FRENCH · GRADE 7 · AGES 12–13

Grade 7 French

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

FIRST EDITION

Course guide

Grade 7 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, être, avoir, aller and faire (taught in Grades 5 and 6).

The child counts to one hundred the French way (soixante-dix, quatre-vingts), uses the verbs of coming and going and the irregular venir, and learns the great past tense of everyday French, the passé composé, first with avoir and then with être, before using it to retell fables and tales. The lessons follow the French in North America: Jacques Cartier, Marquette and Joliet, Saint Kateri Tekakwitha and La Salle, with a Quebec portrait, a museum mural, a portrait by Kateri's own missionary, a painting by George Catlin and an engraving of La Fontaine; the Bible passages include the lost sheep, the prodigal son and Jesus' Come unto me.

The child keeps a French notebook and a diary in the passé composé, and each lesson has a worksheet with a separate answer key. The quarter ends with the child's own tale told in the past.

> 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 7 (about ages 12–13) 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: vingt, vingt et un, trente, quarante, cinquante, soixante, le marin, le navire, le fleuve, la croix, le voyage, la carte, soixante-dix, soixante et onze, quatre-vingts, quatre-vingt-un, quatre-vingt-dix, cent, septante / nonante, coûter, combien, l'euro, le numéro, la brebis. Unit 2: partir, arriver, entrer, sortir, monter, descendre, rester, le canot, la rivière, le lac, le prêtre, la joie, venir, revenir, devenir, d'où, le pays, les États-Unis, le Canada, venez, juste, fatigué, le repos, le souvenir. Unit 3: le passé composé, le participe passé, prier, choisir, entendre, le baptême, la sainte, le village, le peuple, soigner, le malade, hier, fait, pris, vu, lu, écrit, bu, d'abord, ensuite, enfin, la journée, le matin, la fidélité. Unit 4: aller → allé, venir → venu, naître → né, mourir → mort, tomber → tombé, retourner, l'embouchure, le golfe, l'explorateur, le roi, la colonne, la mer, le fils, prodigue, la parabole, dépenser, l'argent, le cochon, courir → couru, embrasser, pardonner, perdu, retrouvé, la fête. Unit 5: le vent, le soleil, souffler, briller, le manteau, enlever, le voyageur, fort, la douceur, la violence, chaud, la colère, le cordonnier, le lutin, le cuir, les chaussures, coudre → cousu, couper, vendre, minuit, les vêtements, pauvre, honnête, la reconnaissance.
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

Les Nombres de 20 à 100

The numbers from twenty to one hundred, with the voyages of Jacques Cartier, who sailed from Saint-Malo in 1534 and gave Canada its name: the tens, et un and the hyphens, then the famous French arithmetic of soixante-dix, quatre-vingts and quatre-vingt-dix, with years, prices and the ninety and nine sheep.

1.1 Jacques Cartier, de 20 à 69

1.2 Soixante-Dix, Quatre-Vingts

UNIT 2 · WEEKS 3–4

Partir, Arriver, Venir

The verbs of movement, with Father Jacques Marquette and Louis Joliet, who paddled down the Mississippi in 1673: partir, arriver, entrer, sortir, monter and descendre in the present tense; then the irregular verb venir, venir de for where you come from, and the recent past, je viens d'arriver, with Jesus' invitation, Come unto me.

2.1 Marquette et Joliet sur le Mississippi

2.2 Venez à Moi

UNIT 3 · WEEKS 5–6

Le Passé Composé avec Avoir

Talking about the past: the passé composé with avoir and the past participles of regular verbs, told through the life of Saint Kateri Tekakwitha, the Mohawk maiden who chose Christ at great cost; then the common irregular participles (fait, eu, été, pris, vu, lu, écrit) and a day told in the past, with God's mercies new every morning.

3.1 Kateri Tekakwitha

3.2 Ma Journée

UNIT 4 · WEEKS 7–8

Le Passé Composé avec Être

The passé composé with être, for the verbs of movement learned in Unit 2: the house of être, agreement of the participle (elle est partie, ils sont arrivés), and La Salle's voyage down the Mississippi to the Gulf in 1682, in a painting by George Catlin; then choosing between être and avoir, told through the parable of the prodigal son, who was lost and is found.

4.1 La Salle Descend le Mississippi

4.2 Il Était Perdu, Il Est Retrouvé

UNIT 5 · WEEKS 9–10

Contes et Fables au Passé

Putting the passé composé to work in storytelling: The Wind and the Sun, Aesop's fable retold by La Fontaine as Phébus et Borée, with its moral that gentleness does more than violence and Solomon's A soft answer turneth away wrath; then the Grimms' Elves and the Shoemaker, a tale of hard work, gratitude and repaying kindness, both told in French by BookBox.

5.1 Le Vent et le Soleil

5.2 Le Cordonnier et les Lutins

Weekly pacing calendar

WEEK	PLAN
1	• Session 1: Lesson 1.1 Jacques Cartier, de 20 à 69: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 activity (number voyage map) 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 Soixante-Dix, Quatre-Vingts: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 activity (french market) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 1 review and unit challenge (cartier's logbook)
3	• Session 1: Lesson 2.1 Marquette et Joliet sur le Mississippi: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 activity (movement charades) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
4	• Session 1: Lesson 2.2 Venez à Moi: warm-up, video, teaching and picture study

WEEK	PLAN
	• Session 2: Lesson 2.2 activity (just now!) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 2 review and unit challenge (the canoe journey)
5	• Session 1: Lesson 3.1 Kateri Tekakwitha: warm-up, video, teaching and picture study • Session 2: Lesson 3.1 activity (a saint's life in the past) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
6	• Session 1: Lesson 3.2 Ma Journée: warm-up, video, teaching and picture study • Session 2: Lesson 3.2 activity (a comic of my day) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 3 review and unit challenge (mon journal)
7	• Session 1: Lesson 4.1 La Salle Descend le Mississippi: warm-up, video, teaching and picture study • Session 2: Lesson 4.1 activity (la maison d'être) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
8	• Session 1: Lesson 4.2 Il Était Perdu, Il Est Retrouvé: warm-up, video, teaching and picture study • Session 2: Lesson 4.2 activity (être or avoir sorting) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 4 review and unit challenge (le fils prodigue)
9	• Session 1: Lesson 5.1 Le Vent et le Soleil: warm-up, video, teaching and picture study • Session 2: Lesson 5.1 activity (fable theater) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
10	• Session 1: Lesson 5.2 Le Cordonnier et les Lutins: warm-up, video, teaching and picture study • Session 2: Lesson 5.2 activity (story wheel) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 5 review and unit challenge (mon conte)

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 JACQUES CARTIER, DE 20 À 69

vingt
VAN
number
twenty

vingt et un
vant ay UN
number
twenty-one

trente
TRAHNT
number
thirty

quarante
kah-RAHNT
number
forty

cinquante
san-KAHNT
number
fifty

soixante
swah-SAHNT
number
sixty

le marin
luh mah-RAN
le · person
sailor

le navire
luh nah-VEER
le · travel
ship

le fleuve
luh FLUHV
le · nature
great river

la croix
lah KRWAH
la · faith
cross

le voyage
luh vwah-YAHZH
le · travel
voyage; trip

la carte
lah KART
la · travel
map

1.2 SOIXANTE-DIX, QUATRE-VINGTS

soixante-dix
swah-sahnt-DEES

number

seventy

soixante et onze
swah-sahnt ay OHNZ

number

seventy-one

quatre-vingts
kah-truh-VAN

number

eighty

quatre-vingt-un
kah-truh-van-UN

number

eighty-one

quatre-vingt-dix
kah-truh-van-DEES

number

ninety

cent
SAHN

number

one hundred

septante / nonante
sep-TAHNT / noh-NAHNT

number

seventy / ninety (Belgium, Switzerland)

coûter
koo-TAY

verb

to cost

combien
kohn-BYAN

question

how much; how many

l'euro
luh-ROH

le · money

euro

le numéro
luh nü-may-ROH

le · home

number (le numéro de téléphone: phone number)

la brebis
lah bruh-BEE

la · animal

ewe; sheep

partir
par-TEER
verb
to leave; to set off

arriver
ah-ree-VAY
verb
to arrive

entrer
ahn-TRAY
verb
to go in

sortir
sor-TEER
verb
to go out

monter
mohn-TAY
verb
to go up; to climb

descendre
day-SAHNDR
verb
to go down

rester
res-TAY
verb
to stay

le canot
luh kah-NOH
le · travel
canoe

la rivière
lah ree-VYEHR
la · nature
river

le lac
luh LAHK
le · nature
lake

le prêtre
luh PREHTR
le · faith
priest

la joie
lah ZHWAH
la · feeling
joy

2.2 VENEZ À MOI

venir
vuh-NEER
verb
to come

revenir
ruh-vuh-NEER
verb
to come back

devenir
duh-vuh-NEER
verb
to become

d'où
DOO
question
from where

le pays
luh pay-EE
le · places
country

les États-Unis
lay zay-tah-zü-NEE
les · places
United States

le Canada
luh kah-nah-DAH
le · places
Canada

venez
vuh-NAY
command
come (you all)

juste
ZHÜST
adverb
just

fatigué
fah-tee-GAY
adjective
tired

le repos
luh ruh-POH
le · daily life
rest

le souvenir
luh soov-NEER
le · mind
memory

3.1 KATERI TEKAKWITHA

le passé composé
luh pah-SAY kohn-poh-ZAY

le · grammar

compound past tense

le participe passé
luh par-tee-SEEP pah-SAY

le · grammar

past participle

prier
pree-AY

verb

to pray

choisir
shwah-ZEER

verb

to choose

entendre
ahn-TAHNDR

verb

to hear

le baptême
luh bah-TEHM

le · faith

baptism

la sainte
lah SANT

la · faith

saint (woman)

le village
luh vee-LAHZH

le · places

village

le peuple
luh PUHPL

le · people

people; nation

soigner
swah-NYAY

verb

to care for

le malade
luh mah-LAHD

le · person

sick person

hier
YEHR

adverb

yesterday

fait
FEH
participle
done; made

pris
PREE
participle
taken

vu
VÜ
participle
seen

lu
LÜ
participle
read

écrit
ay-KREE
participle
written

bu
BÜ
participle
drunk

d’abord
dah-BOR
adverb
first

ensuite
ahn-SWEET
adverb
next

enfin
ahn-FAN
adverb
finally

la journée
lah zhoor-NAY
la · time
day (all day long)

le matin
luh mah-TAN
le · time
morning

la fidélité
lah fee-day-lee-TAY
la · virtue
faithfulness

aller → allé
ah-LAY
verb · être
to go → gone

venir → venu
vuh-NÜ
verb · être
to come → come

naître → né
NAY
verb · être
to be born → born

mourir → mort
MOR
verb · être
to die → dead

tomber → tombé
tohn-BAY
verb · être
to fall → fallen

retourner
ruh-toor-NAY
verb · être
to return

l'embouchure
lahn-boo-SHÜR
la · nature
mouth of a river

le golfe
luh GOLF
le · nature
gulf

l'explorateur
lek-sploh-rah-TUHR
le · person
explorer

le roi
luh RWAH
le · person
king

la colonne
lah koh-LOHN
la · building
column

la mer
lah MEHR
la · nature
sea

le fils
luh FEES
le · family
son

prodigue
proh-DEEG
adjective
wasteful; prodigal

la parabole
lah pah-rah-BOHL
la · faith
parable

dépenser
day-pahn-SAY
verb
to spend

l'argent
lar-ZHAHN
le · money
money; silver

le cochon
luh koh-SHOHN
le · animal
pig

courir → couru
koo-REER / koo-RÜ
verb · avoir
to run → run

embrasser
ahn-brah-SAY
verb
to kiss; to hug

pardonner
par-doh-NAY
verb
to forgive

perdu
pehr-DÜ
adjective
lost

retrouvé
ruh-troo-VAY
adjective
found again

la fête
lah FEHT
la · celebration
feast; party

5.1 LE VENT ET LE SOLEIL

le vent
luh VAHN
le · weather
wind

le soleil
luh soh-LEY
le · weather
sun

souffler
soo-FLAY
verb
to blow

briller
bree-YAY
verb
to shine

le manteau
luh mahn-TOH
le · clothing
coat; cloak

enlever
ahn-luh-VAY
verb
to take off

le voyageur
luh vwah-yah-ZHUHR
le · person
traveler

fort
FOR
adjective
strong; hard

la douceur
lah doo-SUHR
la · virtue
gentleness

la violence
lah vyoh-LAHNS
la · behavior
violence; force

chaud
SHOH
adjective
hot; warm

la colère
lah koh-LEHR
la · feeling
anger

le cordonnier
luh kor-doh-NYAY
le · person
shoemaker

le lutin
luh lü-TAN
le · story
elf

le cuir
luh KWEER
le · material
leather

les chaussures
lay shoh-SÜR
les · clothing
shoes

coudre → cousu
KOODR / koo-ZÜ
verb
to sew → sewn

couper
koo-PAY
verb
to cut

vendre
VAHNDR
verb
to sell

minuit
mee-NWEE
time
midnight

les vêtements
lay veht-MAHN
les · clothing
clothes

pauvre
POHVR
adjective
poor

honnête
oh-NEHT
adjective
honest

la reconnaissance
lah ruh-koh-neh-SAHNS
la · virtue
gratitude

Les Nombres de 20 à 100

In Lesson 1.1 your child counts from 20 to 69, learns where to put et and hyphens (vingt et un, vingt-deux), and meets the sailor Jacques Cartier in a nineteenth-century Quebec portrait. The verse is Abraham's plea for the city: if I find fifty righteous.

In Lesson 1.2 your child learns how French counts from 70 to 100 (sixty-ten, four-twenties, four-twenties-ten), the Belgian and Swiss septante and nonante, and reads years, prices and phone numbers. The verse is the shepherd who leaves the ninety and nine. The unit ends with a Cartier voyage logbook full of numbers.

PREREQUISITES

- Numbers 0–20 (Grade 5 or earlier); Grade 6 avoir.

MASTERY CHECKLIST

- ☐ I can count from 20 to 100 in French.
- ☐ I can write numbers with et and hyphens correctly.
- ☐ I can explain soixante-dix, quatre-vingts and quatre-vingt-dix.
- ☐ I can say prices, ages and phone numbers in French.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

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

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

LESSONS IN THIS UNIT

1.1	**Jacques Cartier, de 20 à 69**	3 sessions of 30–40 minutes
1.2	**Soixante-Dix, Quatre-Vingts**	3 sessions of 30–40 minutes

Unit 1 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Write in French: 21, 34, 47, 58, 66.

2. **5 pts**
   Write in French: 70, 71, 80, 81, 99.

3. **5 pts**
   Explain how French builds the number 90.

4. **5 pts**
   Who was Jacques Cartier, and what did he do in 1534 and 1535?

5. **5 pts**
   Say in French: I am twelve years old, and the book costs forty-five euros.

ANSWER KEY

1. Vingt et un, trente-quatre, quarante-sept, cinquante-huit, soixante-six.
2. Soixante-dix, soixante et onze, quatre-vingts, quatre-vingt-un, quatre-vingt-dix-neuf.
3. Quatre-vingt-dix: four twenties plus ten (4 × 20 + 10).
4. A sailor from Saint-Malo sent by King Francis I; in 1534 he reached the Gulf of the St. Lawrence and raised a cross at Gaspé, and in 1535 he sailed up the St. Lawrence River to Stadacona (Quebec) and Hochelaga (Montreal).
5. J’ai douze ans, et le livre coûte quarante-cinq euros.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: CARTIER'S LOGBOOK

Make a ship's logbook for Jacques Cartier's 1535 voyage up the St. Lawrence. Write at least eight entries in French, each with a day number, the number of sailors, leagues sailed, fish caught or barrels of water, using numbers from 20 to 100 written out in words.

LOOK FOR	WHAT IT MEANS
Numbers	Writes at least ten numbers from 20 to 100 correctly in words.
Spelling	Uses et and hyphens correctly.
History	Includes true facts about Cartier's voyage.
Presentation	Makes the logbook neat and illustrated.

UNIT 1 · LES NOMBRES DE 20 À 100 · LESSON 1.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

1.1 Jacques Cartier, de 20 à 69

OBJECTIVES

- Count from 20 to 69 in French.
- Use et and hyphens correctly in compound numbers.
- Learn about Jacques Cartier's voyages.

> **Warm-up.** Count as high as you can in French. Where do you get stuck? Today we climb past twenty, aboard the ship of a sailor from Saint-Malo.

WATCH

Les chiffres et les nombres de 20 à 50 - alain le lait (French numbers)

tialela99 · 1:51

https://www.youtube.com/watch?v=wlYqz2unHKc

> **WHEN TO WATCH**
> After the teaching. Count along with Alain Le Lait.

Note: Alain Le Lait sings the numbers from 20 to 50, just under two minutes.

KEY TERMS

vingt (VAN)

Twenty. The g and t are silent alone, but the t is said in vingt-deux (vant-DUH).

trente, quarante, cinquante, soixante

Thirty, forty, fifty, sixty (trahnt, kah-RAHNT, san-KAHNT, swah-SAHNT).

et un (ay UN)

And one: 21, 31, 41, 51 and 61 use et.

le trait d’union (luh treh dü-NYOHN)

The hyphen: vingt-deux, trente-cinq.

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.

vingt
VAN
number
twenty

vingt et un
vant ay UN
number
twenty-one

trente
TRAHNT
number
thirty

quarante
kah-RAHNT
number
forty

cinquante
san-KAHNT
number
fifty

soixante
swah-SAHNT
number
sixty

le marin
luh mah-RAN
le · person
sailor

le navire
luh nah-VEER
le · travel
ship

le fleuve
luh FLUHV
le · nature
great river

la croix
lah KRWAH
la · faith
cross

le voyage
luh vwah-YAHZH
le · travel
voyage; trip

la carte
lah KART
la · travel
map

CORE IDEAS

The tens. vingt (20), trente (30), quarante (40), cinquante (50), soixante (60). Say soixante as swah-SAHNT; the x sounds like s. To make the numbers in between, add the ones with a hyphen: **vingt-deux, trente-cinq, quarante-huit, cinquante-neuf, soixante-trois.**

The rule of et. For one, French says and: **vingt et un, trente et un, quarante et un, cinquante et un, soixante et un**, with no hyphens. (Since a spelling reform of 1990, some people write vingt-et-un with hyphens; both are accepted, but we learn the traditional way.)

Jacques Cartier. In 1534, King Francis I sent a sailor of Saint-Malo, in Brittany, to find a passage to Asia. Jacques Cartier crossed the Atlantic in about twenty days, and at Gaspé he raised a tall wooden cross carved with Vive le roi de France. On his second voyage, in 1535, he sailed up a great river, the St. Lawrence, to the village of

Stadacona (where Quebec stands today) and to Hochelaga, where he climbed a mountain and named it Mont Royal: Montreal. He heard the people call their village kanata, and Canada got its name.

PICTURE STUDY



Jacques Cartier, Théophile Hamel, after François Riss, about 1844–1852 · Oil on canvas · Musée national des beaux-arts du Québec, Quebec City

Image: Wikimedia Commons, photograph by Wilfredor, CC BY-SA 4.0; the painting itself is public domain

No portrait of Jacques Cartier was made in his lifetime. In 1839 the painter François Riss imagined one, and the Quebec painter Théophile Hamel copied it, more than once, around the middle of the century; this is one of those copies. It shows not what Cartier looked like, but how French Canadians remembered their founder: a thoughtful captain on his deck, looking out toward an unknown land.

Look closely

- Find the ship's rigging and the sea.
- What is Cartier doing with his hands?
- Look at his face. What might he be thinking?
- Find the sword hilt.

Talk about it

1. Why might people paint a hero no one remembers seeing?
2. What would you need to cross the ocean in 1534?

ACTIVITY

Number voyage map

Draw Cartier's route and label it with numbers.

You will need

- Large paper, colored pencils
- A map of the Atlantic and the St. Lawrence to copy

Steps

1. Draw France, the Atlantic and the St. Lawrence River.
2. Mark Saint-Malo, Gaspé, Stadacona and Hochelaga.
3. Write numbers in French words along the route: vingt jours (twenty days), soixante et un marins (sixty-one sailors), etc.
4. Read your map aloud in French.

Tips

- Add three ships: the Grande Hermine, the Petite Hermine and the Émérillon.
- Add the year 1534 in words (mille cinq cent trente-quatre).

Check your work

☐ I wrote ten numbers from 20 to 69 in words.

☐ I marked Cartier's places.

FRENCH NOTEBOOK

1. Write the numbers 20 to 69 by tens and the five numbers with et. Then write five sentences about Cartier with numbers, such as Cartier a soixante et un marins.

> **From history.** Cartier made three voyages (1534, 1535–1536, 1541–1542). Saint-Malo, his home port, is still a walled sailors' town on the coast of Brittany.

> **At home in French.** French-speaking families can count objects at home in French past twenty, and look up Saint-Malo and Quebec on a map together.

WORKED EXAMPLES

Example 1. Write 37 in French.

▼ **Show solution**

1. Thirty is trente.
2. Seven is sept; join with a hyphen.

Answer: Trente-sept.

Example 2. Write 41 in French.

▼ **Show solution**

1. Forty is quarante.
2. For one, use et and no hyphen.

Answer: Quarante et un.

PRACTICE

1. Easy Say 20, 30, 40, 50, 60 in French.

   ▼ **Show answer**

   Vingt, trente, quarante, cinquante, soixante.

2. Easy Write 25.

   ▼ **Show answer**

   Vingt-cinq.

3. Easy Write 31.

   ▼ **Show answer**

   Trente et un.

4. Medium Write 48 and 59.

   ▼ **Show answer**

   Quarante-huit, cinquante-neuf.

5. Medium Write 61 and 66.

   ▼ **Show answer**

   Soixante et un, soixante-six.

6. Hard Who named Mont Royal, and where did the name Canada come from?

   ▼ **Show answer**

   Jacques Cartier named Mont Royal (Montreal) in 1535; Canada comes from kanata, the word for village he heard.

COMMON MISTAKES

- Writing vingt-un. It is vingt et un.
- Pronouncing the x in soixante as ks. It sounds like s: swah-SAHNT.

> **Make it a game · Ship's bell.** A parent rings a bell (or taps a spoon) a number of times between 20 and 69, or says a number in English. Shout the number in French. Each right answer adds one league to your voyage; reach Hochelaga at ten leagues!

> **Scripture.** "And the LORD said, If I find in Sodom fifty righteous within the city, then I will spare all the place for their sakes." (Genesis 18:26, KJV)
>
> In the Louis Segond Bible (1910): *Si je trouve dans Sodome cinquante justes au milieu de la ville* Abraham pleaded with the LORD for Sodom, and the LORD promised to spare the city for fifty righteous people. Cinquante is in the verse.

UNIT 1 · LES NOMBRES DE 20 À 100 · LESSON 1.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

1.2 Soixante-Dix, Quatre-Vingts

OBJECTIVES

- Count from 70 to 100 in French.
- Understand the French way of counting by twenties.
- Read prices, years and phone numbers.

> **Warm-up.** How would you say 75 if you only knew numbers up to 60 and 20? French found a clever, old-fashioned answer. Let us crack the code.

WATCH

Les chiffres de 70 à 100 - alain le lait (French numbers)

tialela99 · 1:25

https://www.youtube.com/watch?v=AnOXzJfLuU4

> **WHEN TO WATCH**
> After the teaching. Sing the numbers 70 to 100 with Alain Le Lait.

Note: Alain Le Lait sings the numbers from 70 to 100, about a minute and a half.

KEY TERMS

soixante-dix (swah-sahnt-DEES)
Seventy: sixty-ten.

quatre-vingts (kah-truh-VAN)
Eighty: four twenties.

quatre-vingt-dix (kah-truh-van-DEES)
Ninety: four twenties and ten.

cent (SAHN)
One hundred.

septante, nonante
Seventy and ninety in Belgium and Switzerland.

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.

soixante-dix
swah-sahnt-DEES
number
seventy

soixante et onze
swah-sahnt ay OHNZ
number
seventy-one

quatre-vingts

kah-truh-VAN

number

eighty

quatre-vingt-un

kah-truh-van-UN

number

eighty-one

quatre-vingt-dix

kah-truh-van-DEES

number

ninety

cent

SAHN

number

one hundred

septante / nonante

sep-TAHNT / noh-NAHNT

number

seventy / ninety (Belgium, Switzerland)

coûter

koo-TAY

verb

to cost

combien

kohn-BYAN

question

how much; how many

l'euro

luh-ROH

le · money

euro

le numéro

luh nü-may-ROH

le · home

number (le numéro de téléphone: phone number)

la brebis

lah bruh-BEE

la · animal

ewe; sheep

CORE IDEAS

Seventy: sixty and ten. French keeps counting after soixante: **soixante-dix (70), soixante et onze (71), soixante-douze (72) … soixante-dix-neuf (79).** So 75 is soixante-quinze: sixty-fifteen.

Eighty and ninety: counting by twenties. quatre-vingts (80) means four twenties; it has an s, but drops it when another number follows: **quatre-vingt-un (81)**, with no et, **quatre-vingt-deux (82)**. Then **quatre-vingt-dix (90), quatre-vingt-onze (91) …**

quatre-vingt-dix-neuf (99), cent (100). Counting by twenties is very old; English once said threescore and ten for seventy, as the King James Bible does.

Using numbers. Ça coûte combien? (How much is it?) **Ça coûte quatre-vingt-quinze euros.** French phone numbers are read in pairs: 01 45 72 98 36 is zéro un, quarante-cinq, soixante-douze, quatre-vingt-dix-huit, trente-six. In Belgium and Switzerland, people use the simpler **septante (70)** and **nonante (90)**.

ACTIVITY

French market

Set up a market stall with French prices from 20 to 100.

You will need

- Paper price tags, toy or real items
- Play money

Steps

1. Put a price tag on ten items, every price between 20 and 100 euros, written in numerals.
2. Take turns as seller and buyer: Ça coûte combien? — Ça coûte soixante-quinze euros.
3. The buyer must pay the right amount.
4. Switch roles until every item is sold.

Tips

- Read a French phone number in pairs to your partner, who writes it down.
- Use Belgian numbers for one round.

Check your work

☐ I said ten prices from 70 to 100 correctly.

☐ I asked Ça coûte combien?

FRENCH NOTEBOOK

1. Write the numbers 70, 71, 75, 80, 81, 88, 90, 91, 99 and 100 in words. Then write your phone number (or an invented one) in French pairs.

> **From history.** The custom of counting by twenties in French may go back to the Celtic Gauls. In the Middle Ages, Paris even had a hospital called the Quinze-Vingts, for three hundred (fifteen twenties) blind men; it still exists.

> **At home in French.** French-speaking families can read prices aloud in French at the grocery store and say phone numbers in pairs, the French way.

WORKED EXAMPLES

Example 1. Write 76 in French.

▼ **Show solution**

1. 70 is soixante-dix, so 76 is sixty-sixteen.
2. Seize is sixteen.

Answer: Soixante-seize.

Example 2. Write 93 in French.

▼ **Show solution**

1. 90 is quatre-vingt-dix.
2. 93 is four-twenties-thirteen.

Answer: Quatre-vingt-treize.

PRACTICE

1. Easy Write 70 in French.

▼ **Show answer**

Soixante-dix.

2. Easy Write 80 in French.

▼ **Show answer**

Quatre-vingts.

3. Easy Write 100 in French.

▼ **Show answer**

Cent.

4. Medium Write 71 and 81.

▼ **Show answer**

Soixante et onze, quatre-vingt-un.

5. Medium Write 85 and 97.

▼ **Show answer**

Quatre-vingt-cinq, quatre-vingt-dix-sept.

6. Hard Why does quatre-vingts have an s but quatre-vingt-trois does not?

▼ **Show answer**

Vingt takes an s when it is multiplied and ends the number (four twenties), but drops it when another number follows.

COMMON MISTAKES

- Writing quatre-vingt et un. There is no et: quatre-vingt-un.
- Saying septante in France. It is understood, but the French say soixante-dix.

> **Make it a game · Le Juste Prix.** A parent hides a price between 20 and 100. Guess in French; the parent answers plus! (higher) or moins! (lower). How many guesses do you need? Then switch.

> **Scripture.** “What man of you, having an hundred sheep, if he lose one of them, doth not leave the ninety and nine in the wilderness, and go after that which is lost, until he find it?” (Luke 15:4, KJV)
>
> In the Louis Segond Bible (1910): *s’il a cent brebis, et qu’il en perde une, ne laisse les quatre-vingt-dix-neuf autres dans le désert* Jesus tells of a shepherd who leaves the ninety and nine to search for the one lost sheep. The French verse has cent and quatre-vingt-dix-neuf.

UNIT 2

Partir, Arriver, Venir

In Lesson 2.1 your child learns the verbs of coming and going, partir, arriver, entrer, sortir, monter, descendre, rester, with the preposition each needs, and follows Marquette and Joliet from Lake Michigan down the Wisconsin River into the Mississippi, in a museum mural reproduced on an old postcard. The verse is How beautiful are the feet of them that preach the gospel of peace.

In Lesson 2.2 your child conjugates venir (je viens, nous venons, ils viennent), says where people come from (Je viens du Canada), and learns the recent past, venir de + infinitive: Je viens de manger, I have just eaten. The verse is Jesus’ Venez à moi. The unit ends with a canoe journey told in French.

PREREQUISITES

- Grade 6 aller and the futur proche; Unit 1.

MASTERY CHECKLIST

- ☐ I can use partir, arriver, entrer, sortir, monter and descendre in the present tense.
- ☐ I can conjugate venir.
- ☐ I can say where someone comes from with venir de.
- ☐ I can use venir de + infinitive for something that just happened.

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	**Marquette et Joliet sur le Mississippi**	3 sessions of 30–40 minutes
2.2	**Venez à Moi**	3 sessions of 30–40 minutes

Unit 2 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Conjugate partir in the present tense.
2. **5 pts**
   Conjugate venir in the present tense.
3. **5 pts**
   Translate: We arrive in Quebec. They go down the river.
4. **5 pts**
   Translate with venir de: I have just eaten. She has just left.
5. **5 pts**
   Who were Marquette and Joliet, and what did they do in 1673?

ANSWER KEY

1. Je pars, tu pars, il/elle part, nous partons, vous partez, ils/elles partent.
2. Je viens, tu viens, il/elle vient, nous venons, vous venez, ils/elles viennent.
3. Nous arrivons à Québec. Ils descendent le fleuve (la rivière).
4. Je viens de manger. Elle vient de partir.
5. Father Jacques Marquette, a French Jesuit missionary, and Louis Joliet, an explorer born in Quebec, traveled by canoe from Lake Michigan and down the Wisconsin River to enter the Mississippi, and explored it far to the south.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: THE CANOE JOURNEY

Tell the story of Marquette and Joliet's journey in French, in at least eight sentences, using six verbs of movement and two sentences with venir de. Present it with a map or a model canoe.

LOOK FOR	WHAT IT MEANS
Verbs	Uses six verbs of movement correctly.
Venir de	Uses venir de correctly twice.
History	Tells the journey accurately.
Presentation	Speaks clearly with a map or model.

UNIT 2 · PARTIR, ARRIVER, VENIR · LESSON 2.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

2.1 Marquette et Joliet sur le Mississippi

OBJECTIVES

- Use the verbs of movement in the present tense.
- Use the right preposition with each verb.
- Learn about the journey of Marquette and Joliet.

> **Warm-up.** Act it out: walk into the room, walk out, climb on a chair, step down. Each action has a French verb, and next unit, these verbs will do something special in the past tense.

WATCH

French Verbs of Movement (Learn French With Alexa)

Learn French With Alexa · 6:15

https://www.youtube.com/watch?v=I2tufUvfHCM

> **WHEN TO WATCH**
> After the teaching. Alexa explains French verbs of movement.

Note: Learn French With Alexa explains French verbs of movement, about six minutes.

KEY TERMS

partir (par-TEER)
To leave, to set off: je pars, nous partons.

arriver (ah-ree-VAY)
To arrive.

entrer / sortir
To go in / to go out (ahn-TRAY / sor-TEER).

monter / descendre
To go up / to go down (mohn-TAY / day-SAHNDR).

le canot (luh kah-NOH)
The canoe.

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; to set off

arriver

ah-ree-VAY

verb

to arrive

entrer

ahn-TRAY

verb

to go in

sortir

sor-TEER

verb

to go out

monter

mohn-TAY

verb

to go up; to climb

descendre

day-SAHNDR

verb

to go down

rester

res-TAY

verb

to stay

le canot

luh kah-NOH

le · travel

canoe

la rivière

lah ree-VYEHR

la · nature

river

le lac

luh LAHK

le · nature

lake

le prêtre

luh PREHTR

le · faith

priest

la joie

lah ZHWAH

la · feeling

joy

CORE IDEAS

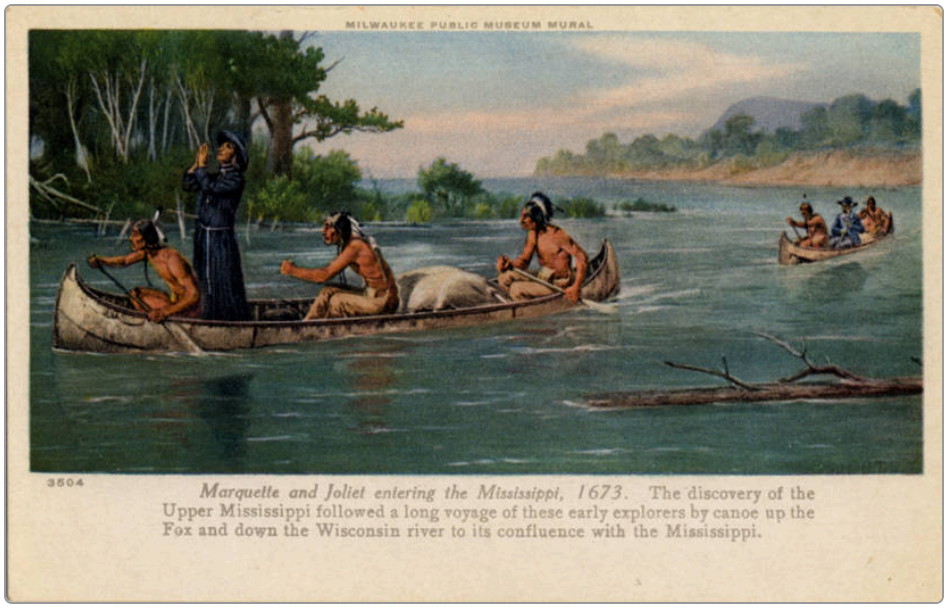
Coming and going. arriver, entrer, monter, rester (to stay), retourner are regular -er verbs: j'arrive, nous entrons, ils montent. **partir** and **sortir** drop a letter in the singular: **je pars, tu pars, il part, nous partons, vous partez, ils partent**; je sors, nous

sortons. **descendre** is a regular -re verb: **je descends, il descend, nous descendons, ils descendent.**

Prepositions. You leave from a place, partir de: **Ils partent de Saint-Ignace.** You arrive at a place, arriver à: **Ils arrivent au Mississippi.** You go into it, entrer dans: **Ils entrent dans la rivière.** Monter and descendre can take a direct object: **Ils descendent le fleuve**, They go down the river.

Marquette and Joliet. In May 1673, Father Jacques Marquette, a Jesuit priest from France who loved the native peoples and spoke several of their languages, set off with the explorer Louis Joliet, born in Quebec, and five French companions in two birchbark canoes. They paddled across Lake Michigan, up the Fox River, carried their canoes to the Wisconsin, and on June 17 entered the Mississippi, with a joy, Marquette wrote, that I cannot express. They went down the great river as far as the Arkansas, then turned back, sure now that it flowed into the Gulf of Mexico. Marquette wanted above all to tell the tribes of the river about Christ; he died two years later on the shore of Lake Michigan, worn out by his missions.

PICTURE STUDY



Marquette and Joliet Entering the Mississippi, 1673, Unknown artist (postcard of a Milwaukee Public Museum mural), twentieth century · Color postcard reproducing a museum mural · Milwaukee Public Museum mural; this postcard is in the Newberry Library's Curt Teich postcard collection, Chicago

Image: Wikimedia Commons, public domain

This picture is a postcard made from a large painted mural that once hung in the Milwaukee Public Museum in Wisconsin. The artist imagined the moment the travelers glided out of the Wisconsin River onto the broad Mississippi. Marquette himself wrote that they traveled with five French companions; the muralist chose to paint native paddlers. Compare a picture with the written sources: both tell us something, but the journal is the eyewitness.

Look closely

- Find Father Marquette. How can you tell he is a priest?
- Find the second canoe. Who might be in it?
- Read the caption at the bottom. Which two rivers does it name?
- What does the water look like here?

Talk about it

1. How would you feel seeing the Mississippi for the first time?
2. Why might the artist have changed who paddled the canoes?

ACTIVITY

Movement charades

Act out the verbs of movement and narrate the journey.

You will need

- Cards with the verbs partir, arriver, entrer, sortir, monter, descendre, rester
- A blanket for a river, a box for a canoe

Steps

1. Draw a card and act out the verb; the others guess in French: Tu montes!
2. Lay out the blanket river and box canoe.
3. Narrate the journey in the present tense as you act it: Nous partons de Saint-Ignace. Nous montons la rivière Fox. Nous descendons le Wisconsin. Nous arrivons au Mississippi!
4. End with Marquette's joy: Quelle joie!

Tips

- Add Joliet and narrate in the il/ils form.
- Draw a map of the route.

Check your work

☐ I used six verbs of movement.

☐ I used partir de and arriver à.

FRENCH NOTEBOOK

1. Write the present tense of partir and descendre. Then write six sentences about Marquette and Joliet, each with a different verb of movement.

> **From history.** Marquette's account of the voyage was published in France, and his hand-drawn map of the river survives. The river he hoped to name for the Immaculate Conception kept its native name, Mississippi, great river.

> **At home in French.** French-speaking families can narrate a family walk or drive in French with the verbs of movement: Nous partons, nous arrivons, nous entrons.

WORKED EXAMPLES

Example 1. Translate: The canoes leave from the lake.

▼ **Show solution**

1. Partir de.
2. Les canots: ils partent.

Answer: Les canots partent du lac.

Example 2. Translate: We go down the river.

▼ **Show solution**

1. Descendre, nous form: descendons.
2. Le fleuve or la rivière.

Answer: Nous descendons le fleuve.

PRACTICE

1. Easy What does arriver mean?

   ▼ **Show answer**

   To arrive.

2. Easy What is the opposite of entrer?

   ▼ **Show answer**

   Sortir.

3. Easy What is the opposite of monter?

   ▼ **Show answer**

   Descendre.

4. Medium Conjugate partir in the je, il and nous forms.

   ▼ **Show answer**

   Je pars, il part, nous partons.

5. Medium Translate: They arrive at the Mississippi.

   ▼ **Show answer**

   Ils arrivent au Mississippi.

6. Hard Tell the route of Marquette and Joliet in three French sentences.

   ▼ **Show answer**

   Ils partent de Saint-Ignace. Ils montent la rivière Fox et descendent le Wisconsin. Ils arrivent au Mississippi en 1673.

COMMON MISTAKES

- Writing je part. The je form is je pars.
- Forgetting de after partir: partir de Québec.

> **Make it a game · Simon dit.** Play Simon Says with movement verbs: Simon dit: monte! Simon dit: descends! Entre! (but Simon didn't say it!). Anyone who moves without Simon dit sits out. The last player standing becomes Simon.

> **Scripture.** "And how shall they preach, except they be sent? as it is written, How beautiful are the feet of them that preach the gospel of peace, and bring glad tidings of good things!" (Romans 10:15, KJV)
>
> In the Louis Segond Bible (1910): *Qu'ils sont beaux Les pieds de ceux qui annoncent la paix* Paul says the feet of those who go out with the gospel are beautiful. Marquette's whole journey was to carry that good news.

UNIT 2 · PARTIR, ARRIVER, VENIR · LESSON 2.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

2.2 Venez à Moi

OBJECTIVES

- Conjugate the irregular verb venir.
- Say where someone comes from with venir de.

- Use venir de + infinitive for the recent past.

> **Warm-up.** Where do you come from? Where did your grandparents come from? Today you learn to say it in French, and to say what you have just done.

WATCH

VENIR (TO COME) — Past, Present & Future (French verbs conjugated by Learn French With Alexa)

Learn French With Alexa · 8:52

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

> **WHEN TO WATCH**
> After the teaching. Watch the present-tense part first; the rest is for review later.

Note: Learn French With Alexa conjugates venir in the past, present and future, about nine minutes.

KEY TERMS

venir (vuh-NEER)
To come.

revenir (ruh-vuh-NEER)
To come back.

venir de + place
To come from: Je viens de Paris.

venir de + infinitive
To have just done something: Je viens de manger.

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.

venir
vuh-NEER
verb
to come

revenir
ruh-vuh-NEER
verb
to come back

devenir
duh-vuh-NEER
verb
to become

d'où
DOO
question
from where

le pays
luh pay-EE
le · places
country

les États-Unis
lay zay-tah-zü-NEE
les · places
United States

le Canada
luh kah-nah-DAH
le · places
Canada

venez
vuh-NAY
command
come (you all)

juste
ZHÜST
adverb
just

fatigué
fah-tee-GAY
adjective
tired

le repos
luh ruh-POH
le · daily life
rest

le souvenir
luh soov-NEER
le · mind
memory

CORE IDEAS

Venir, to come. je viens, tu viens, il/elle vient, nous venons, vous venez, ils/elles viennent. Listen: viens and vient sound alike (vyan), but viennent has a clear n (vyen). Built the same way: **revenir** (to come back) and **devenir** (to become). Venez! is the command form: Come!

Where do you come from? Tu viens d'où? — Je viens de Québec. Je viens de France. Je viens du Canada. Je viens des États-Unis. De follows the same pattern as à in Grade 6: de + le = du, de + les = des, and before feminine countries just de. Louis Joliet vient du Canada; le père Marquette vient de France.

The recent past. To say you have just done something, use venir de + infinitive: **Je viens de manger** (I have just eaten). **Nous venons d'arriver** (We have just arrived). **Les canots viennent de partir** (The canoes have just left). With aller + infinitive (the near future) and venir de + infinitive (the recent past), you can already talk about time on both sides of now.

ACTIVITY

Just now!

Play a recent-past detective game.

You will need

- Household objects
- A timer

Steps

1. One player leaves the room; the others do something quick (open a book, drink water, move a chair).
2. The player returns and guesses with venir de: Tu viens d'ouvrir le livre! Vous venez de boire de l'eau!
3. Each right guess scores a point.
4. Then draw a family map: write where each relative comes from with venir de.

Tips

- Add revenir: Papa revient du travail.
- Make a world map of countries with du, de and des.

Check your work

☐ I used venir de + infinitive five times.

☐ I used du, de and des with places.

FRENCH NOTEBOOK

1. Write the conjugation of venir. Write three sentences about where people come from and three sentences with venir de + infinitive.

> **From history.** Venir gives English words like convene, intervene and souvenir, which is French for a memory, a thing that comes back to mind.

> **At home in French.** French-speaking families can share where their families come from and use venir de at the dinner table: Je viens de finir mes devoirs!

WORKED EXAMPLES

Example 1. Translate: They come from the United States.

▼ **Show solution**

1. Ils viennent.
2. De + les États-Unis = des.

Answer: Ils viennent des États-Unis.

Example 2. Translate: She has just arrived.

▼ **Show solution**

1. Venir de + infinitive.
2. Elle vient d'arriver (de becomes d' before a vowel).

Answer: Elle vient d'arriver.

PRACTICE

1. Easy What does venir mean?

   ▼ **Show answer**

   To come.

2. Easy Say I come in French.

   ▼ **Show answer**

   Je viens.

3. Easy Say Come! to several people.

   ▼ **Show answer**

   Venez!

4. Medium Complete: Nous ___ du Canada.

   ▼ **Show answer**

   Venons.

5. Medium Translate: I have just eaten.

   ▼ **Show answer**

   Je viens de manger.

6. Hard Say one sentence in the recent past and one in the near future about leaving.

   ▼ **Show answer**

   Je viens de partir. / Je vais partir.

COMMON MISTAKES

- Confusing viens (I come) with viennent (they come). Ils viennent has a sounded n.
- Thinking Je viens de manger means I come from eating. It means I have just eaten.

> **Make it a game · D'où viens-tu?.** Each player secretly picks a country. Others ask yes/no questions in French: Tu viens d'Europe? Tu viens du Canada? The first to guess wins and picks next.

> **Scripture.** "Come unto me, all ye that labour and are heavy laden, and I will give you rest." (Matthew 11:28, KJV)
>
> In the Louis Segond Bible (1910): *Venez à moi, vous tous qui êtes fatigués et chargés, et je vous donnerai du repos.* Jesus invites all who are weary and burdened to come to Him for rest. The French verse begins with Venez, the command form of venir.

UNIT 3

Le Passé Composé avec Avoir

In Lesson 3.1 your child learns to form the passé composé with avoir + past participle (j'ai prié, elle a choisi, ils ont entendu), makes it negative (je n'ai pas

mangé), and reads the life of Kateri Tekakwitha, studying one of the oldest portraits of her, painted by the Jesuit missionary who knew her. The verse is Jesus' call to take up the cross.

In Lesson 3.2 your child learns the irregular participles every French speaker uses (j'ai fait, j'ai eu, j'ai été, j'ai pris, j'ai vu, j'ai lu, j'ai écrit, j'ai bu) and tells the story of a whole day in the past, with Alain Le Lait's Ma journée. The verse is Lamentations, His compassions are new every morning. The unit ends with a diary in the passé composé.

PREREQUISITES

- Grade 6 avoir; regular -er verbs (Grade 5).

MASTERY CHECKLIST

- ☐ I can form the passé composé with avoir.
- ☐ I can form past participles of -er, -ir and -re verbs.
- ☐ I can use ten irregular past participles.
- ☐ I can make the passé composé negative.

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	**Kateri Tekakwitha**	3 sessions of 30–40 minutes
3.2	**Ma Journée**	3 sessions of 30–40 minutes

Unit 3 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Conjugate parler in the passé composé.

2. **5 pts**
   Give the past participles of choisir, entendre, faire, prendre and voir.

3. **5 pts**
   Translate: I did not eat. We have read the book.

4. **5 pts**
   Write three sentences about Kateri Tekakwitha in the passé composé.

5. **5 pts**
   Write three sentences about your morning in the passé composé.

ANSWER KEY

1. J'ai parlé, tu as parlé, il/elle a parlé, nous avons parlé, vous avez parlé, ils/elles ont parlé.
2. Choisi, entendu, fait, pris, vu.
3. Je n'ai pas mangé. Nous avons lu le livre.
4. Kateri a choisi le Christ. Elle a reçu le baptême. Elle a prié beaucoup. (or similar)
5. J'ai pris le petit déjeuner. J'ai bu du lait. J'ai fait mes devoirs. (or similar)

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: MON JOURNAL

Write a diary of three days in the passé composé with avoir, at least five sentences a day, using regular and irregular participles and at least two negative sentences. One entry may be an imagined diary page of Kateri Tekakwitha.

LOOK FOR	WHAT IT MEANS
Form	Forms the passé composé with avoir correctly.
Participles	Uses at least six different participles, including irregular ones.
Negatives	Places ne … pas around the helping verb.
Content	Writes interesting, true or well-imagined entries.

UNIT 3 · LE PASSÉ COMPOSÉ AVEC AVOIR · LESSON 3.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

3.1 Kateri Tekakwitha

OBJECTIVES

- Form the passé composé with avoir.
- Form the past participles of regular -er, -ir and -re verbs.
- Learn the life of Saint Kateri Tekakwitha.

> **Warm-up.** What did you do yesterday? Until now, your French has lived in the present. Today you step into the past.

WATCH

Learn French: know the passé composé with Avoir under 5 minutes.

Learn French With Alexa · 5:09

https://www.youtube.com/watch?v=Y67chASdUCE

> **WHEN TO WATCH**
> After the teaching. Alexa explains the passé composé with avoir.

Note: Learn French With Alexa explains the passé composé with avoir in about five minutes.

KEY TERMS

le passé composé (luh pah-SAY kohn-poh-ZAY)

The compound past: the everyday past tense, made of two words.

l'auxiliaire (lohk-see-LYEHR)

The helping verb: avoir (or être).

le participe passé (luh par-tee-SEEP pah-SAY)

The past participle: parlé, fini, vendu.

le baptême (luh bah-TEHM)

Baptism.

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 passé composé
luh pah-SAY kohn-poh-ZAY
le · grammar
compound past tense

le participe passé
luh par-tee-SEEP pah-SAY
le · grammar
past participle

prier
pree-AY
verb
to pray

choisir
shwah-ZEER
verb
to choose

entendre
ahn-TAHNDR
verb
to hear

le baptême
luh bah-TEHM
le · faith
baptism

la sainte
lah SANT
la · faith
saint (woman)

le village
luh vee-LAHZH
le · places
village

le peuple
luh PUHPL
le · people
people; nation

soigner
swah-NYAY
verb
to care for

le malade
luh mah-LAHD
le · person
sick person

hier
YEHR
adverb
yesterday

CORE IDEAS

Two words for the past. The passé composé is avoir in the present + a past participle: **j'ai parlé, tu as parlé, il/elle a parlé, nous avons parlé, vous avez parlé, ils/elles ont parlé.** It means I spoke, I have spoken, or I did speak, all at once.

Making participles. -er verbs → **é**: prier → prié, aimer → aimé. -ir verbs → **i**: choisir → choisi, finir → fini. -re verbs → **u**: entendre → entendu, vendre → vendu. Negative: ne … pas goes around the helping verb: **Je n'ai pas mangé. Elle n'a pas oublié.**

Kateri Tekakwitha. Kateri was born in 1656 in a Mohawk village in what is now New York, the daughter of a Mohawk chief and a Christian Algonquin mother. When she was four, smallpox killed her parents and little brother and left her face scarred and her eyes weak. She heard the Jesuit missionaries, and at twenty **elle a reçu le baptême** on Easter Day 1676, taking the name Kateri, Catherine. Her people mocked

and threatened her, so she fled two hundred miles to the Christian village of Kahnawake near Montreal. There **elle a prié, elle a travaillé, elle a soigné les malades.** She died at twenty-four in 1680, saying Jesus, I love you. In 2012 the Church declared her a saint.

PICTURE STUDY



Saint Kateri Tekakwitha, Father Claude Chauchetière, about 1696 · Oil on canvas · Saint-François-Xavier Mission, Kahnawake, Quebec

Image: Wikimedia Commons, public domain

Father Claude Chauchetière was a Jesuit missionary at Kahnawake who knew Kateri and wrote her life. Some years after her death he painted her, and this portrait is one of the oldest pictures of her. He painted her in the clothes of her people, with the blanket she wore over her head, holding the cross she loved, beside the great river where her village stood.

Look closely

- Find the cross. Where is she holding it?
- Look at her clothes. Which parts are Mohawk dress?
- Find the canoe on the river.
- Look at her face. What feeling did the painter want to show?

Talk about it

1. Why did Kateri leave her home village?
2. What would it cost you to follow Christ when others laugh?

ACTIVITY

A saint's life in the past

Make a picture timeline of Kateri's life with passé composé captions.

You will need

- A long strip of paper, colored pencils
- Dates: 1656, 1660, 1676, 1677, 1680, 2012

Steps

1. Mark the six dates on the strip.
2. Draw a picture for each.
3. Write a passé composé caption for each: En 1676, Kateri a reçu le baptême.
4. Read your timeline aloud in French.

Tips

- Add a negative caption: Elle n'a pas abandonné sa foi.
- Add a caption with nous: Nous avons lu sa vie.

Check your work

☐ I wrote six captions in the passé composé.

☐ I used the right participles.

FRENCH NOTEBOOK

1. Conjugate prier, choisir and entendre in the passé composé. Write five sentences about Kateri in the passé composé, one of them negative.

> **From history.** Kateri is called the Lily of the Mohawks. She is the first Native American from the United States or Canada to be declared a saint.

> **At home in French.** French-speaking families can ask each child at dinner Qu'est-ce que tu as fait aujourd'hui? and answer in the passé composé.

WORKED EXAMPLES

Example 1. Translate: She chose Christ.

▼ **Show solution**

1. Choisir → choisi.
2. Elle a + participle.

Answer: Elle a choisi le Christ.

Example 2. Make negative: Ils ont entendu.

▼ **Show solution**

1. Ne … pas around ont.
2. Ont begins with a vowel: n’.

Answer: Ils n’ont pas entendu.

PRACTICE

1. Easy What is the helping verb in j’ai mangé?

   ▼ **Show answer**

   Avoir (ai).

2. Easy Give the participle of parler.

   ▼ **Show answer**

   Parlé.

3. Easy Give the participle of finir.

   ▼ **Show answer**

   Fini.

4. Medium Give the participle of vendre.

   ▼ **Show answer**

   Vendu.

5. Medium Translate: We prayed.

▼ **Show answer**

Nous avons prié.

6. Hard Translate: Her people did not understand her choice.

▼ **Show answer**

Son peuple n'a pas compris son choix.

COMMON MISTAKES

- Forgetting the helping verb: Je mangé. Say J'ai mangé.
- Putting pas after the participle. It goes after the helping verb: Je n'ai pas mangé.

> **Make it a game · Hier, j'ai ….** Go around the circle. Each player repeats what everyone before said and adds one: Hier, j'ai mangé une pomme. — Hier, j'ai mangé une pomme et j'ai joué au foot … Who can remember the longest list?

> **Scripture.** "Then said Jesus unto his disciples, If any man will come after me, let him deny himself, and take up his cross, and follow me." (Matthew 16:24, KJV)
>
> In the Louis Segond Bible (1910): *Si quelqu'un veut venir après moi, qu'il renonce à lui-même, qu'il se charge de sa croix, et qu'il me suive.* Jesus calls His disciples to deny themselves, take up their cross and follow Him. Kateri, holding her cross in the portrait, did exactly that.

UNIT 3 · LE PASSÉ COMPOSÉ AVEC AVOIR · LESSON 3.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

3.2 Ma Journée

OBJECTIVES

- Use the common irregular past participles.
- Tell the story of a day in the passé composé.
- Use time words to order events in the past.

> **Warm-up.** Tell, in English, everything you did this morning from the moment you woke up. Tonight you will be able to tell it in French.

WATCH

Ma Journée (Le Passé Composé) - Alain LeLait

tialela99 · 1:35

https://www.youtube.com/watch?v=jwvaw6WcQCg

> **WHEN TO WATCH**
> After the teaching. Listen for each verb in the passé composé.

Note: Alain Le Lait sings about his day in the passé composé, about a minute and a half.

KEY TERMS

fait (FEH)
Done, made: participle of faire.

pris (PREE)
Taken: participle of prendre.

vu (VÜ)
Seen: participle of voir.

d'abord, ensuite, puis, enfin
First, next, then, finally (dah-BOR, ahn-SWEET, PWEE, ahn-FAN).

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.

fait
FEH
participle
done; made

pris
PREE
participle
taken

vu
VÜ
participle
seen

lu
LÜ
participle
read

écrit
ay-KREE
participle
written

bu
BÜ
participle
drunk

d'abord
dah-BOR
adverb
first

ensuite
ahn-SWEET
adverb
next

enfin
ahn-FAN
adverb
finally

la journée
lah zhoor-NAY
la · time
day (all day long)

le matin
luh mah-TAN
le · time
morning

la fidélité
lah fee-day-lee-TAY
la · virtue
faithfulness

CORE IDEAS

The irregular participles. The most common verbs have their own participles, and you must learn them by heart: **avoir → eu (ü), être → été, faire → fait, prendre → pris, mettre → mis, voir → vu, boire → bu, lire → lu, dire → dit, écrire → écrit.** So: J'ai eu faim. J'ai été content. J'ai fait mon lit. J'ai pris le bus.

Telling a day. Put events in order with time words: **D'abord, j'ai pris le petit déjeuner. Ensuite, j'ai fait mes devoirs. Puis j'ai lu un livre et j'ai écrit une lettre. À midi, j'ai mangé une soupe. L'après-midi, j'ai vu mes amis. Enfin, le soir, j'ai prié et j'ai dit bonne nuit.**

Looking back with thanks. At the end of a day, telling what happened is a good way to give thanks. Jeremiah, weeping over ruined Jerusalem, still wrote that the LORD's compassions fail not: They are new every morning: great is thy faithfulness. Every day you tell in the passé composé is a day God gave.

ACTIVITY

A comic of my day

Draw your day in six panels with passé composé captions.

You will need

- Paper divided into six panels
- Colored pencils

Steps

1. Draw six things you did today, in order.
2. Caption each with a time word and the passé composé: D'abord, j'ai pris le petit déjeuner.
3. Use at least four irregular participles.
4. Read your comic aloud to your family.

Tips

- Add one negative panel: Je n'ai pas vu le chat!
- Make a panel for a friend: Il a lu un livre.

Check your work

☐ I used four irregular participles.

☐ I put my day in order with time words.

FRENCH NOTEBOOK

1. Copy the list of ten irregular participles. Write a paragraph of eight sentences about yesterday, using d'abord, ensuite, puis and enfin.

> **From history.** In everyday speech the French use the passé composé for the past; in old books and fairy tales you will meet another past tense, the passé simple (il fut, il prit), which is mostly written, not spoken.

> **At home in French.** French-speaking families can keep a short family journal in French for a week, each person adding one sentence in the passé composé each evening.

WORKED EXAMPLES

Example 1. Translate: I took the bus.

▼ **Show solution**

1. Prendre → pris.
2. J'ai + pris.

Answer: J'ai pris le bus.

Example 2. Translate: We saw a film and then we wrote a letter.

▼ **Show solution**

1. Voir → vu; écrire → écrit.
2. Puis or ensuite.

Answer: Nous avons vu un film et ensuite nous avons écrit une lettre.

PRACTICE

1. Easy Give the participle of faire.

   ▼ **Show answer**

   Fait.

2. Easy Give the participle of voir.

   ▼ **Show answer**

   Vu.

3. Easy Give the participle of avoir.

   ▼ **Show answer**

   Eu.

4. Medium Translate: I read a book.

   ▼ **Show answer**

   J’ai lu un livre.

5. Medium Translate: She drank milk.

   ▼ **Show answer**

   Elle a bu du lait.

6. Hard Write three sentences about a day, in order, with d’abord, ensuite and enfin.

   ▼ **Show answer**

   D’abord, j’ai pris le petit déjeuner. Ensuite, j’ai fait mes devoirs. Enfin, j’ai lu un livre. (or similar)

COMMON MISTAKES

- Writing j’ai prendu or j’ai voiru. The participles are pris and vu.
- Pronouncing eu as you. It is a single sound, ü.

> **Make it a game · Participle slap.** Lay cards with ten participles (eu, été, fait, pris, mis, vu, bu, lu, dit, écrit) face up. A parent calls an infinitive: Prendre! The first to slap pris and say a sentence (J’ai pris une pomme) keeps the card.

> **Scripture.** “They are new every morning: great is thy faithfulness.” (Lamentations 3:23, KJV)
>
> In the Louis Segond Bible (1910): *Elles se renouvellent chaque matin. Oh! Que ta fidélité est grande!* Jeremiah wrote that the LORD’s compassions are new every morning; great is His faithfulness. Every day we tell is a gift.

UNIT 4

Le Passé Composé avec Être

In Lesson 4.1 your child learns that about seventeen verbs, mostly verbs of coming and going, form the passé composé with être (je suis parti, elle est arrivée), that the participle then agrees like an adjective, and follows La Salle down the Mississippi to

the sea, where he raised a cross and named Louisiana. The verse is Psalm 107, They that go down to the sea in ships.

In Lesson 4.2 your child practices choosing être or avoir, retells the parable of the prodigal son in the passé composé (il est parti, il a dépensé, il est revenu), and reads Luke 15:24 in French, where the father says his son est revenu à la vie. The unit ends with a retelling of the parable.

PREREQUISITES

- Unit 2 (verbs of movement) and Unit 3 (passé composé with avoir).

MASTERY CHECKLIST

- ☐ I can name the verbs that use être in the passé composé.
- ☐ I can form the passé composé with être.
- ☐ I can make the participle agree with the subject.
- ☐ I can choose être or avoir correctly.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

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

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

LESSONS IN THIS UNIT

4.1	**La Salle Descend le Mississippi**	3 sessions of 30–40 minutes
4.2	**Il Était Perdu, Il Est Retrouvé**	3 sessions of 30–40 minutes

Unit 4 review

Answer each question. The test is worth 25 points.

1. **5 pts**

   Conjugate partir in the passé composé.

2. **5 pts**

   Name eight verbs that use être in the passé composé.

3. **5 pts**

   Complete with être or avoir: Elle ___ arrivée. Nous ___ mangé. Ils ___ descendus. J’ ___ vu.

4. **5 pts**

   What did La Salle do on April 9, 1682?

5. **5 pts**

   Retell the prodigal son in three passé composé sentences.

ANSWER KEY

1. Je suis parti(e), tu es parti(e), il est parti, elle est partie, nous sommes parti(e)s, vous êtes parti(e)(s), ils sont partis, elles sont parties.
2. Any eight of: aller, venir, arriver, partir, entrer, sortir, monter, descendre, naître, mourir, rester, tomber, retourner, revenir, devenir, rentrer, passer.
3. Elle est arrivée. Nous avons mangé. Ils sont descendus. J’ai vu.
4. Having gone down the Mississippi to its mouth, he raised a cross and a column with the king’s arms and claimed the land for France, naming it Louisiana for King Louis XIV.
5. Le fils est parti. Il a dépensé son argent. Il est revenu chez son père. (or similar)

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: LE FILS PRODIGUE

Retell the parable of the prodigal son (Luke 15:11–32) in French, in at least ten sentences in the passé composé, with at least five verbs that use être and five that use avoir. Illustrate it in four scenes and read it aloud.

LOOK FOR	WHAT IT MEANS
Être	Uses être correctly with verbs of movement, with agreement.
Avoir	Uses avoir correctly with other verbs.
Story	Tells the whole parable faithfully.
Delivery	Reads clearly with good pronunciation.

UNIT 4 · LE PASSÉ COMPOSÉ AVEC ÊTRE · LESSON 4.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

4.1 La Salle Descend le Mississippi

OBJECTIVES

- Form the passé composé with être.
- Make the past participle agree with the subject.
- Learn about La Salle's voyage to the Gulf of Mexico.

> **Warm-up.** Remember the verbs of movement: partir, arriver, monter, descendre. In the past, they do something surprising: they trade avoir for être.

WATCH

Learn French: know the passé composé with Être under 5 minutes.

Learn French With Alexa · 4:40

https://www.youtube.com/watch?v=p7iiqxYB2JI

> **WHEN TO WATCH**
> After the teaching. Alexa explains the passé composé with être.

Note: Learn French With Alexa explains the passé composé with être in under five minutes.

KEY TERMS

la maison d'être (lah meh-ZOHN DEHTR)

The house of être: a picture of a house to remember the verbs of coming, going, being born and dying.

l'accord (lah-KOR)

Agreement: adding e or s to the participle.

l'embouchure (lahn-boo-SHÜR)

The mouth of a river.

naître / mourir

To be born / to die (NEHTR / moo-REER): participles né, mort.

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 → allé

ah-LAY

verb · être

to go → gone

venir → venu

vuh-NÜ

verb · être

to come → come

naître → né

NAY

verb · être

to be born → born

mourir → mort

MOR

verb · être

to die → dead

tomber → tombé
tohn-BAY
verb · être
to fall → fallen

retourner
ruh-toor-NAY
verb · être
to return

l'embouchure
lahn-boo-SHÜR
la · nature
mouth of a river

le golfe
luh GOLF
le · nature
gulf

l'explorateur
lek-sploh-rah-TUHR
le · person
explorer

le roi
luh RWAH
le · person
king

la colonne
lah koh-LOHN
la · building
column

la mer
lah MEHR
la · nature
sea

CORE IDEAS

Être as helper. About seventeen verbs use être: **aller, venir, arriver, partir, entrer, sortir, monter, descendre, rester, tomber, retourner, naître, mourir** and some of their family (revenir, devenir, rentrer). Picture a house: you are born (naître), arrive, go in, go up the stairs, stay, fall, go down, go out, leave, die. **je suis parti, tu es arrivé, il est entré, nous sommes montés, vous êtes restés, ils sont descendus.**

Agreement. With être, the participle agrees with the subject, like an adjective: add **-e** for feminine and **-s** for plural. **Il est parti. Elle est partie. Ils sont partis. Elles sont parties.** You usually cannot hear it, but you must write it.

La Salle. René-Robert Cavelier de La Salle, born in Rouen, dreamed of following the Mississippi all the way to the sea. In 1682 **il est parti** from the Illinois country with about fifty French and native companions in canoes. For two months **ils sont descendus** toward the sea, and on April 9, 1682, **ils sont arrivés** at its mouth on the

Gulf of Mexico. There La Salle raised a cross and a column with the arms of France, his men sang hymns, and he named the whole land Louisiana, for King Louis XIV. Five years later, after a failed voyage to find the river's mouth by sea, he was killed by his own men in Texas.

PICTURE STUDY



La Salle Claiming Louisiana for France, April 9, 1682, George Catlin, 1847–1848 · Oil on card · National Gallery of Art, Washington, D.C.

Image: Wikimedia Commons, public domain

George Catlin was an American painter famous for his pictures of the native peoples of the plains. Late in life, for King Louis-Philippe of France, he made a series of paintings of La Salle's journeys. Here, at the mouth of the Mississippi, the Frenchmen have raised a cross, and La Salle, in red, makes his claim, while the native people look on. Like the Marquette mural, it was painted long afterward: an imagined scene, not an eyewitness picture.

Look closely

- Find the cross.
- Find La Salle. How did the painter make him stand out?
- Find the canoes.
- Look at the sky. What time of day might it be?

Talk about it

1. Why would explorers raise a cross?
2. How might the native people have felt watching this?

ACTIVITY

La maison d'être

Draw the house of être and act out the verbs.

You will need

- Large paper, colored pencils
- A small figure or toy

Steps

1. Draw a house with a door, stairs, windows, a bed and a balcony.
2. Label the actions: naître, arriver, entrer, monter, rester, tomber, descendre, sortir, partir, mourir.
3. Move the toy through the house, narrating in the passé composé: Il est arrivé. Il est entré. Il est monté …
4. Repeat with a girl figure and write the agreements: Elle est arrivée.

Tips

- Narrate La Salle's journey with the same verbs.
- Add retourner and revenir.

Check your work

☐ I used ten être verbs in the passé composé.

☐ I wrote agreements correctly.

FRENCH NOTEBOOK

1. Copy the list of être verbs with their participles. Write the passé composé of arriver for all persons, with agreements. Write five sentences about La Salle's journey.

> **From history.** New Orleans, founded in 1718, was named for the Duke of Orléans; Louisiana kept La Salle's name for the king. In 1803 the United States bought the Louisiana territory from France.

> **At home in French.** French-speaking families can tell one another where they went today with the passé composé: Je suis allé au marché. Je suis rentrée à cinq heures.

WORKED EXAMPLES

Example 1. Translate: She left.

▼ **Show solution**

1. Partir uses être.
2. Feminine: add e.

Answer: Elle est partie.

Example 2. Translate: They (the men) went down to the sea.

▼ **Show solution**

1. Descendre uses être.
2. Masculine plural: add s.

Answer: Ils sont descendus jusqu'à la mer.

PRACTICE

1. Easy Does arriver use être or avoir?

   ▼ **Show answer**

   Être.

2. Easy Translate: I arrived (boy speaking).

   ▼ **Show answer**

   Je suis arrivé.

3. Easy What is the participle of naître?

   ▼ **Show answer**

   Né.

4. Medium Translate: The girls went out.

   ▼ **Show answer**

   Les filles sont sorties.

5. Medium Translate: We stayed (boys).

   ▼ **Show answer**

   Nous sommes restés.

6. Hard Write three sentences about La Salle in the passé composé with être.

   ▼ **Show answer**

   La Salle est parti du pays des Illinois. Il est descendu jusqu'à la mer. Il est arrivé au golfe du Mexique en 1682.

COMMON MISTAKES

- Using avoir with movement verbs: J'ai allé. Say Je suis allé.
- Forgetting agreement: Elle est arrivé. Write Elle est arrivée.
- Using être when monter or descendre has an object. With an object they take avoir: Ils ont descendu le fleuve (they went down the river), but Ils sont descendus (they went down).

> **Make it a game · Agreement relay.** A parent calls a subject and a verb: Elles, partir! Run to the board and write Elles sont parties, with every letter right. Correct answers score a point for your team.

> **Scripture.** "They that go down to the sea in ships, that do business in great waters;" (Psalm 107:23, KJV)
>
> In the Louis Segond Bible (1910): *Ceux qui étaient descendus sur la mer dans des navires* The psalm praises God's wonders seen by those who go down to the sea in ships. The French verse uses être with descendre: étaient descendus.

4.2 Il Était Perdu, Il Est Retrouvé

OBJECTIVES

- Choose être or avoir in the passé composé.
- Retell a story with both helping verbs.
- Read the parable of the prodigal son in French.

> **Warm-up.** Quick: J'ai allé or je suis allé? J'ai mangé or je suis mangé? Today you learn to choose every time, and you tell one of Jesus' most beloved stories.

WATCH

Être or Avoir in the Passé Composé in French... French PAST TENSE explained!

Learn French With Alexa · 8:28

https://www.youtube.com/watch?v=R7CMGVsanu8

> **WHEN TO WATCH**
> After the teaching. Alexa explains how to choose être or avoir.

Note: Learn French With Alexa explains être or avoir in the passé composé, about eight and a half minutes.

KEY TERMS

le fils prodigue (luh FEES proh-DEEG)
The prodigal son: the son who wasted everything.

la parabole (lah pah-rah-BOHL)
The parable: a story Jesus told to teach a truth.

dépenser (day-pahn-SAY)
To spend.

pardonner (par-doh-NAY)
To forgive.

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 fils

luh FEES

le · family

son

prodigue

proh-DEEG

adjective

wasteful; prodigal

la parabole

lah pah-rah-BOHL

la · faith

parable

dépenser

day-pahn-SAY

verb

to spend

l'argent

lar-ZHAHN

le · money

money; silver

le cochon

luh koh-SHOHN

le · animal

pig

courir → couru

koo-REER / koo-RÜ

verb · avoir

to run → run

embrasser

ahn-brah-SAY

verb

to kiss; to hug

pardonner

par-doh-NAY

verb

to forgive

perdu

pehr-DÜ

adjective

lost

retrouvé

ruh-troo-VAY

adjective

found again

la fête

lah FEHT

la · celebration

feast; party

CORE IDEAS

How to choose. Ask: is it one of the verbs of the house of être (coming, going, staying, being born, dying)? Then use **être** and make the participle agree. Every other verb, the great majority, uses **avoir**, with no agreement with the subject. **Il est parti. Il a mangé. Elle est tombée. Elle a pleuré.**

The prodigal son in the passé composé. Un homme a eu deux fils. Le plus jeune a demandé sa part et il est parti dans un pays lointain. Il a dépensé tout son argent. Il a eu faim. Il a gardé les cochons. Alors il est revenu chez son père. Le père l'a vu de loin, il a couru, il a embrassé son fils, et il a fait une grande fête. Notice how the verbs of movement (partir, revenir) take être, and all the others take avoir.

Lost and found. The father says: For this my son was dead, and is alive again; he was lost, and is found. In French: **mon fils que voici était mort, et il est revenu à la vie.** Revenir uses être. The parable shows the Father's love for every sinner who comes home, and there is joy in heaven over one who repents.

ACTIVITY

Être or avoir sorting

Sort verbs into two houses and retell the parable with puppets.

You will need

- Two paper houses labeled ÊTRE and AVOIR
- Verb cards: partir, manger, revenir, voir, arriver, dépenser, tomber, courir, aller, faire, rester, pardonner

Steps

1. Sort the cards into the two houses.
2. Check your sorting with the house of être list.
3. Make simple puppets of the father, the younger son and the older brother.
4. Retell the parable in the passé composé, using at least four verbs from each house.

Tips

- Add the older brother's part: Il n'est pas entré.
- Write the father's last words in French.

Check your work

☐ I sorted twelve verbs correctly.

☐ I told the parable with both helping verbs.

FRENCH NOTEBOOK

1. Write the parable of the prodigal son in ten French sentences in the passé composé. Underline the être verbs in one color and the avoir verbs in another.

> **From history.** Rembrandt painted The Return of the Prodigal Son near the end of his life; it hangs in the Hermitage in Saint Petersburg. The parable has been one of the most painted stories in Christian art.

> **At home in French.** French-speaking families can read Luke 15 together in a French Bible and retell it around the table, each person adding a sentence.

WORKED EXAMPLES

Example 1. Translate: He came back to his father.

▼ **Show solution**

1. Revenir uses être.
2. Il est revenu chez son père.

Answer: Il est revenu chez son père.

Example 2. Translate: She spent her money.

▼ **Show solution**

1. Dépenser uses avoir.
2. No agreement with elle.

Answer: Elle a dépensé son argent.

PRACTICE

1. Easy Être or avoir: partir?

▼ **Show answer**

Être.

2. Easy Être or avoir: manger?

   ▼ **Show answer**

   Avoir.

3. Easy Être or avoir: revenir?

   ▼ **Show answer**

   Être.

4. Medium Translate: The father saw his son.

   ▼ **Show answer**

   Le père a vu son fils.

5. Medium Translate: The son fell (into poverty).

   ▼ **Show answer**

   Le fils est tombé (dans la misère).

6. Hard Translate: He was lost and he has been found, using être for the second part.

   ▼ **Show answer**

   Il était perdu, et il est retrouvé.

COMMON MISTAKES

- Making avoir verbs agree with the subject: Elle a mangée. Write Elle a mangé.
- Using avoir with revenir: Il a revenu. Say Il est revenu.

> **Make it a game · Two houses.** Mark one side of the room ÊTRE and the other AVOIR. A parent calls a verb; everyone runs to the right side. Anyone on the wrong side says a sentence with the verb in the passé composé to get back in.

> **Scripture.** "For this my son was dead, and is alive again; he was lost, and is found. And they began to be merry." (Luke 15:24, KJV)
>
> In the Louis Segond Bible (1910): *mon fils que voici était mort, et il est revenu à la vie* The father rejoices that his lost son has come home. In French, he says his son est revenu à la vie, with the passé composé of revenir and être.

UNIT 5

Contes et Fables au Passé

In Lesson 5.1 your child watches The Wind and the Sun in French, retells it in the passé composé with both helping verbs, studies an eighteenth-century engraving of La Fontaine's Phébus et Borée, and learns La Fontaine's moral, Plus fait douceur que violence. The verse is Proverbs 15:1, A soft answer turneth away wrath.

In Lesson 5.2 your child watches The Elves and the Shoemaker in French, retells it in the passé composé with time words, and discusses gratitude: the shoemaker and his wife repay the elves' kindness. The verse is Proverbs 3:27, Withhold not good from them to whom it is due. The quarter ends with the child's own tale told in the past.

PREREQUISITES

- Units 3 and 4 (passé composé with avoir and être).

MASTERY CHECKLIST

- ☐ I can retell a story in the passé composé.
- ☐ I can choose être or avoir in a story.
- ☐ I can order a story with time words.
- ☐ I can state the moral of a fable and connect it to Scripture.

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 Vent et le Soleil**	3 sessions of 30–40 minutes

Unit 5 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Retell The Wind and the Sun in four passé composé sentences.

2. **5 pts**
   What is La Fontaine's moral for Phébus et Borée, and what does it mean?

3. **5 pts**
   Retell The Elves and the Shoemaker in four passé composé sentences.

4. **5 pts**
   Put in the passé composé: Les lutins arrivent. Ils travaillent. Ils partent.

5. **5 pts**
   Which verse goes with each story, and why?

ANSWER KEY

1. Le vent a soufflé très fort. Le voyageur a gardé son manteau. Le soleil a brillé. Le voyageur a enlevé son manteau. (or similar)
2. Plus fait douceur que violence: gentleness achieves more than force.
3. Le cordonnier est allé au lit. Les lutins sont venus la nuit. Ils ont fait des chaussures. La femme a fait des vêtements pour les lutins. (or similar)
4. Les lutins sont arrivés. Ils ont travaillé. Ils sont partis.
5. The Wind and the Sun: A soft answer turneth away wrath (Proverbs 15:1), because gentleness wins. The Elves and the Shoemaker: Withhold not good from them to whom it is due (Proverbs 3:27), because the shoemaker repaid kindness.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: MON CONTE

Write and tell your own short tale or fable in French in the passé composé, at least ten sentences, using at least four être verbs and four avoir verbs, time words (d'abord, ensuite, puis, enfin) and a moral connected to a verse of Scripture. Illustrate it as a little book.

LOOK FOR	WHAT IT MEANS
Past tense	Uses the passé composé with être and avoir correctly.
Order	Tells events in a clear order with time words.
Moral	Ends with a moral connected to Scripture.
Book	Makes a neat, illustrated little book and reads it aloud.

UNIT 5 · CONTES ET FABLES AU PASSÉ · LESSON 5.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

5.1 Le Vent et le Soleil

OBJECTIVES

- Follow a story told in French.
- Retell it in the passé composé.
- Understand La Fontaine's moral and connect it to Proverbs.

> **Warm-up.** Which is stronger, a shout or a kind word? A storm or sunshine? An old fable holds a contest to find out.

WATCH

Le Vent et le Soleil: Apprendre le Français avec sous-titres - Histoire pour enfants "BookBox.com"

BookBox French · 6:10

https://www.youtube.com/watch?v=KmzKdNw2fHw

> **WHEN TO WATCH**
> After the vocabulary. Watch once with French subtitles, then retell.

Note: BookBox tells The Wind and the Sun in French with subtitles, about six minutes.

KEY TERMS

le vent (luh VAHN)
The wind.

souffler (soo-FLAY)
To blow.

le manteau (luh mahn-TOH)
The coat; the cloak.

la douceur (lah doo-SUHR)
Gentleness.

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 vent
luh VAHN
le · weather
wind

le soleil
luh soh-LEY
le · weather
sun

souffler
soo-FLAY
verb
to blow

briller
bree-YAY
verb
to shine

le manteau
luh mahn-TOH
le · clothing
coat; cloak

enlever
ahn-luh-VAY
verb
to take off

le voyageur
luh vwah-yah-ZHUHR
le · person
traveler

fort
FOR
adjective
strong; hard

la douceur
lah doo-SUHR
la · virtue
gentleness

la violence
lah vyoh-LAHNS
la · behavior
violence; force

chaud
SHOH
adjective
hot; warm

la colère
lah koh-LEHR
la · feeling
anger

CORE IDEAS

The story. The Wind and the Sun argued about which was stronger. They saw a traveler wrapped in a coat. Whoever made him take it off would win. **Le vent a soufflé très fort, mais le voyageur a serré son manteau.** The harder the wind blew, the tighter he held it. **Puis le soleil a brillé doucement. Le voyageur a eu chaud, et il a enlevé son manteau.** The sun had won.

La Fontaine's version. Aesop told this fable in Greek; La Fontaine retold it as **Phébus et Borée**, the sun-god and the north wind, with a traveler on horseback. His moral is five words long: **Plus fait douceur que violence**: gentleness does more than violence.

Retelling in the past. Notice which helper each verb takes: **le soleil est arrivé, le vent est parti** (movement, être); **le vent a soufflé, le voyageur a enlevé son manteau** (avoir). And the lesson is Solomon's: A soft answer turneth away wrath: but grievous words stir up anger.

PICTURE STUDY



Phoebus and Boreas (Phébus et Borée), Engraving after Jean-Baptiste Oudry, 1755–1759 · Engraving · From an illustrated edition of La Fontaine's Fables (Paris, 1755–1759)

Image: Wikimedia Commons, public domain

This engraving comes from the same great edition of La Fontaine as The Crow and the Fox in Grade 6, drawn by Jean-Baptiste Oudry. The ancient poets pictured the sun as the god Phoebus driving a chariot across the sky, and the north wind as Boreas. La Fontaine used these old names playfully, as a Christian poet using the stories of the Greeks. Look how small the traveler is, yet he is the one both giants want to win over.

Look closely

- Find the sun-god. How do you know he is the sun?
- Find Boreas. What is he doing?
- Find the little rider.
- Read the caption. What number fable is this?

Talk about it

1. Why does the wind fail?
2. When have you seen kindness work better than force?

ACTIVITY

Fable theater

Act out the fable and narrate it in the passé composé.

You will need

- A coat or blanket
- A fan or paper for the wind, a yellow paper sun

Steps

1. Assign roles: the wind, the sun, the traveler and a narrator.
2. Act the story while the narrator tells it in the passé composé: Le vent est arrivé. Il a soufflé ...
3. End with La Fontaine's moral, said together: Plus fait douceur que violence!
4. Switch roles and play it again.

Tips

- Add dialogue in the present: Je suis le plus fort!
- Perform it for a younger child.

Check your work

☐ I narrated in the passé composé.

☐ I said the moral in French.

FRENCH NOTEBOOK

1. Retell The Wind and the Sun in eight French sentences in the passé composé. Copy La Fontaine's moral and Proverbs 15:1 underneath.

> **From history.** Phébus et Borée is in Book VI of La Fontaine's Fables, published in 1668. The moral sums up a whole way of life: winning people by kindness rather than force.

> **At home in French.** French-speaking families can learn Phébus et Borée by heart together, or watch the BookBox story again and pause to retell each scene.

WORKED EXAMPLES

Example 1. Translate: The wind blew very hard.

▼ **Show solution**

1. Souffler uses avoir.
2. Très fort.

Answer: Le vent a soufflé très fort.

Example 2. Translate: The traveler took off his coat.

▼ **Show solution**

1. Enlever uses avoir.
2. Son manteau.

Answer: Le voyageur a enlevé son manteau.

PRACTICE

1. Easy Say wind in French.

   ▼ **Show answer**

   Le vent.

2. Easy Say sun in French.

   ▼ **Show answer**

   Le soleil.

3. Easy What does manteau mean?

   ▼ **Show answer**

   Coat; cloak.

4. Medium Translate: The sun shone.

   ▼ **Show answer**

   Le soleil a brillé.

5. Medium Translate: The wind left.

   ▼ **Show answer**

   Le vent est parti.

6. Hard Explain Plus fait douceur que violence and connect it to Proverbs 15:1.

   ▼ **Show answer**

   Gentleness does more than force; Proverbs says a soft answer turns away wrath, but harsh words stir up anger.

COMMON MISTAKES

- Writing le vent a parti. Partir uses être: le vent est parti.
- Thinking le vent is feminine. It is masculine.

> **Make it a game · Wind or sun?.** A parent describes a way of acting: shouting, sharing, pushing, smiling, helping. Call out le vent! for force or le soleil! for gentleness, then say a passé composé sentence: Il a crié. C'est le vent!

> **Scripture.** "A soft answer turneth away wrath: but grievous words stir up anger." (Proverbs 15:1, KJV)
>
> In the Louis Segond Bible (1910): *Une réponse douce calme la fureur, Mais une parole dure excite la colère.* Solomon teaches that a gentle answer calms anger while harsh words stir it up, just as the sun's warmth won where the wind failed.

UNIT 5 · CONTES ET FABLES AU PASSÉ · LESSON 5.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

5.2 Le Cordonnier et les Lutins

OBJECTIVES

- Follow a longer tale told in French.
- Retell it in order in the passé composé.
- Discuss gratitude and repaying kindness.

> **Warm-up.** Has someone ever done something kind for you in secret? How did you thank them? Tonight's tale is about a secret kindness and a grateful thank-you.

WATCH

Les lutins et le cordonnier: Apprendre le Français avec sous-titres - Histoire pour enfants

BookBox French · 5:56

https://www.youtube.com/watch?v=8eYvKPOkzfs

> **WHEN TO WATCH**
> After the vocabulary. Watch once with French subtitles, then retell scene by scene.

Note: BookBox tells The Elves and the Shoemaker in French with subtitles, about six minutes.

KEY TERMS

le cordonnier (luh kor-doh-NYAY)
The shoemaker.

le lutin (luh lü-TAN)
The elf; the little sprite.

le cuir (luh KWEER)
Leather.

la reconnaissance (lah ruh-koh-neh-SAHNS)
Gratitude.

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 cordonnier
luh kor-doh-NYAY
le · person
shoemaker

le lutin
luh lü-TAN
le · story
elf

le cuir
luh KWEER
le · material
leather

les chaussures
lay shoh-SÜR
les · clothing
shoes

coudre → cousu
KOODR / koo-ZÜ
verb
to sew → sewn

couper
koo-PAY
verb
to cut

vendre
VAHNDR
verb
to sell

minuit
mee-NWEE
time
midnight

les vêtements
lay veht-MAHN
les · clothing
clothes

pauvre
POHVR
adjective
poor

honnête
oh-NEHT
adjective
honest

la reconnaissance
lah ruh-koh-neh-SAHNS
la · virtue
gratitude

CORE IDEAS

The tale. This story was collected by the brothers Grimm in Germany. A poor, honest shoemaker had leather for only one more pair of shoes. **Il a coupé le cuir le soir et il est allé au lit.** In the morning, the shoes were finished, perfectly sewn! **Il a vendu les chaussures** and bought leather for two pairs. Night after night the work was done, and the shoemaker grew prosperous.

The secret. One evening near Christmas, the shoemaker and his wife hid to watch. **À minuit, deux petits lutins sont arrivés. Ils ont travaillé toute la nuit, puis ils sont partis.** The little men had no clothes. **La femme a cousu des petits vêtements, et le cordonnier a fait des petites chaussures.** When the elves found the gifts, they dressed, danced for joy, and went away; but the shoemaker's house prospered as long as he lived.

Gratitude. The shoemaker and his wife did not just take; they gave back. Solomon wrote, Withhold not good from them to whom it is due, when it is in the power of thine hand to do it. Notice the tale also honors honest work: the help came to a man who kept working faithfully even when he was poor.

ACTIVITY

Story wheel

Make a story wheel and retell the tale in the passé composé.

You will need

- Two paper plates, a brad fastener
- Colored pencils

Steps

1. Divide one plate into six sections and draw six scenes of the story in order.
2. Cut a window in the second plate and fasten it on top.
3. Turn the wheel and tell each scene in the passé composé with a time word: D'abord, le cordonnier a coupé le cuir …
4. Make a tiny pair of paper shoes as a thank-you gift for someone in your family.

Tips

- Retell the story from the elves' point of view: Nous sommes arrivés …
- Write a thank-you note in French.

Check your work

☐ I told six scenes in the passé composé.

☐ I used time words.

FRENCH NOTEBOOK

1. Retell The Elves and the Shoemaker in ten French sentences in the passé composé, using d'abord, ensuite, puis and enfin. Then write a French thank-you note to someone who helped you.

> **From history.** Jacob and Wilhelm Grimm published their collection of German household tales in 1812. In France, the best-known tales were collected earlier by Charles Perrault, in 1697: Cinderella, Puss in Boots and Sleeping Beauty.

> **At home in French.** French-speaking families can read Perrault's tales together in French, and practice writing thank-you notes in French to grandparents.

WORKED EXAMPLES

Example 1. Translate: The elves arrived at midnight.

▼ **Show solution**

1. Arriver uses être.
2. Plural masculine: arrivés.

Answer: Les lutins sont arrivés à minuit.

Example 2. Translate: The wife sewed little clothes.

▼ **Show solution**

1. Coudre → cousu, with avoir.
2. Des petits vêtements.

Answer: La femme a cousu des petits vêtements.

PRACTICE

1. Easy Say shoemaker in French.

   ▼ **Show answer**

   Le cordonnier.

2. Easy What is un lutin?

   ▼ **Show answer**

   An elf.

3. Easy Say shoes in French.

   ▼ **Show answer**

   Les chaussures.

4. Medium Translate: He sold the shoes.

   ▼ **Show answer**

   Il a vendu les chaussures.

5. Medium Translate: They (the elves) left.

   ▼ **Show answer**

   Ils sont partis.

6. Hard Explain how the tale shows Proverbs 3:27.

   ▼ **Show answer**

   The shoemaker and his wife repaid the elves' kindness by making them clothes, not withholding good from those to whom it was due.

COMMON MISTAKES

- Writing les lutins ont arrivé. Arriver uses être: sont arrivés.
- Confusing le cordonnier (shoemaker) with le cordon (cord).

> **Make it a game · Story chain.** Sit in a circle. The first player says the first event of the tale in the passé composé; each player adds the next. If someone uses the wrong helping verb, the group corrects it together. Then tell it again backwards!

> **Scripture.** "Withhold not good from them to whom it is due, when it is in the power of thine hand to do it." (Proverbs 3:27, KJV)
>
> In the Louis Segond Bible (1910): *Ne refuse pas un bienfait à celui qui y a droit, Quand tu as le pouvoir de l'accorder.* Solomon tells us not to hold back good from those who deserve it when we are able to give it. The shoemaker repaid the elves with gifts.