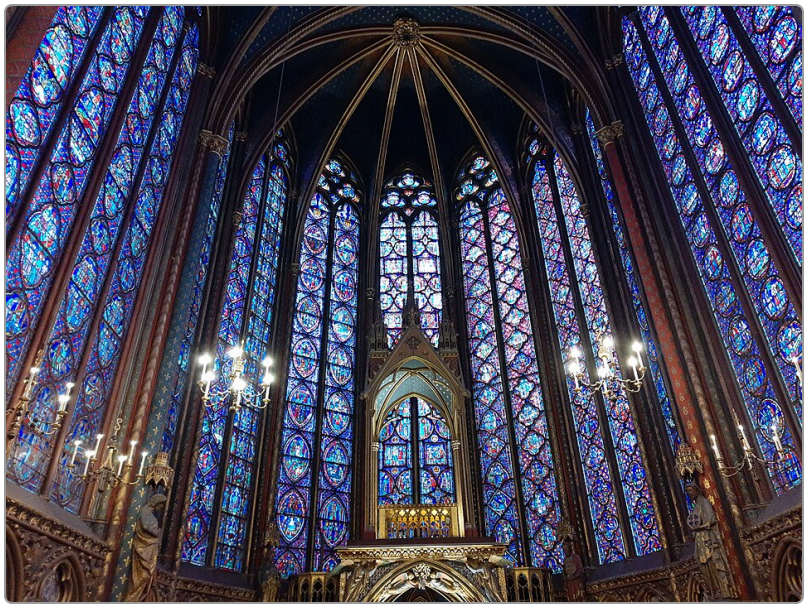
CORE IDEAS

The story. Louis IX became king of France as a boy, in 1226. His mother, Blanche of Castile, taught him that she would rather see him dead than see him commit a mortal sin. He grew into a just and prayerful king who heard Mass every day, fed the poor at his own table and sat under an oak tree at Vincennes to hear his people's complaints. In 1239 he obtained from the emperor of Constantinople the relic honored as the Crown of Thorns, and he walked barefoot to receive it. To house it, he built the Sainte-Chapelle in Paris, a chapel with walls made almost entirely of stained glass telling the story of the Bible. The Church later named him Saint Louis.

Avoir in the present. j’ai, tu as, il / elle / on a, nous avons, vous avez, ils / elles ont. Saint Louis a une couronne. Nous avons des vitraux. Ils ont un trésor. Do not confuse **ils ont** (they have, with a z-sound liaison: eel ZOHN) and **ils sont** (they are: eel SOHN).

Describing with avoir. French uses avoir for hair and eyes: **Il a les cheveux blonds. Elle a les yeux bleus. Pas de:** after a negative, un, une and des become **de** (d’ before a vowel): **J’ai un frère → Je n’ai pas de frère. Il a des amis → Il n’a pas d’amis.**

PICTURE STUDY



The Upper Chapel of the Sainte-Chapelle, Photograph (Wikimedia Commons, CC0), chapel 1242–1248; photograph 2024 · Stone and stained glass · Sainte-Chapelle, Île de la Cité, Paris

Image: Wikimedia Commons, public domain

The upper chapel of the Sainte-Chapelle has fifteen great windows, each about fifty feet tall, with more than a thousand scenes from the Bible, from Genesis to the coming of the relics to Paris. The stone walls are so thin and the windows so large that the room seems to be made of colored light. The canopy at the end once held the reliquary of the Crown of Thorns.

Look closely

- What two colors are strongest in the windows?
- Find the gold stars on the ceiling.
- Find the canopy at the far end. What was kept there?
- How do the columns make the room feel taller?

Talk about it

1. Why would a king build a building like this for a crown of thorns?
2. What is your greatest treasure, and where is your heart?

ACTIVITY

Window of treasures

Design a stained-glass window panel and describe it in French with avoir.

You will need

- Paper, a ruler, black marker, colored pencils

Steps

1. Divide a tall paper “window” into six panes with thick black lines.
2. In each pane, draw a Bible scene or a treasure.
3. Under the window, write six sentences with six different forms of avoir: Moïse a les tables de la Loi. Nous avons la Bible…
4. Present it to your family.

Tips

- Make it glow: color on tracing paper and tape it to a window.
- Add a pane for Saint Louis and his crown.

Check your work

- ☐ My window has six panes.
- ☐ I wrote six sentences with six different forms of avoir.

FRENCH NOTEBOOK

1. Write avoir in full in your French notebook. Write three sentences describing family members with avoir (hair, eyes), and three negative sentences with pas de.

> **From history.** Saint Louis died in 1270 near Tunis, on his second crusade. His last words are said to have been from Psalm 5: I will come into thy house; I will worship toward thy holy temple.

> **At home in French.** French-speaking families can look at photos of the Sainte-Chapelle online together and find their favorite Bible scenes in the windows.

WORKED EXAMPLES

Example 1. Make negative: Nous avons une voiture.

▼ **Show solution**

1. Ne … pas around avons.
2. Une becomes de.

Answer: Nous n’avons pas de voiture.

Example 2. Translate: My father has black hair.

▼ **Show solution**

1. Use avoir and les cheveux.
2. Noirs agrees with cheveux (masculine plural).

Answer: Mon père a les cheveux noirs.

PRACTICE

1. Easy Finish: vous ___ (avoir).

   ▼ **Show answer**

   Vous avez.

2. Easy Finish: ils ___ (avoir).

   ▼ **Show answer**

   Ils ont.

3. Easy What is le trésor?

   ▼ **Show answer**

   The treasure.

4. Medium Make negative: Tu as des frères.

   ▼ **Show answer**

   Tu n’as pas de frères.

5. Medium Translate: She has blue eyes.

   ▼ **Show answer**

   Elle a les yeux bleus.

6. Hard Write four sentences about Saint Louis or the Sainte-Chapelle using avoir.

   ▼ **Show answer**

   Saint Louis a une couronne d'épines. La chapelle a quinze vitraux. Les vitraux ont des scènes de la Bible. Les Parisiens ont un trésor. (or similar)

COMMON MISTAKES

- Saying Je n'ai pas un frère. After a negative, use de: je n'ai pas de frère.
- Confusing ils ont (have) and ils sont (are). Listen for the z-sound in ont.

> **Make it a game · Qu'est-ce que tu as?.** Put five objects in a bag. Each player reaches in without looking, feels one object and says J'ai un… If right, keep it. Then the others ask Qu'est-ce que tu as? and you show it.

> **Scripture.** "For where your treasure is, there will your heart be also." (Matthew 6:21, KJV)
>
> In the Louis Segond Bible (1910): *Car là où est ton trésor, là aussi sera ton cœur.* Jesus said that where our treasure is, our heart will be too. Saint Louis built a chapel for a crown of thorns because his heart was with Christ.

UNIT 1 · AVOIR · LESSON 1.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

1.2 Avoir Faim et Soif

OBJECTIVES

- Use twelve everyday expressions with avoir.
- Tell where it hurts with avoir mal à.
- Say what you need and want with avoir besoin de and avoir envie de.

> **Warm-up.** In English we say I am hungry, I am right, I am ten. In French you have hunger, you have reason, you have ten years! Today you learn a dozen of these.

WATCH

20 Useful French Expressions with AVOIR (to have)

Learn French With Alexa · 5:00

https://www.youtube.com/watch?v=EfM6WOHfzks

> **WHEN TO WATCH**
> After the teaching. Write down any expressions Alexa gives that are not in this lesson.

Note: A five-minute lesson on twenty useful expressions with avoir from Learn French With Alexa.

KEY TERMS

avoir raison / tort (ray-ZOHN / TOR)
To be right / wrong.

avoir envie de (ahn-VEE duh)
To feel like; to want.

avoir l'air (LEHR)
To seem; to look.

avoir besoin de (buh-ZWAN duh)
To need.

avoir mal à (MAHL ah)
To have a pain in; to hurt.

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.

avoir faim
ah-vwahr FAN
phrase
to be hungry

avoir soif
ah-vwahr SWAHF
phrase
to be thirsty

avoir sommeil

ah-vwahr soh-MAY

phrase

to be sleepy

avoir raison

ah-vwahr reh-ZOHN

phrase

to be right

avoir tort

ah-vwahr TOR

phrase

to be wrong

avoir peur

ah-vwahr PUHR

phrase

to be afraid

avoir besoin de

ah-vwahr buh-ZWAN duh

phrase

to need

avoir envie de

ah-vwahr ahn-VEE duh

phrase

to feel like

avoir mal à

ah-vwahr MAHL ah

phrase

to have a pain in

la tête

lah TET

la · body

head

le ventre

luh VAHNTR

le · body

stomach; belly

la gorge

lah GORZH

la · body

throat

CORE IDEAS

The expressions. avoir faim (to be hungry), **avoir soif** (thirsty), **avoir chaud / froid** (hot / cold), **avoir peur** (afraid), **avoir sommeil** (sleepy), **avoir raison** (right), **avoir tort** (wrong), **avoir … ans** (to be … years old), **avoir l'air** (to seem: Tu as l'air fatigué), **avoir besoin de** (to need), **avoir envie de** (to feel like).

Where does it hurt? avoir mal à + body part, with à + le = au, à + les = aux: **J'ai mal à la tête** (a headache), **J'ai mal au ventre** (a stomachache), **J'ai mal aux dents** (a toothache), **J'ai mal à la gorge** (a sore throat). Need and want: **J'ai besoin d'un crayon. J'ai envie de chocolat. J'ai envie de dormir.**

Hunger and thirst for what is right. In the Sermon on the Mount, Jesus said, Blessed are they which do hunger and thirst after righteousness: for they shall be filled. In French: **Heureux ceux qui ont faim et soif de la justice, car ils seront rassasiés!** Notice ont faim et soif: French uses avoir. Jesus means wanting goodness as badly as a hungry person wants bread.

ACTIVITY

Avoir comic or doctor's visit

Act out or draw a visit to the doctor and a family dinner using avoir expressions.

You will need

- Paper for a six-box comic, or props for a skit

Steps

1. Box 1–3: a patient visits Docteur Dubois: Bonjour, docteur. J'ai mal à la tête et j'ai froid. The doctor answers: Vous avez besoin de repos!
2. Box 4–6: the family at dinner: J'ai faim! Tu as raison! J'ai envie de dessert. J'ai sommeil…
3. Use at least eight different avoir expressions.
4. Read or perform it aloud.

Tips

- Add a character who is wrong and admits it: J'ai tort.
- Make a poster of body parts with avoir mal à.

Check your work

- ☐ I used eight avoir expressions.
- ☐ I used au, à la and aux correctly with avoir mal.

FRENCH NOTEBOOK

1. In your French notebook, copy the twelve avoir expressions with a little drawing for each. Write four sentences with avoir mal à.

> **From history.** French people wish each other Bon appétit before meals and Santé! (health) when they raise a glass.

> **At home in French.** French-speaking families can use one avoir expression at every meal this week: J'ai faim! J'ai soif! J'ai raison!

WORKED EXAMPLES

Example 1. Translate: My brother has a stomachache.

▼ **Show solution**

1. Avoir mal à + le ventre.
2. À + le = au.

Answer: Mon frère a mal au ventre.

Example 2. Translate: We need a map.

▼ **Show solution**

1. Avoir besoin de; de + une = d'une.

Answer: Nous avons besoin d'une carte.

PRACTICE

1. Easy Translate: I am hungry.

   ▼ **Show answer**

   J'ai faim.

2. Easy Translate: You (tu) are right.

   ▼ **Show answer**

   Tu as raison.

3. Easy Translate: She is afraid.

   ▼ **Show answer**

   Elle a peur.

4. Medium Translate: They have a toothache.

   ▼ **Show answer**

   Ils ont mal aux dents.

5. Medium Translate: I feel like sleeping.

   ▼ **Show answer**

   J'ai envie de dormir.

6. Hard Translate the beatitude about hunger and thirst into French, and explain what it means.

   ▼ **Show answer**

   Heureux ceux qui ont faim et soif de la justice, car ils seront rassasiés. Those who long for goodness and righteousness as much as for food will be satisfied by God.

COMMON MISTAKES

- Saying je suis faim. Use avoir: j'ai faim.
- Saying j'ai mal à le ventre. À + le = au: j'ai mal au ventre.

> **Make it a game · Avoir charades.** Act out an avoir expression without words: yawn, shiver, clutch your head, look scared, point proudly. The others guess in French with the right form: Tu as sommeil! Elle a mal à la tête!

> **Scripture.** "Blessed are they which do hunger and thirst after righteousness: for they shall be filled." (Matthew 5:6, KJV)
>
> In the Louis Segond Bible (1910): *Heureux ceux qui ont faim et soif de la justice, car ils seront rassasiés!* Jesus blesses those who hunger and thirst for righteousness. In French the verse uses avoir: ont faim et soif.

UNIT 2

Aller

In Lesson 2.1 your child conjugates aller, learns places in town (l'église, le marché, la boulangerie, le parc), and uses à + article: au marché, à la boulangerie, à l'église, aux

magasins. The story is the walking pilgrimage to Chartres, where every spring thousands walk three days to the cathedral with its two different spires, with Ruth's promise Whither thou goest, I will go.

In Lesson 2.2 your child goes to cities and countries (à Paris, en France, au Canada, aux États-Unis), asks Comment vas-tu? and learns the near future, aller + infinitive: Je vais visiter Chartres. The verse is Jesus' command Go ye therefore, and teach all nations, in French Allez, faites de toutes les nations des disciples. The unit ends with a pilgrimage travel plan.

PREREQUISITES

- Unit 1.

MASTERY CHECKLIST

- ☐ I can conjugate aller in the present tense.
- ☐ I can use au, à la, à l' and aux with places.
- ☐ I can use à, en, au and aux with cities and countries.
- ☐ I can form the futur proche with aller + infinitive.

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	**Sur le Chemin de Chartres**	3 sessions of 30–40 minutes
2.2	**Allez dans le Monde Entier**	3 sessions of 30–40 minutes

Unit 2 review

Answer each question. The test is worth 25 points.

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

2. **5 pts**
   Complete with au, à la, à l’ or aux: Je vais ___ marché, ___ église, ___ boulangerie, ___ magasins.

3. **5 pts**
   Complete: Nous allons ___ Paris, ___ France, ___ Canada, ___ États-Unis.

4. **5 pts**
   Put in the futur proche: Je visite Chartres. Ils mangent.

5. **5 pts**
   What did Ruth promise Naomi?

ANSWER KEY

1. Je vais, tu vas, il/elle/on va, nous allons, vous allez, ils/elles vont.
2. Au marché, à l’église, à la boulangerie, aux magasins.
3. À Paris, en France, au Canada, aux États-Unis.
4. Je vais visiter Chartres. Ils vont manger.
5. Whither thou goest, I will go; thy people shall be my people, and thy God my God.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: THE PILGRIMAGE PLAN

Plan a three-day walking pilgrimage (to Chartres, Mont-Saint-Michel or a church near you) and present it in French. For each day, say where you are going to go, what you are going to do and see, and where you will eat and sleep, using aller in the present and the futur proche at least ten times. Show a map with your route.

LOOK FOR	WHAT IT MEANS
Aller	Conjugates aller correctly.
Places	Uses au, à la, à l', aux, en correctly.
Futur proche	Uses aller + infinitive at least five times.
Plan	Presents a clear, realistic route.

UNIT 2 · ALLER · LESSON 2.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

2.1 Sur le Chemin de Chartres

OBJECTIVES

- Conjugate aller in the present tense.
- Name ten places in town.
- Use à with le, la, l' and les: au, à la, à l', aux.

> **Warm-up.** Where do you go each week? To church, to the store, to the park, to a friend's house? Today you learn to say where you are going in French.

WATCH

Aller (to go) — Present Tense (French verbs conjugated by Learn French With Alexa)

Learn French With Alexa · 6:51

https://www.youtube.com/watch?v=Ru9pCQDV1eE

> **WHEN TO WATCH**
> After the teaching. Repeat each form of aller after Alexa and listen to her example sentences.

Note: A seven-minute lesson on aller in the present from Learn French With Alexa.

KEY TERMS

aller (ah-LAY)
To go.

le pèlerin (luh pel-RAN)
The pilgrim.

au / aux (OH)
To the (à + le / à + les).

le pèlerinage (luh pel-ree-NAHZH)
The pilgrimage.

le chemin (luh shuh-MAN)
The way; the road; the path.

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.

aller
ah-LAY
verb
to go

je vais
zhuh VEH
aller
I go; I am going

nous allons
noo zah-LOHN
aller
we go

ils vont
eel VOHN
aller
they go

l'église
lay-GLEEZ
la · town
church

le marché
luh mar-SHAY
le · town
market

la boulangerie
lah boo-lahn-ZHREE
la · town
bakery

la poste
lah POST
la · town
post office

le musée
luh mü-ZAY
le · town
museum

la gare
lah GAR
la · town
train station

le pèlerinage
luh pel-ree-NAHZH
le · faith
pilgrimage

le chemin
luh shuh-MAN
le · town
way; road

CORE IDEAS

The story. On the plain of the Beauce, southwest of Paris, wheat fields stretch flat to the horizon, and above them rise the two spires of Chartres Cathedral, visible from miles away. For eight hundred years pilgrims have walked to Chartres to pray. In 1912, the poet Charles Péguy walked there from near Paris, a journey of several days on foot, to pray for his sick son, and wrote poems about the spire rising over the wheat. Today, every spring at Pentecost, thousands of young people and families walk the same road over three days, singing and praying, sleeping in tents, until they see the spires and enter the great doors.

Aller in the present. Aller is irregular: **je vais, tu vas, il / elle / on va, nous allons, vous allez, ils / elles vont.** Où vas-tu? Je vais à Chartres. Ruth said to Naomi, Whither thou goest, I will go: **où tu iras j'irai**, using a future form of aller.

Going to places. À + le becomes **au**, à + les becomes **aux**; à la and à l' stay the same: **Je vais au marché. Tu vas à la boulangerie. Nous allons à l'église. Ils vont aux magasins.** Places: **l'église, la cathédrale, le marché, la boulangerie, la boucherie, la poste, la banque, le parc, l'école, la gare, la bibliothèque, le musée**.

PICTURE STUDY



Chartres Cathedral, the West Façade, Photograph by Dcconsta, cathedral 12th–16th centuries; photograph 2013 · Stone · Chartres, Eure-et-Loir, France

Image: Wikimedia Commons, photograph by Dcconsta, CC BY-SA 3.0

The two spires were built four hundred years apart. The plain one on the right is from the 1100s; the lacy one on the left was added in the early 1500s after lightning destroyed an older wooden spire. The three doors below, called the Royal Portal, are covered with carved figures of Christ, the apostles and kings and queens of the Old Testament. Inside, Chartres keeps most of its medieval stained glass.

Look closely

- Find the two spires. How are they different?
- Find the rose window.
- Count the doorways at the bottom.
- Look at the people. How big is the cathedral compared to them?

Talk about it

1. Why would people walk three days to reach a church?
2. Where would you like to go on a pilgrimage, and why?

ACTIVITY

Town map

Draw a map of a French town and narrate a walk through it with aller.

You will need

- A large sheet of paper
- Markers

Steps

1. Draw a town square with at least eight places: l'église, le marché, la boulangerie, la poste, le parc, l'école, la gare, la bibliothèque.
2. Label each with its article.
3. Draw a path through the town.
4. Narrate the walk: D'abord, je vais à la boulangerie. Puis je vais au marché…
5. Have family members say where they go: Papa va à la poste.

Tips

- Add a cathedral with two different spires.
- Use all six forms of aller in your narration.

Check your work

☐ My map has eight labeled places.

☐ I used au, à la, à l' and aux correctly.

FRENCH NOTEBOOK

1. Write aller in full in your French notebook. Write eight sentences saying where people go, using all four forms: au, à la, à l', aux.

> **From history.** The floor of Chartres Cathedral has a medieval labyrinth, a winding path about 860 feet long, which pilgrims walked slowly while praying.

> **At home in French.** French-speaking families can plan a short family walk to a church or chapel nearby and narrate it in French.

WORKED EXAMPLES

Example 1. Translate: We are going to the market.

▼ **Show solution**

1. Nous allons.
2. À + le marché = au marché.

Answer: Nous allons au marché.

Example 2. Translate: They are going to the shops.

▼ **Show solution**

1. Ils vont.
2. À + les magasins = aux magasins.

Answer: Ils vont aux magasins.

PRACTICE

1. Easy Finish: je ___ (aller).

   ▼ **Show answer**

   Je vais.

2. Easy Finish: ils ___ (aller).

   ▼ **Show answer**

   Ils vont.

3. Easy What is un pèlerinage?

   ▼ **Show answer**

   A pilgrimage.

4. Medium Complete: Elle va ___ église.

   ▼ **Show answer**

   À l’église.

5. Medium Complete: Vous allez ___ parc.

▼ **Show answer**

Au parc.

6. Hard Write five sentences about where your family goes during the week, with five different subjects.

▼ **Show answer**

Je vais à l'école. Mon père va au travail. Nous allons à l'église le dimanche. Mes sœurs vont au parc. Vous allez à la bibliothèque. (or similar)

COMMON MISTAKES

- Saying à le marché. It must be au marché.
- Saying je va. The je form is je vais.

> **Make it a game · Où vas-tu?.** Put place cards face down. Draw one and mime what you do there (buying bread, praying, reading). The others ask Tu vas à la boulangerie? until someone guesses; answer Oui, je vais à la boulangerie!

> **Scripture.** "And Ruth said, Intreat me not to leave thee, or to return from following after thee: for whither thou goest, I will go; and where thou lodgest, I will lodge: thy people shall be my people, and thy God my God:" (Ruth 1:16, KJV)
>
> In the Louis Segond Bible (1910): *Où tu iras j'irai, où tu demeureras je demeurerai* Ruth chose to go with Naomi and to make Naomi's God her God. Aller and its future form iras / irai are in the verse.

UNIT 2 · ALLER · LESSON 2.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

2.2 Allez dans le Monde Entier

OBJECTIVES

- Use à, en, au and aux with cities and countries.
- Use aller for health: Comment vas-tu? Je vais bien.
- Form the futur proche: aller + infinitive.

> **Warm-up.** Where would you like to travel one day? In French, the little word for to changes with cities and countries. And aller has another trick: it can talk about the future.

WATCH

Aller (to go) + prepositions (French Essentials Lesson 11)

Learn French With Alexa · 10:08

https://www.youtube.com/watch?v=2oB5kR7CH8M

> **WHEN TO WATCH**
> After the teaching, perhaps in two parts. Pay attention to à, au and en with places.

Note: A ten-minute lesson on aller with prepositions from Learn French With Alexa.

KEY TERMS

le futur proche (luh fü-TÜR PROSH)
The near future: aller + infinitive.

Comment vas-tu? (koh-MAHN vah-TÜ)
How are you? (literally, how do you go?)

demain (duh-MAN)
Tomorrow.

en (AHN)
To / in (with feminine countries).

bientôt (byan-TOH)
Soon.

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.

partir

par-TEER

verb

to leave

visiter

vee-zee-TAY

verb

to visit (a place)

demain

duh-MAN

time

tomorrow

bientôt

byan-TOH

time

soon

la France

lah FRAHNS

la · country

France

le Canada

luh kah-nah-DAH

le · country

Canada

les États-Unis

lay zay-tah-zü-NEE

les · country

the United States

le Japon

luh zhah-POHN

le · country

Japan

l'Angleterre

lahn-gluh-TEHR

la · country

England

le monde

luh MOHND

le · geography

world

Allez!

ah-LAY

aller

Go! (command)

Comment allez-vous?

koh-mahn tah-lay-VOO

question

How are you? (vous)

CORE IDEAS

Cities and countries. To or in a city: **à**: à Paris, à Québec, à Rome. Feminine countries (most ending in -e): **en**: en France, en Italie, en Espagne, en Angleterre. Masculine countries: **au**: au Canada, au Japon, au Sénégal. Plural countries: **aux**: aux États-Unis. **Je vais aller en France et au Canada.**

How are you going? French uses aller for health: **Comment vas-tu? / Comment allez-vous? — Je vais bien, merci. Je vais mal.** (I'm not well.) Ça va? is the short form.

The near future. Put aller in the present before an infinitive to say what is going to happen: **Je vais partir.** (I am going to leave.) **Nous allons visiter Chartres demain. Ils vont prier.** For the negative, ne … pas goes around aller: **Je ne vais pas partir.** Before He ascended, Jesus told the apostles, Go ye therefore, and teach all nations. In French: **Allez, faites de toutes les nations des disciples.** Allez is the command form of aller, and the apostles went: to Rome, to Greece, to Africa, and in time the gospel came to Gaul.

ACTIVITY

Mission map

Make a world map of where the gospel went and where you are going to go.

You will need

- A world map outline
- Colored pencils

Steps

1. Mark places the apostles and early missionaries went: Jérusalem, Rome, la Grèce, l'Égypte, la Gaule.
2. Write a sentence for each: Saint Paul va à Rome. Saint Pierre va à Rome.
3. Mark five places you would like to visit and write futur proche sentences: Je vais aller au Canada.
4. Present your map.

Tips

- Find French-speaking countries and mark them in blue.
- Add a missionary you know or pray for.

Check your work

☐ My map has ten marked places with sentences.

☐ I used à, en, au and aux correctly and the futur proche five times.

FRENCH NOTEBOOK

1. In your French notebook, make three columns: à + city, en + feminine country, au / aux + masculine / plural country, with four examples each. Write five sentences in the futur proche about this weekend.

> **From history.** Saint Irenaeus, bishop of Lyon around the year 180, was one of the first great Christian teachers in Gaul; he had learned the faith from Polycarp, a disciple of the apostle John.

> **At home in French.** French-speaking families can pray for a missionary family in a French-speaking country and find it on the map.

WORKED EXAMPLES

Example 1. Translate: I am going to visit Canada.

▼ **Show solution**

1. Futur proche: je vais + visiter.
2. Canada is masculine: le Canada.

Answer: Je vais visiter le Canada.

Example 2. Translate: We are going to go to France.

▼ **Show solution**

1. Nous allons + aller.
2. France is feminine: en.

Answer: Nous allons aller en France.

PRACTICE

1. Easy Complete: Il va ___ Rome.

▼ **Show answer**

À Rome.

2. Easy Complete: Elle va ___ Italie.

   ▼ **Show answer**

   En Italie.

3. Easy Answer: Comment vas-tu?

   ▼ **Show answer**

   Je vais bien, merci (or Ça va).

4. Medium Complete: Nous allons ___ États-Unis.

   ▼ **Show answer**

   Aux États-Unis.

5. Medium Put in the futur proche: Tu manges.

   ▼ **Show answer**

   Tu vas manger.

6. Hard Write four sentences about what your family is going to do next summer, one negative.

   ▼ **Show answer**

   Nous allons aller au Canada. Mon père va pêcher. Ma sœur va nager. Je ne vais pas travailler! (or similar)

COMMON MISTAKES

- Saying à France. Feminine countries take en: en France.
- Conjugating both verbs in the futur proche (je vais visite). Only aller changes: je vais visiter.

> **Make it a game · Passport stamps.** Make paper passports. A parent calls a place: le Japon! Say Je vais aller au Japon! correctly to get a stamp. Most stamps wins.

> **Scripture.** “Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost:” (Matthew 28:19, KJV)
>
> In the Louis Segond Bible (1910): *Allez, faites de toutes les nations des disciples* Jesus sent His disciples into all the world. In French the verse begins with Allez, the command form of aller.

UNIT 3

Faire

In Lesson 3.1 your child conjugates faire and names household and farm tasks (faire la vaisselle, faire le lit, faire la moisson), with Jean-François Millet’s three gleaners stooping in a harvested field and the story of Ruth, who gleaned in the field of Boaz.

In Lesson 3.2 your child learns faire in the weather (il fait beau, il fait froid), in activities (faire du vélo, faire de la natation), in daily life (faire les courses, faire la cuisine, faire attention), and the question Qu’est-ce que tu fais? The unit ends with a family chore chart and a report on it.

PREREQUISITES

- Units 1–2.

MASTERY CHECKLIST

- ☐ I can conjugate faire in the present tense.
- ☐ I can name ten household tasks with faire.
- ☐ I can use faire for weather and activities.
- ☐ I can ask and answer Qu’est-ce que tu fais?

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	**Les Glaneuses**	3 sessions of 30–40 minutes
3.2	**Qu'est-ce que Tu Fais?**	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 faire.

2. **5 pts**
   Translate: I make my bed. We do the dishes. They (girls) do the shopping.

3. **5 pts**
   Write three weather sentences with faire.

4. **5 pts**
   Translate: My brother goes biking. You (vous) cook. Be careful! (tu)

5. **5 pts**
   What is gleaning, and who gleaned in the Bible?

ANSWER KEY

1. Je fais, tu fais, il/elle/on fait, nous faisons, vous faites, ils/elles font.
2. Je fais mon lit. Nous faisons la vaisselle. Elles font les courses.
3. Il fait beau. Il fait chaud. Il fait froid. Il fait mauvais. (any three)
4. Mon frère fait du vélo. Vous faites la cuisine. Fais attention!
5. Picking up the grain left behind after the harvest; Ruth gleaned in the field of Boaz.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: THE CHORE CHART

Make a weekly family chore chart in French with at least ten tasks using faire, and assign them to family members. Then present it: Le lundi, je fais la vaisselle. Mon père fait les courses… Add the weather for each day with il fait… and one activity each person does for fun with faire du / de la.

LOOK FOR	WHAT IT MEANS
Faire	Conjugates faire correctly with several subjects.
Tasks	Names ten tasks correctly.
Weather & activities	Uses il fait and faire du / de la.
Presentation	Speaks clearly in full sentences.

UNIT 3 · FAIRE · LESSON 3.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

3.1 Les Glaneuses

OBJECTIVES

- Conjugate faire in the present tense.
- Name ten household and farm tasks with faire.
- Tell the story of Ruth gleaning in the field of Boaz.

> **Warm-up.** What jobs do you do at home? Make your bed? Wash dishes? Feed the animals? In French, almost all of them use one verb: faire.

WATCH

Faire (to do/make) — Present Tense (French verbs conjugated by Learn French With Alexa)

Learn French With Alexa · 7:02

https://www.youtube.com/watch?v=XkLff75OydY

> **WHEN TO WATCH**
> After the teaching. Repeat each form after Alexa and note her example sentences.

Note: A seven-minute lesson on faire in the present from Learn French With Alexa.

KEY TERMS

faire (FEHR)
To do; to make.

glaner (glah-NAY)
To glean: to gather grain left after the harvest.

la moisson (lah mwah-SOHN)
The harvest.

la vaisselle (lah veh-SEL)
The dishes.

le ménage (luh may-NAHZH)
The housework; the cleaning.

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.

faire

FEHR

verb

to do; to make

je fais

zhuh FEH

faire

I do; I make

nous faisons

noo fuh-ZOHN

faire

we do

vous faites

voo FET

faire

you do (polite/plural)

ils font

eel FOHN

faire

they do

faire le lit

fehr luh LEE

phrase

to make the bed

faire la vaisselle

fehr lah veh-SEL

phrase

to do the dishes

faire le ménage

fehr luh may-NAHZH

phrase

to clean the house

faire la lessive

fehr lah leh-SEEV

phrase

to do the laundry

faire ses devoirs

fehr say duh-VWAHR

phrase

to do homework

la moisson

lah mwah-SOHN

la · farm

harvest

glaner

glah-NAY

verb

to glean

CORE IDEAS

The story. In the law of Moses, God told farmers not to reap the very corners of their fields or pick up every stalk they dropped, but to leave them for the poor and the stranger. Ruth, a widow from Moab, came to Bethlehem with her mother-in-law Naomi, and they had nothing. So Ruth went to glean in the fields behind the reapers.

She came to the field of Boaz, a kind and godly man, who told his workers to let extra grain fall on purpose for her. Boaz later married Ruth, and their great-grandson was King David. Three thousand years later, Jean-François Millet painted three poor French women gleaning, bent low over a stubble field, while far behind them the rich harvest is piled into huge stacks.

Faire in the present. je fais, tu fais, il / elle / on fait, nous faisons, vous faites, ils / elles font. Careful: nous faisons is said noo fuh-ZOHN, and vous faites has no -ez ending. Qu'est-ce que tu fais? (What are you doing?) — Je fais mes devoirs. (I am doing my homework.)

Tasks. faire le lit (make the bed), **faire la vaisselle** (do the dishes), **faire le ménage** (clean the house), **faire la lessive** (do the laundry), **faire la cuisine** (cook), **faire les courses** (do the shopping), **faire ses devoirs** (do homework), **faire la moisson** (bring in the harvest), **faire le jardin** (do the gardening).

PICTURE STUDY



The Gleaners, Jean-François Millet, 1857 · Oil on canvas · Musée d'Orsay, Paris

Image: Wikimedia Commons, public domain

Millet placed the three gleaners close to us, large and heavy like statues, their backs bent by the hard work. The rich harvest is far away in the bright distance, where the farm workers stack the sheaves and an overseer on horseback watches. The women gather what is left. Some critics in Paris disliked the painting because it showed the poor so honestly; today it is one of the most loved paintings in France.

Look closely

- How many women are gleaning? What are their postures?
- What is in the distance?
- Find the man on the horse. What do you think he is doing?
- What colors are the women's caps?

Talk about it

1. How is this painting like the story of Ruth? How is it different?
2. How can we leave something for the poor today?

ACTIVITY

Faire flip book

Make a flip book of tasks and who does them in French.

You will need

- Paper cut into small pages and stapled
- Colored pencils

Steps

1. On each page, draw a task: making the bed, washing dishes, cooking, gleaning, shopping.
2. Write a sentence with a different subject on each page: Je fais le lit. Tu fais la vaisselle. Ruth fait la moisson. Nous faisons la cuisine. Vous faites les courses. Elles font le ménage.
3. Flip through and read it aloud.
4. Ask a family member Qu'est-ce que tu fais? and add their answer.

Tips

- Make a page for Boaz and his reapers.
- Add a cover with a drawing from The Gleaners.

Check your work

☐ My flip book uses all six forms of faire.

☐ Each page has a correct task.

FRENCH NOTEBOOK

1. Write faire in full in your French notebook. Write eight sentences about who does which chores in your home.

> **From history.** Gleaning was still common in French villages in Millet's time, and the law allowed the poor to glean after the harvest, as in the time of Ruth.

> **At home in French.** French-speaking families can say who is doing each chore in French while doing them.

WORKED EXAMPLES

Example 1. Translate: We do the dishes.

▼ **Show solution**

1. Nous faisons (noo fuh-ZOHN).
2. Dishes: la vaisselle.

Answer: Nous faisons la vaisselle.

Example 2. Translate: You (vous) make the bed.

▼ **Show solution**

1. Vous faites: no -ez.

Answer: Vous faites le lit.

PRACTICE

1. Easy Finish: je ___ (faire).

   ▼ **Show answer**

   Je fais.

2. Easy Finish: ils ___ (faire).

   ▼ **Show answer**

   Ils font.

3. Easy What does glaner mean?

   ▼ **Show answer**

   To glean: to gather leftover grain.

4. Medium Finish: vous ___ (faire).

   ▼ **Show answer**

   Vous faites.

5. Medium Translate: My mother cooks.

   ▼ **Show answer**

   Ma mère fait la cuisine.

6. Hard Tell the story of Ruth in four French sentences using faire or simple verbs you know.

   ▼ **Show answer**

   Ruth va à Bethléhem avec Naomi. Elle fait la moisson dans le champ de Boaz. Boaz est bon. Ruth et Boaz ont un fils. (or similar)

COMMON MISTAKES

- Saying vous faisez. The form is vous faites.
- Saying nous fay-SOHN. Faisons sounds like fuh-ZOHN.

> **Make it a game · Qu'est-ce que je fais?.** Mime a chore. The others ask Tu fais la vaisselle? Tu fais le lit? You answer Oui, je fais… or Non, je ne fais pas… until someone guesses.

> **Scripture.** "And she went, and came, and gleaned in the field after the reapers: and her hap was to light on a part of the field belonging unto Boaz, who was of the kindred of Elimelech." (Ruth 2:3, KJV)
>
> In the Louis Segond Bible (1910): *Elle alla glaner dans un champ, derrière les moissonneurs.* Ruth went to glean behind the reapers, and in God's providence she came to the field of Boaz.

UNIT 3 · FAIRE · LESSON 3.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

3.2 Qu'est-ce que Tu Fais?

OBJECTIVES

- Use faire for the weather: il fait beau, il fait froid.
- Use faire du / de la / des for activities and sports.
- Use everyday expressions: faire attention, faire une promenade, faire la queue.

> **Warm-up.** How would you say It is cold in French? You may remember: Il fait froid, it makes cold! Faire appears in dozens of expressions. Let's collect them.

WATCH

Verbe faire - Présent de l'indicatif - alain le lait

tialela99 · 1:43

https://www.youtube.com/watch?v=Ulw2HkqKaiQ

> **WHEN TO WATCH**
> At the start, to review faire. Sing along, then say all six forms without the video.

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

KEY TERMS

Quel temps fait-il? (kel tahn feh-TEEL)
What is the weather like?

faire du / de la (FEHR dü / duh lah)
To do (an activity or sport).

faire attention (fehr ah-tahn-SYOHN)
To pay attention; to be careful.

faire une promenade (prum-NAHD)
To go for a walk.

de bon cœur (duh bohn KUHR)
Heartily; gladly.

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.

il fait frais
eel feh FREH
weather
it is cool

il fait doux
eel feh DOO
weather
it is mild

il fait nuit
eel feh NWEE
weather
it is dark

faire du vélo
fehr dü vay-LOH
phrase
to go biking

faire du ski
fehr dü SKEE
phrase
to go skiing

faire de la musique
fehr duh lah mü-ZEEK
phrase
to play music

faire une promenade
fehr ün prum-NAHD
phrase
to go for a walk

faire la queue
fehr lah KUH
phrase
to stand in line

faire attention
fehr ah-tahn-SYOHN
phrase
to be careful

faire un voyage
fehr un vwah-YAHZH
phrase
to take a trip

faire de son mieux
fehr duh sohn MYUH
phrase
to do one's best

de bon cœur
duh bohn KUHR
phrase
heartily; gladly

CORE IDEAS

Weather. Il fait beau (nice), **il fait mauvais** (bad), **il fait chaud** (hot), **il fait froid** (cold), **il fait frais** (cool), **il fait doux** (mild), **il fait du vent** (windy; also il y a du vent), **il fait du soleil** (sunny; also il y a du soleil), **il fait nuit** (it is dark).

Activities. Faire + du / de la / de l' / des: **faire du vélo, faire du ski, faire du piano, faire de la natation, faire de la musique, faire de l'équitation, faire des maths.** In the negative, these become de: **Je ne fais pas de ski.** Everyday expressions: **faire une promenade** (go for a walk), **faire la queue** (stand in line), **faire attention** (be careful),

faire un voyage (take a trip), **faire la connaissance de** (meet someone for the first time), **faire de son mieux** (do one's best).

Do it heartily. Saint Paul wrote to Christians, many of whom were servants doing hard work: Whatsoever ye do, do it heartily, as to the Lord, and not unto men. In French: **Tout ce que vous faites, faites-le de bon cœur, comme pour le Seigneur.** Notice faites twice. Even washing dishes, done for the Lord, is service to Him.

ACTIVITY

My week in faire

Keep a diary for a week, one French sentence a day with faire.

You will need

- A small notebook

Steps

1. Each day, write the date in French and the weather with il fait.
2. Write one task and one activity you did with faire: Aujourd'hui, je fais la vaisselle. Je fais du piano.
3. On Sunday, write one thing you did de bon cœur for the Lord.
4. At the end of the week, read the diary aloud.

Tips

- Add what another family member did each day.
- Draw a little weather symbol each day.

Check your work

☐ I wrote seven entries with faire.

☐ Each entry has weather and an activity or task.

FRENCH NOTEBOOK

1. In your French notebook, write the nine weather expressions with faire and ten activity expressions with du, de la, de l' or des. Copy Colossians 3:23 in French.

> **From history.** Faire la queue, to stand in line, literally means to make the tail: a line of people looks like a long tail.

> **At home in French.** French-speaking families can use Fais attention! and Fais de ton mieux! at home all week.

WORKED EXAMPLES

Example 1. Translate: My sister plays piano (does piano).

▼ **Show solution**

1. Faire du + piano.

Answer: Ma sœur fait du piano.

Example 2. Make negative: Nous faisons de la natation.

▼ **Show solution**

1. After a negative, de la becomes de.

Answer: Nous ne faisons pas de natation.

PRACTICE

1. Easy Translate: It is cool.

   ▼ **Show answer**

   Il fait frais.

2. Easy Translate: I go skiing.

   ▼ **Show answer**

   Je fais du ski.

3. Easy What does faire attention mean?

   ▼ **Show answer**

   To be careful; to pay attention.

4. Medium Translate: We take a walk.

   ▼ **Show answer**

   Nous faisons une promenade.

5. Medium Make negative: Il fait du vélo.

   ▼ **Show answer**

   Il ne fait pas de vélo.

6. Hard Write a short weather report and plans for the weekend using faire five times.

   ▼ **Show answer**

   Samedi, il fait beau. Nous faisons une promenade. Dimanche, il fait froid; je fais de la musique et mon frère fait ses devoirs. (or similar)

COMMON MISTAKES

- Saying il est froid for the weather. Use il fait froid.
- Keeping du after a negative. Je ne fais pas de ski.

> **Make it a game · Faire bingo.** Make bingo cards with pictures of activities and weather. A parent calls sentences: Il fait du vent! Je fais du vélo! Mark the picture. Five in a row: shout Bingo! and read your row in French.

> **Scripture.** “And what soever ye do, do it heartily, as to the Lord, and not unto men;” (Colossians 3:23, KJV)
>
> In the Louis Segond Bible (1910): *Tout ce que vous faites, faites-le de bon cœur, comme pour le Seigneur* Paul tells us to do everything heartily, as for the Lord. In French, the verse uses faire twice.

UNIT 4

L’Heure

In Lesson 4.1 your child learns numbers to sixty and tells time in French, including quarter and half hours, noon and midnight, and the twenty-four-hour clock used for trains and television. The picture is the astronomical clock in Strasbourg Cathedral,

which shows the planets, calculates the date of Easter and parades the apostles every day, with the verse My times are in thy hand.

In Lesson 4.2 your child asks and answers À quelle heure…? (At what time…?), learns the parts of the day (le matin, l'après-midi, le soir, la nuit) and time words (tôt, tard, avant, après, pendant), and writes a daily schedule. The verse is Redeeming the time. The unit ends with a French timetable presentation.

PREREQUISITES

- Units 1–3; numbers to 31.

MASTERY CHECKLIST

- ☐ I can count to sixty in French.
- ☐ I can ask and tell the time, including quarter, half, noon and midnight.
- ☐ I can read the twenty-four-hour clock.
- ☐ I can say at what time I do things.

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	**Quelle Heure Est-il?**	3 sessions of 30–40 minutes
4.2	**À Quelle Heure?**	3 sessions of 30–40 minutes

Unit 4 review

Answer each question. The test is worth 25 points.

1. **5 pts**

   Write in French: 40, 45, 50, 59.

2. **5 pts**

   Write the time in French: 3:15, 6:30, 8:45, 12:00 noon.

3. **5 pts**

   Write in French using the 24-hour clock: 14:20, 19:05.

4. **5 pts**

   Translate: At what time do you eat? I eat at seven in the evening.

5. **5 pts**

   Name two things the Strasbourg clock shows or does.

ANSWER KEY

1. Quarante, quarante-cinq, cinquante, cinquante-neuf.
2. Il est trois heures et quart. Il est six heures et demie. Il est neuf heures moins le quart. Il est midi.
3. Il est quatorze heures vingt. Il est dix-neuf heures cinq.
4. À quelle heure manges-tu? Je mange à sept heures du soir.
5. It shows the planets and the phases of the moon, calculates Easter, parades the apostles at 12:30, and has a crowing rooster (any two).

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: THE TIMETABLE PRESENTATION

Make a timetable of an ideal school day or a real family Sunday, from waking to bedtime, with at least ten times. Present it in French with clocks drawn for each time: À sept heures, je me lève… (or Je mange à sept heures…). Include noon, at least one quarter hour, one half hour and one twenty-four-hour time.

LOOK FOR	WHAT IT MEANS
Time	Tells times correctly, including quarter and half.
À quelle heure	Uses à + time for activities.
Vocabulary	Uses parts of the day and time words.
Presentation	Clear and well organized.

UNIT 4 · L'HEURE · LESSON 4.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

4.1 Quelle Heure Est-il?

OBJECTIVES

- Count to sixty in French.
- Tell time with et quart, et demie, moins le quart, midi and minuit.
- Read the twenty-four-hour clock.

> **Warm-up.** Look at a clock. What time is it? Today you learn to ask and answer that question in French, the way a French child, a train timetable and a cathedral clock would.

WATCH

Telling the time in French! [Perfect for beginners]

Learn French With Alexa · 10:19

https://www.youtube.com/watch?v=K4wskRR0cxs

> **WHEN TO WATCH**
> After the teaching, in two parts if needed. Draw each time Alexa says on a paper clock.

Note: A ten-minute beginner lesson on telling time from Learn French With Alexa.

KEY TERMS

l'heure (LUHR)
The hour; the time.

Quelle heure est-il? (kel uhr eh-TEEL)
What time is it?

et quart / et demie (ay KAR / ay duh-MEE)
Quarter past / half past.

moins le quart (mwan luh KAR)
Quarter to.

midi / minuit (mee-DEE / mee-NWEE)
Noon / midnight.

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.

l'heure
LUHR
la · time
hour; time

la minute
lah mee-NÜT
la · time
minute

midi
mee-DEE
time
noon

minuit
mee-NWEE
time
midnight

et quart
ay KAR
time
quarter past

et demie
ay duh-MEE
time
half past

moins le quart
mwan luh KAR
time
quarter to

trente
TRAHNT
number
thirty

quarante
kah-RAHNT
number
forty

cinquante
san-KAHNT
number
fifty

soixante
swah-SAHNT
number
sixty

l'horloge
lor-LOZH
la · thing
clock (large)

CORE IDEAS

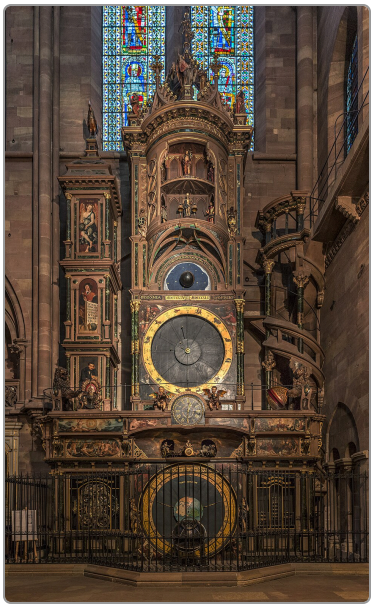
The story. In the cathedral of Strasbourg, in eastern France, stands one of the most wonderful clocks in the world, as tall as a three-story house. The first clocks there were built in the Middle Ages; the clock we see today was rebuilt in the 1840s by Jean-Baptiste Schwilgué, a self-taught clockmaker, inside a case painted in the 1500s. It shows the hour, the day, the planets, the phases of the moon and the eclipses, and it calculates the date of Easter for each year. Every day at half past noon, the twelve apostles parade past a figure of Christ, who blesses them, and a golden rooster flaps

its wings and crows three times, remembering Peter. The clock teaches that time belongs to God. The psalm says, My times are in thy hand.

Numbers to sixty. vingt (20), **trente** (30), **quarante** (40), **cinquante** (50), **soixante** (60). In between: **trente et un**, **trente-deux… cinquante-neuf**.

Telling time. Il est une heure. Il est deux heures. Il est trois heures cinq. Il est trois heures et quart (3:15). **Il est trois heures et demie** (3:30). **Il est quatre heures moins le quart** (3:45, four hours less the quarter). **Il est quatre heures moins dix** (3:50). **Il est midi** (noon), **il est minuit** (midnight). Trains, shops and television use the 24-hour clock: **quatorze heures** (2:00 p.m.), **vingt heures trente** (8:30 p.m.).

PICTURE STUDY



The Astronomical Clock of Strasbourg Cathedral, Photograph by Diliff, case 1570s; mechanism 1838–1843; photograph 2014 · Wood, stone, painted panels and clockwork · Strasbourg Cathedral, Strasbourg, France

Image: Wikimedia Commons, photograph by Diliff, CC BY-SA 3.0

Look from bottom to top: the celestial globe shows the stars; the big dial shows the time and the calendar; smaller dials show the planets and the moon; and high above, figures of the four ages of life strike the quarter hours and a figure of Death strikes the hours, while the apostles parade before Christ at 12:30. The whole clock is a sermon in wood and brass: our days are numbered, and Christ is Lord of time.

Look closely

- Find the biggest golden dial.
- Find the round globe at the bottom. What does it show?
- Find the little spiral staircase.
- How tall do you think the clock is compared to a person?

Talk about it

1. Why would a church put such a clock inside?
2. How do you use your time each day?

ACTIVITY

Paper clock

Make a paper clock with movable hands and use it to quiz the family in French.

You will need

- A paper plate
- Cardboard hands, a brass fastener, markers

Steps

1. Write the numbers 1–12 around the plate.
2. Add the minute marks and write et quart, et demie and moins le quart at the right places.
3. Attach the hands.
4. Set times and ask Quelle heure est-il? Family members answer in French, then quiz you.

Tips

- Write the 24-hour numbers 13–24 in a smaller ring inside.
- Add a little rooster at 12:30, like Strasbourg.

Check your work

- ☐ My clock shows quarters and halves in French.
- ☐ I can tell any time in French.

FRENCH NOTEBOOK

1. Write the numbers 30–60 by tens and fives in your French notebook. Draw six clocks and write each time in French, including midi, minuit and moins le quart.

> **From history.** The Strasbourg clock's calendar includes a mechanism that turns only once every 25,800 years, following the slow wobble of the earth's axis.

> **At home in French.** French-speaking families can announce every meal time in French this week: Il est midi, à table!

WORKED EXAMPLES

Example 1. Write 7:45 in French.

▼ **Show solution**

1. It is a quarter before 8.
2. Huit heures moins le quart.

Answer: Il est huit heures moins le quart.

Example 2. Write 21:10 in the 24-hour clock.

▼ **Show solution**

1. Vingt et une heures dix.

Answer: Il est vingt et une heures dix.

PRACTICE

1. Easy Say 50 in French.

   ▼ **Show answer**

   Cinquante.

2. Easy Write 2:00.

   ▼ **Show answer**

   Il est deux heures.

3. Easy Write 12:00 noon.

   ▼ **Show answer**

   Il est midi.

4. Medium Write 5:30.

   ▼ **Show answer**

   Il est cinq heures et demie.

5. Medium Write 10:40.

   ▼ **Show answer**

   Il est onze heures moins vingt (or dix heures quarante).

6. Hard Write the 24-hour times for the start of four events at a French train station.

   ▼ **Show answer**

   Le train part à treize heures quinze. Il arrive à seize heures quarante… (or similar)

COMMON MISTAKES

- Saying il est trois heures et demi. With heure (feminine), write demie.
- Forgetting heures: say trois heures, not just trois.

> **Make it a game · Clock race.** A parent sets the paper clock. The first to say the time correctly in French scores a point. Then use 24-hour times: dix-sept heures!

> **Scripture.** “My times are in thy hand: deliver me from the hand of mine enemies, and from them that persecute me.” (Psalm 31:15, KJV)
>
> In the Louis Segond Bible (1910): *Mes destinées sont dans ta main* David trusted that his times were in God’s hand. Every hour on every clock belongs to Him.

UNIT 4 · L’HEURE · LESSON 4.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

4.2 À Quelle Heure?

OBJECTIVES

- Ask and answer À quelle heure…?
- Use the parts of the day: du matin, de l’après-midi, du soir.
- Write a daily schedule with time words: tôt, tard, avant, après, pendant.

> **Warm-up.** What time do you get up? Eat lunch? Go to bed? Today you learn to give your whole day in French.

WATCH

French time expressions Part 1 (basic French vocabulary from Learn French With Alexa)

Learn French With Alexa · 6:45

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

> **WHEN TO WATCH**
> After the teaching. Note five time expressions Alexa gives and use each in a sentence.

Note: A seven-minute lesson on French time expressions from Learn French With Alexa.

KEY TERMS

À quelle heure…? (ah kel UHR)
At what time...?

l’après-midi (lah-preh-mee-DEE)
The afternoon.

l’emploi du temps (lahn-plwah dü TAHN)
The timetable; the schedule.

le matin (luh mah-TAN)
The morning.

le soir (luh SWAHR)
The evening.

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 matin
luh mah-TAN
le · time
morning

l’après-midi
lah-preh-mee-DEE
le · time
afternoon

le soir
luh SWAHR
le · time
evening

tôt
TOH
time
early

tard
TAR
time
late

en retard
ahn ruh-TAR
time
late (behind time)

à l'heure
ah LUHR
time
on time

avant
ah-VAHN
time
before

après
ah-PREH
time
after

pendant
pahn-DAHN
time
during

d'abord
dah-BOR
time
first

enfin
ahn-FAN
time
finally

CORE IDEAS

At what time? À quelle heure manges-tu? — Je mange à midi. À quelle heure est la messe / le culte? (the church service) **— À dix heures et demie.** Add the part of the day for clarity: **sept heures du matin** (7 a.m.), **trois heures de l'après-midi** (3 p.m.), **huit heures du soir** (8 p.m.).

Time words. tôt (early), **tard** (late), **en avance** (early, ahead of time), **en retard** (late, behind time), **à l'heure** (on time), **avant** (before), **après** (after), **pendant** (during), **d'abord** (first), **ensuite** (next), **enfin** (finally), **tous les jours** (every day).

Redeeming the time. Saint Paul wrote, See then that ye walk circumspectly, not as fools, but as wise, redeeming the time, because the days are evil. In French: **rachetez le temps**, buy back the time. Monks in France divided the day by prayer: Lauds at dawn, Vespers in the evening, Compline at night, and they rang bells so the whole village knew the hour. A schedule is a way to use well the hours God gives.

ACTIVITY

My emploi du temps

Write your daily schedule in French, like a French school timetable.

You will need

- Paper, a ruler, colored pencils

Steps

1. Make a table with two columns: L’heure and L’activité.
2. Fill in at least ten times from waking to bedtime: 7 h 00 — le petit déjeuner…
3. Write a paragraph from your table with d’abord, ensuite, après and enfin.
4. Read it aloud to your family.

Tips

- Make one for a weekday and one for Sunday.
- Add the times of family prayer.

Check your work

- ☐ My schedule has ten times.
- ☐ My paragraph uses four time words.

FRENCH NOTEBOOK

1. Write ten sentences in your French notebook about your day with à + time and a part of the day. Copy Ephesians 5:16 in French.

> **From history.** French schools often use a written schedule called l’emploi du temps, and many French children have a long lunch break of up to two hours.

> **At home in French.** French-speaking families can post the family schedule on the refrigerator in French.

WORKED EXAMPLES

Example 1. Answer: À quelle heure vas-tu à l'église? (10:30 a.m.)

▼ **Show solution**

1. À + dix heures et demie.
2. Du matin.

Answer: Je vais à l'église à dix heures et demie du matin.

Example 2. Translate: I am late!

▼ **Show solution**

1. Late (behind time): en retard.

Answer: Je suis en retard!

PRACTICE

1. Easy Translate: in the morning.

   ▼ **Show answer**

   Le matin (du matin).

2. Easy Translate: early.

   ▼ **Show answer**

   Tôt.

3. Easy Translate: on time.

   ▼ **Show answer**

   À l'heure.

4. Medium Translate: At what time do you go to bed?

   ▼ **Show answer**

   À quelle heure vas-tu au lit (te couches-tu)?

5. Medium Translate: 3 p.m.

   ▼ **Show answer**

   Trois heures de l'après-midi (quinze heures).

6. Hard Write a five-sentence paragraph about your morning using d'abord, ensuite, après and enfin.

   ▼ **Show answer**

   D'abord, je prie à sept heures. Ensuite, je mange le petit déjeuner. Après, je fais mon lit. À huit heures et demie, je fais mes devoirs. Enfin, je joue. (or similar)

COMMON MISTAKES

- Confusing tard (late in the day) and en retard (late for something).
- Saying à le matin. Say le matin or du matin.

> **Make it a game · Schedule scramble.** Write your day's activities on cards with times. Mix them up. Race to put them in order, reading each in French: À sept heures, je…

> **Scripture.** "Redeeming the time, because the days are evil." (Ephesians 5:16, KJV)
>
> In the Louis Segond Bible (1910): *rachetez le temps, car les jours sont mauvais.* Paul tells us to redeem the time, using our hours wisely because the days are evil.

UNIT 5

Les Fables de La Fontaine

In Lesson 5.1 your child reads and recites the opening of Le Corbeau et le Renard, learns its vocabulary (le bec, le fromage, perché, le flatteur), and finds the moral: every flatterer lives at the expense of the one who listens. The verse is Proverbs on the flatterer who spreads a net for his neighbor's feet.

In Lesson 5.2 your child reads La Cigale et la Fourmi, the cicada who sang all summer and the ant who worked, compares it with Proverbs 6, Go to the ant, thou sluggard; consider her ways, and be wise, and discusses whether the ant was right. The quarter ends with a fable recitation and a fable of the child's own.

PREREQUISITES

- Units 1–4.

MASTERY CHECKLIST

- ☐ I can recite the first six lines of Le Corbeau et le Renard.
- ☐ I can retell both fables in simple French.
- ☐ I can state each moral in French and English.
- ☐ I can connect each fable to a proverb from the Bible.

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	**Le Corbeau et le Renard**	3 sessions of 30–40 minutes
5.2	**La Cigale et la Fourmi**	3 sessions of 30–40 minutes

Unit 5 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Who wrote the Fables, and when did he live?

2. **5 pts**
   Write the first two lines of Le Corbeau et le Renard.

3. **5 pts**

   What is the moral of Le Corbeau et le Renard, in English?

4. **5 pts**

   Retell La Cigale et la Fourmi in three simple French sentences.

5. **5 pts**

   Which proverb matches each fable?

ANSWER KEY

1. Jean de La Fontaine, in the 1600s (1621–1695), in the reign of Louis XIV.
2. Maître Corbeau, sur un arbre perché, / Tenait en son bec un fromage.
3. Every flatterer lives at the expense of the one who listens to him.
4. La cigale chante tout l'été. En hiver, elle a faim. La fourmi travaille et ne donne pas de nourriture à la cigale. (or similar)
5. The crow: A man that flattereth his neighbour spreadeth a net for his feet (Proverbs 29:5). The ant: Go to the ant, thou sluggard (Proverbs 6:6).

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: THE FABLE RECITATION

Recite the first six lines of Le Corbeau et le Renard (or more) from memory, with expression and gestures, for your family. Then tell a short fable you wrote yourself in simple French, with two animals and a moral, and connect the moral to a verse from Proverbs.

LOOK FOR	WHAT IT MEANS
Memory	Recites at least six lines accurately.
Expression	Uses voice and gesture to tell the story.
Own fable	Writes a clear fable with a moral in French.
Wisdom	Connects the moral to Scripture.

5.1 Le Corbeau et le Renard

OBJECTIVES

- Read and recite the opening of Le Corbeau et le Renard.
- Understand the vocabulary and the old-fashioned words.
- State the moral and connect it to Proverbs.

> **Warm-up.** Has anyone ever said something nice to you because they wanted something? Today you meet the most famous flatterer in French literature: a fox.

WATCH

Le Corbeau et le Renard

Titounis - Comptine bébé - Chanson enfant · 1:30

https://www.youtube.com/watch?v=IPkxWKrHVg8

> **WHEN TO WATCH**
> After reading the fable together. Listen and follow along with the text.

Note: The fable Le Corbeau et le Renard told by the Titounis, about a minute and a half.

KEY TERMS

la fable (lah FAHBL)
The fable: a short story, often with animals, that teaches a lesson.

la morale (lah moh-RAHL)
The moral: the lesson of the story.

le corbeau (luh kor-BOH)
The crow; the raven.

le renard (luh ruh-NAR)
The fox.

le flatteur (luh flah-TUHR)
The flatterer.

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 fable
lah FAHBL
la · literature
fable

la morale
lah moh-RAHL
la · literature
moral

le corbeau
luh kor-BOH
le · animal
crow

le renard
luh ruh-NAR
le · animal
fox

le bec
luh BEK
le · body
beak

le fromage
luh froh-MAHZH
le · food
cheese

l'arbre
LARBR
le · nature
tree

perché
pehr-SHAY
adjective
perched

le flatteur
luh flah-TUHR
le · person
flatterer

tomber
tohn-BAY
verb
to fall

beau / joli
BOH / zhoh-LEE
adjective
handsome / pretty

la plume
lah PLÜM
la · body
feather

CORE IDEAS

The poet. Jean de La Fontaine lived in the 1600s, in the reign of Louis XIV. He took old fables from the Greek storyteller Aesop and others and retold them in French verse so clever and musical that French children have learned them by heart ever since. His first fables were dedicated to the king's little son, the Dauphin, who was six.

The fable. Maître Corbeau, sur un arbre perché, / Tenait en son bec un fromage. / Maître Renard, par l'odeur alléché, / Lui tint à peu près ce langage: / Hé! bonjour, Monsieur du Corbeau. / Que vous êtes joli! que vous me semblez beau! (Master Crow, perched on a tree, held a cheese in his beak. Master Fox, lured by the smell, spoke to him more or less like this: Hey! Good day, Sir Crow! How pretty you are! How handsome you seem to me!) The fox says that if the crow's singing is as fine as his feathers, he must be the phoenix of the forest. The proud crow opens his beak to sing, and the cheese falls. The fox snaps it up.

The moral. The fox says: **Apprenez que tout flatteur / Vit aux dépens de celui qui l'écoute.** (Learn that every flatterer lives at the expense of the one who listens to him.) And the crow, ashamed, swore, a little late, that he would not be caught again. Long before, Solomon wrote, A man that flattereth his neighbour spreadeth a net for his feet. Flattery feeds our pride; the wise person loves the truth.

PICTURE STUDY



The Crow and the Fox (Le Corbeau et le Renard), Pierre-François Tardieu, after Jean-Baptiste Oudry, 1755–1759 · Engraving · From an illustrated edition of La Fontaine's Fables (Paris, 1755–1759)

Image: Wikimedia Commons, public domain

Jean-Baptiste Oudry was a painter of animals for King Louis XV. He drew pictures for every one of La Fontaine's fables, and skilled engravers cut them into copper plates for a magnificent four-volume edition. Here the fox has just begun his speech; the crow, with the cheese still in its beak, is about to be fooled.

Look closely

- Find the cheese.
- Look at the fox's face. What is he thinking?
- Find the fountain and the child on the dolphin.
- Read the caption at the bottom. What number fable is this?

Talk about it

1. What would you say to the crow before he opens his beak?
2. Why is flattery dangerous?

ACTIVITY

Fable puppet show

Make crow and fox puppets and perform the fable.

You will need

- Paper bags or socks, black and orange paper, glue
- A yellow paper cheese

Steps

1. Make a crow puppet and a fox puppet.
2. Practice the first six lines in French until you can say them from memory.
3. Tell the rest of the story in simple French: Le corbeau ouvre le bec. Le fromage tombe. Le renard mange le fromage.
4. End with the moral in French.

Tips

- Perform it for a younger child.
- Make a third puppet to narrate.

Check your work

☐ I said six lines from memory.

☐ I said the moral in French.

FRENCH NOTEBOOK

1. Copy the first six lines and the moral of Le Corbeau et le Renard in your best handwriting in your French notebook. Write the English meaning underneath.

> **From history.** La Fontaine was elected to the Académie française in 1684. His Fables fill twelve books and contain about 240 fables.

> **At home in French.** French-speaking families can learn the fable together and recite it at a family gathering, as French children do at school.

WORKED EXAMPLES

Example 1. What does perché mean in sur un arbre perché?

▼ **Show solution**

1. Percher is to perch.
2. Perché means perched.

Answer: Perched.

Example 2. Why did the cheese fall?

▼ **Show solution**

1. The crow opened his beak to sing.
2. He was proud because of the flattery.

Answer: Because the proud crow opened his beak to sing.

PRACTICE

1. Easy Say crow in French.

   ▼ **Show answer**

   Le corbeau.

2. Easy Say fox in French.

   ▼ **Show answer**

   Le renard.

3. Easy What was in the crow's beak?

   ▼ **Show answer**

   Un fromage (a cheese).

4. Medium What is une morale?

   ▼ **Show answer**

   The lesson of a fable.

5. Medium What does flatteur mean?

▼ **Show answer**

Flatterer.

6. Hard Explain the moral and connect it to Proverbs 29:5.

▼ **Show answer**

Every flatterer lives at the expense of the one who listens; Proverbs says a flatterer spreads a net for his neighbor's feet. Flattery traps the proud.

COMMON MISTAKES

- Reading perché as perch. It is the past participle: perched.
- Thinking Maître means teacher here. In the fable, it is a playful title: Master Crow.

> **Make it a game · Fable echo.** A parent says one line of the fable; you echo it with expression. Then try saying the next line before the parent does. Keep going until you can say all six!

> **Scripture.** "A man that flattereth his neighbour spreadeth a net for his feet." (Proverbs 29:5, KJV)
>
> In the Louis Segond Bible (1910): *Un homme qui flatte son prochain Tend un filet sous ses pas.* Solomon warns that a flatterer spreads a net for his neighbor's feet, just as the fox trapped the crow.

UNIT 5 · LES FABLES DE LA FONTAINE · LESSON 5.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

5.2 La Cigale et la Fourmi

OBJECTIVES

- Read La Cigale et la Fourmi and understand its story.
- Retell the fable in simple French.
- Discuss its lesson alongside Proverbs 6.

> **Warm-up.** Have you ever put off work and been sorry later? Today you read the very first fable in La Fontaine's book, about a singer and a worker.

WATCH

La Cigale et la Fourmi

Titounis - Comptine bébé - Chanson enfant · 1:20

https://www.youtube.com/watch?v=0qZi4VQapjE

> **WHEN TO WATCH**
> After reading the fable together. Listen and follow along.

Note: The fable La Cigale et la Fourmi told by the Titounis, just over a minute.

KEY TERMS

la cigale (lah see-GAHL)
The cicada: an insect that buzzes loudly in summer in the south of France.

la fourmi (lah foor-MEE)
The ant.

la bise (lah BEEZ)
The cold north wind (here: winter).

dépourvu (day-poor-VÜ)
Without provisions; caught short.

prêter (preh-TAY)
To lend.

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 cigale
lah see-GAHL
la · animal
cicada

la fourmi
lah foor-MEE
la · animal
ant

la bise
lah BEEZ
la · weather
cold north wind

le grain
luh GRAN
le · farm
grain

la mouche
lah MOOSH
la · animal
fly

le ver
luh VEHR
le · animal
worm

prêter
preh-TAY
verb
to lend

chanter
shahn-TAY
verb
to sing

danser
dahn-SAY
verb
to dance

le voisin / la voisine
luh vwah-ZAN / lah vwah-ZEEN
le / la · person
neighbor

paresseux
pah-reh-SUH
adjective
lazy

sage
SAHZH
adjective
wise; well-behaved

CORE IDEAS

The fable. La Cigale, ayant chanté / Tout l'été, / Se trouva fort dépourvue / Quand la bise fut venue. (The Cicada, having sung all summer, found herself without anything to eat when the cold wind came.) She had not a single little piece of fly or worm. She went crying hunger to her neighbor the Ant, begging her to lend some grain to last until spring, and promising to pay it back with interest. But the Ant is not a lender: that is her smallest fault. What were you doing in the warm weather? she asks. Night and day I sang for everyone. **Vous chantiez? j'en suis fort aise. / Eh bien! dansez maintenant.** (You were singing? I am very glad of it. Well then! Dance now.)

Retelling simply. La cigale chante tout l'été. La fourmi travaille. En hiver, il fait froid et la cigale a faim. Elle va chez la fourmi. Elle demande du grain. La fourmi dit non. Notice how much French you can already use: chanter, travailler, avoir faim, aller, il fait froid!

What is the lesson? Solomon wrote, Go to the ant, thou sluggard; consider her ways, and be wise: which, having no guide, overseer, or ruler, provideth her meat in the summer, and gathereth her food in the harvest. The ant is wise to work and prepare. But is she right to refuse her neighbor? La Fontaine says lending is not her way: that is her least fault, hinting she has bigger ones! The Bible praises diligence and also commands generosity: He that hath pity upon the poor lendeth unto the LORD. A wise reader learns both lessons.

ACTIVITY

Two-panel comic

Draw the fable as a two-panel comic, summer and winter, with French speech bubbles.

You will need

- Paper divided into two large panels
- Colored pencils

Steps

1. Panel 1, summer: the cicada sings while the ant carries grain. Bubbles: Je chante! / Je travaille!
2. Panel 2, winter: snow, the hungry cicada at the ant's door. Bubbles: J'ai faim! Prête-moi du grain, s'il te plaît! / Vous chantiez? Eh bien! dansez maintenant.
3. Under the comic, write the moral in your own French words.
4. Add a third panel showing what a generous ant might have done.

Tips

- Copy the first four lines of the fable in calligraphy at the top.
- Write a version where the cicada learns her lesson.

Check your work

☐ My comic has French speech bubbles.

☐ I wrote a moral in my own words.

FRENCH NOTEBOOK

1. Copy the first four lines and the last two lines of La Cigale et la Fourmi in your French notebook. Write a five-sentence retelling in simple French.

> **From history.** La Cigale et la Fourmi is the first fable of Book I. Cicadas are a symbol of Provence, the sunny south of France, where their buzzing fills summer afternoons.

> **At home in French.** French-speaking families can read more La Fontaine fables together, such as Le Lièvre et la Tortue, and compare them with Aesop.

WORKED EXAMPLES

Example 1. What does Quand la bise fut venue mean?

▼ **Show solution**

1. La bise is the cold north wind.
2. Fut venue: had come.

Answer: When the cold wind had come (when winter came).

Example 2. Retell the start: The cicada sings all summer.

▼ **Show solution**

1. Chanter → elle chante.
2. Tout l'été.

Answer: La cigale chante tout l'été.

PRACTICE

1. Easy Say ant in French.

   ▼ **Show answer**

   La fourmi.

2. Easy What did the cicada do all summer?

   ▼ **Show answer**

   She sang.

3. Easy What does prêter mean?

   ▼ **Show answer**

   To lend.

4. Medium Translate: In winter, the cicada is hungry.

   ▼ **Show answer**

   En hiver, la cigale a faim.

5. Medium What does the ant say at the end, in French?

   ▼ **Show answer**

   Vous chantiez? j'en suis fort aise. Eh bien! dansez maintenant.

6. Hard Was the ant right? Answer using both Proverbs 6:6 and the Bible's teaching about generosity.

   ▼ **Show answer**

   The ant was wise to work and prepare (Proverbs 6:6), but the Bible also tells us to be generous to the needy (he that hath pity on the poor lendeth unto the LORD), so a wise and kind ant would warn the cicada and still help her.

COMMON MISTAKES

- Thinking La Fontaine simply praises the ant. He calls refusing to lend her least fault, a hint that she is hard-hearted.
- Reading fourmi with the s of fourmis. The singular has no s.

> **Make it a game · Summer and winter.** A parent calls l'été! — everyone sings and dances like the cicada; or l'hiver! — everyone shivers and asks J'ai faim! Then le travail! — everyone carries pretend grain like the ant. Anyone who does the wrong action tells the next line of the fable.

> **Scripture.** "Go to the ant, thou sluggard; consider her ways, and be wise:" (Proverbs 6:6, KJV)
>
> In the Louis Segond Bible (1910): *Va vers la fourmi, paresseux; Considère ses voies, et deviens sage.* Solomon tells the lazy person to learn from the ant, who works and prepares without being told.