Grade 8 French

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

FIRST EDITION

Course guide

Grade 8 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 present tense of -er verbs and the great irregular verbs and the passé composé (taught in Grades 5–7), and prepares the child for French I.

The child completes the three families of regular verbs, describes a daily routine with reflexive verbs, expresses ability, desire and duty with pouvoir, vouloir and devoir, writes a real French letter, says the Creed and Psalm 23 in French, and learns the imparfait and how it works with the passé composé to tell a story. The lessons meet four great Frenchmen, Blaise Pascal, Louis Pasteur, Louis Braille and Victor Hugo, with portraits of each, Millet's Shepherdess and Bayard's Cosette; the Bible passages include Psalm 23, Paul's I can do all things through Christ and When I was a child.

The child writes letters and stories in a French notebook, and each lesson has a worksheet with a separate answer key. The quarter ends with a childhood memory told in both past tenses.

> 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 8 (about ages 13–14) 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: finir, choisir, réussir, grandir, obéir, réfléchir, remplir, bâtir, le génie, l'inventeur, le calcul, sage, vendre, attendre, répondre, perdre, rendre, prendre, apprendre, comprendre, le cœur, la raison, la pensée, le feu. Unit 2: se réveiller, se lever, se laver, s'habiller, se brosser, se coucher, s'endormir, les mains, les dents, le microbe, le vaccin, le laboratoire, se dépêcher, s'asseoir, s'inquiéter, se reposer, s'amuser, lève-toi, dépêche-toi, assieds-toi, tôt, tard, la lumière, la gloire. Unit 3: pouvoir, vouloir, je voudrais, aveugle, voir, toucher, le doigt, le point, l'alphabet, l'orgue, l'atelier, inventer, devoir, il faut, le devoir, les devoirs, la règle, mentir, aider, respecter, les uns les autres, aimer, le prochain, la dette. Unit 4: la lettre, l'enveloppe, le timbre, l'adresse, la poste, cher / chère, écrire, envoyer, recevoir, espérer, à bientôt, je t'embrasse, croire, le Credo, tout-puissant, le berger, la bergère, le mouton, le pâturage, paisible, l'âme, la vallée, l'ombre, craindre. Unit 5: l'imparfait, l'évêque, le forçat, les chandeliers, l'argenterie, voler, la miséricorde, honnête, le pain, la prison, l'écrivain, le roman, balayer, le balai, le seau, la poupée, l'aubergiste, la forêt, trembler, avoir peur, soudain, lorsque, l'enfance, Noël.
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 Verbes en -ir et en -re

The second and third families of regular verbs, with Blaise Pascal, mathematician, inventor and Christian thinker: -ir verbs like finir and choisir with their -iss- plurals, then -re verbs like vendre, attendre and répondre and the irregular prendre, apprendre and comprendre, with Pascal's night of fire and his Pensées.

1.1 Pascal Choisit

1.2 Le Cœur a ses Raisons

UNIT 2 · WEEKS 3–4

Les Verbes Pronominaux

Reflexive verbs and the daily routine, with Louis Pasteur, the chemist whose discovery of germs taught the world to wash: je me lève, je me lave, je m'habille, je me couche, with the psalm I laid me down and slept; I awaked; then reflexive verbs in the passé composé (je me suis levé), in the negative and in commands (lève-toi!), with Isaiah's Arise, shine.

2.1 Je Me Lave les Mains

2.2 Lève-toi!

UNIT 3 · WEEKS 5–6

Pouvoir, Vouloir, Devoir

The three great helping verbs of French, pouvoir, vouloir and devoir, each followed by an infinitive, with Louis Braille, the blind boy who invented the alphabet of raised dots at fifteen: what we can do, what we want to do, and what we must do, with Paul's I can do all things through Christ and John's we ought also to love one another.

3.1 Louis Braille Peut Lire

3.2 Nous Devons Nous Aimer

UNIT 4 · WEEKS 7–8

Lettres et Psaumes

Writing and believing in French: how to write a real French letter, with the place and date, greetings and closings for friends and for strangers, in the tradition of the apostle Paul and Madame de Sévigné; then the irregular verb croire, the opening of the Apostles' Creed and the whole of Psalm 23 in the Louis Segond Bible, with Millet's Shepherdess Guarding Her Flock.

4.1 Cher Ami

4.2 L'Éternel Est Mon Berger

UNIT 5 · WEEKS 9–10

Victor Hugo et l'Imparfait

The second great past tense, the imparfait, for describing and for what used to happen, with Victor Hugo and Les Misérables: the story of Jean Valjean, the bishop's candlesticks and little Cosette, in Émile Bayard's famous drawing; then choosing between the imparfait and the passé composé, with Paul's When I was a child, I spake as a child.

5.1 Jean Valjean et l'Évêque

5.2 Lorsque J'Étais Enfant

Weekly pacing calendar

WEEK	PLAN
1	• Session 1: Lesson 1.1 Pascal Choisit: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 activity (verb machine) 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 Le Cœur a ses Raisons: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 activity (pensées notebook) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 1 review and unit challenge (pascal presentation)
3	• Session 1: Lesson 2.1 Je Me Lave les Mains: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 activity (routine chart) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
4	• Session 1: Lesson 2.2 Lève-toi!: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 activity (morning drill) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 2 review and unit challenge (ma journée en vidéo)

WEEK	PLAN
5	• Session 1: Lesson 3.1 Louis Braille Peut Lire: warm-up, video, teaching and picture study • Session 2: Lesson 3.1 activity (braille cards) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
6	• Session 1: Lesson 3.2 Nous Devons Nous Aimer: warm-up, video, teaching and picture study • Session 2: Lesson 3.2 activity (house rules) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 3 review and unit challenge (braille and duty)
7	• Session 1: Lesson 4.1 Cher Ami: warm-up, video, teaching and picture study • Session 2: Lesson 4.1 activity (pen-pal letter) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
8	• Session 1: Lesson 4.2 L'Éternel Est Mon Berger: warm-up, video, teaching and picture study • Session 2: Lesson 4.2 activity (psalm 23 scroll) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 4 review and unit challenge (une vraie lettre)
9	• Session 1: Lesson 5.1 Jean Valjean et l'Évêque: warm-up, video, teaching and picture study • Session 2: Lesson 5.1 activity (then and now) and French notebook • Session 3: Worked examples, practice, the game and the worksheet
10	• Session 1: Lesson 5.2 Lorsque J'Étais Enfant: warm-up, video, teaching and picture study • Session 2: Lesson 5.2 activity (two-tense storyboard) and French notebook • Session 3: Worked examples, practice, the game and the worksheet • End of unit: Unit 5 review and unit challenge (un souvenir d'enfance)

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 PASCAL CHOISIT

finir **fee-NEER** verb to finish	**choisir** **shwah-ZEER** verb to choose

réussir
ray-ü-SEER
verb
to succeed

grandir
grahn-DEER
verb
to grow up

obéir
oh-bay-EER
verb
to obey

réfléchir
ray-flay-SHEER
verb
to think; to reflect

remplir
rahn-PLEER
verb
to fill

bâtir
bah-TEER
verb
to build

le génie
luh zhay-NEE
le · person
genius

l'inventeur
lan-vahn-TUHR
le · person
inventor

le calcul
luh kahl-KÜL
le · math
calculation

sage
SAHZH
adjective
wise

1.2 LE CŒUR A SES RAISONS

vendre
VAHNDR
verb
to sell

attendre
ah-TAHNDR
verb
to wait for

répondre

ray-POHNDR

verb

to answer

perdre

PEHRDR

verb

to lose

rendre

RAHNDR

verb

to give back

prendre

PRAHNDR

verb

to take

apprendre

ah-PRAHNDR

verb

to learn

comprendre

kohn-PRAHNDR

verb

to understand

le cœur

luh KUHR

le · body

heart

la raison

lah reh-ZOHN

la · mind

reason

la pensée

lah pahn-SAY

la · mind

thought

le feu

luh FUH

le · nature

fire

2.1 JE ME LAVE LES MAINS

se réveiller

suh ray-veh-YAY

verb · reflexive

to wake up

se lever

suh luh-VAY

verb · reflexive

to get up

se laver

suh lah-VAY

verb · reflexive

to wash (oneself)

s’habiller

sah-bee-YAY

verb · reflexive

to get dressed

se brosser

suh broh-SAY

verb · reflexive

to brush (one’s hair, teeth)

se coucher

suh koo-SHAY

verb · reflexive

to go to bed

s’endormir

sahn-dor-MEER

verb · reflexive

to fall asleep

les mains

lay MAN

les · body

hands

les dents

lay DAHN

les · body

teeth

le microbe

luh mee-KROHB

le · science

germ

le vaccin

luh vahk-SAN

le · science

vaccine

le laboratoire

luh lah-boh-rah-TWAHR

le · science

laboratory

2.2 LÈVE-TOI!

se dépêcher

suh day-peh-SHAY

verb · reflexive

to hurry

s’asseoir

sah-SWAHR

verb · reflexive

to sit down

s’inquiéter

san-kyay-TAY

verb · reflexive

to worry

se reposer

suh ruh-poh-ZAY

verb · reflexive

to rest

s’amuser

sah-mü-ZAY

verb · reflexive

to have fun

lève-toi

lehv-TWAH

command

get up

dépêche-toi

day-pehsh-TWAH

command

hurry up

assieds-toi

ah-syay-TWAH

command

sit down

tôt

TOH

adverb

early

tard

TAR

adverb

late

la lumière

lah lü-MYEHR

la · nature

light

la gloire

lah GLWAHR

la · faith

glory

3.1 LOUIS BRAILLE PEUT LIRE

pouvoir

poo-VWAHR

verb

can; to be able to

vouloir

voo-LWAHR

verb

to want

je voudrais

zhuh voo-DREH

phrase

I would like

aveugle

ah-VUHGL

adjective

blind

voir

VWAHR

verb

to see

toucher

too-SHAY

verb

to touch

le doigt

luh DWAH

le · body

finger

le point

luh PWAN

le · writing

dot; point

l'alphabet

lahl-fah-BEH

le · writing

alphabet

l'orgue

LORG

le · music

organ

l'atelier

lah-tuh-LYAY

le · work

workshop

inventer

an-vahn-TAY

verb

to invent

3.2 NOUS DEVONS NOUS AIMER

devoir

duh-VWAHR

verb

must; to have to; to owe

il faut

eel FOH

phrase

it is necessary; one must

le devoir

luh duh-VWAHR

le · virtue

duty

les devoirs

lay duh-VWAHR

les · school

homework

la règle

lah REHGL

la · school

rule

mentir

mahn-TEER

verb

to lie

aider

eh-DAY

verb

to help

respecter

res-pek-TAY

verb

to respect

les uns les autres

lay ZUN lay ZOHTR

phrase

one another

aimer

eh-MAY

verb

to love

le prochain

luh proh-SHAN

le · faith

neighbor

la dette

lah DET

la · money

debt

4.1 CHER AMI

la lettre

lah LEHTR

la · writing

letter

l'enveloppe

lahn-VLOHP

la · writing

envelope

le timbre

luh TANBR

le · writing

stamp

l’adresse

lah-DRES

la · writing

address

la poste

lah POST

la · places

post office; mail

cher / chère

SHEHR

adjective

dear

écrire

ay-KREER

verb

to write

envoyer

ahn-vwah-YAY

verb

to send

recevoir

ruh-suh-VWAHR

verb

to receive

espérer

es-pay-RAY

verb

to hope

à bientôt

ah byan-TOH

phrase

see you soon

je t’embrasse

zhuh tahn-BRAS

phrase

love (closing; literally I kiss you)

4.2 L’ÉTERNEL EST MON BERGER

croire

KRWAHR

verb

to believe

le Credo

luh kray-DOH

le · faith

the Creed

tout-puissant

too-pwee-SAHN

adjective

almighty

le berger

luh behr-ZHAY

le · person

shepherd

la bergère

lah behr-ZHEHR

la · person

shepherdess

le mouton

luh moo-TOHN

le · animal

sheep

le pâturage

luh pah-tü-RAHZH

le · nature

pasture

paisible

peh-ZEEBL

adjective

peaceful; still

l’âme

LAHM

la · faith

soul

la vallée

lah vah-LAY

la · nature

valley

l’ombre

LOHNBR

la · nature

shadow

craindre

KRANDR

verb

to fear

5.1 JEAN VALJEAN ET L’ÉVÊQUE

l’imparfait

lan-par-FEH

le · grammar

imperfect tense

l’évêque

lay-VEHK

le · faith

bishop

le forçat

luh for-SAH

le · person

convict

les chandeliers

lay shahn-duh-LYAY

les · home

candlesticks

l’argenterie

lar-zhahn-TREE

la · home

silverware

voler

voh-LAY

verb

to steal; to fly

la miséricorde

lah mee-zay-ree-KORD

la · faith

mercy

honnête

oh-NEHT

adjective

honest

le pain

luh PAN

le · food

bread

la prison

lah pree-ZOHN

la · places

prison

l’écrivain

lay-kree-VAN

le · person

writer

le roman

luh roh-MAHN

le · literature

novel

5.2 LORSQUE J’ÉTAIS ENFANT

balayer

bah-leh-YAY

verb

to sweep

le balai

luh bah-LEH

le · home

broom

le seau
luh SOH
le · home
bucket

la poupée
lah poo-PAY
la · toys
doll

l'aubergiste
loh-behr-ZHEEST
le · person
innkeeper

la forêt
lah foh-REH
la · nature
forest

trembler
trahn-BLAY
verb
to tremble; to shiver

avoir peur
ah-vwahr PUHR
phrase
to be afraid

soudain
soo-DAN
adverb
suddenly

lorsque
LORSK
conjunction
when

l'enfance
lahn-FAHNS
la · life
childhood

Noël
noh-EL
feast
Christmas

UNIT 1

Les Verbes en -ir et en -re

In Lesson 1.1 your child conjugates regular -ir verbs (je finis, nous finissons), learns a dozen of them (choisir, réussir, grandir, obéir, réfléchir), and meets Blaise Pascal, who built a calculating machine at nineteen. The verse is God hath chosen the foolish things of the world to confound the wise, with choisir in French.

In Lesson 1.2 your child conjugates regular -re verbs (je vends, il vend, nous vendons) and the irregular prendre family (je prends, nous prenons, ils prennent;

apprendre, comprendre), and reads Pascal's Memorial and his most famous sentence, Le cœur a ses raisons que la raison ne connaît point. The verse is Call unto me, and I will answer thee, with répondre. The unit ends with a short presentation on Pascal.

PREREQUISITES

- Regular -er verbs (Grade 5); Grade 7 passé composé.

MASTERY CHECKLIST

- ☐ I can conjugate regular -ir verbs in the present tense.
- ☐ I can conjugate regular -re verbs in the present tense.
- ☐ I can conjugate prendre, apprendre and comprendre.
- ☐ I can form the past participles of -ir and -re verbs.

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	**Pascal Choisit**	3 sessions of 30–40 minutes
1.2	**Le Cœur a ses Raisons**	3 sessions of 30–40 minutes

Unit 1 review

Answer each question. The test is worth 25 points.

1. **5 pts**

   Conjugate finir in the present tense.

2. **5 pts**

   Conjugate attendre in the present tense.

3. **5 pts**

   Conjugate prendre in the present tense.

4. **5 pts**

   Translate: We choose a book. They answer the question. I understand.

5. **5 pts**

   Name two things Blaise Pascal is remembered for.

ANSWER KEY

1. Je finis, tu finis, il/elle finit, nous finissons, vous finissez, ils/elles finissent.
2. J'attends, tu attends, il/elle attend, nous attendons, vous attendez, ils/elles attendent.
3. Je prends, tu prends, il/elle prend, nous prenons, vous prenez, ils/elles prennent.
4. Nous choisissons un livre. Ils répondent à la question. Je comprends.
5. Any two: he built a calculating machine (the Pascaline) at nineteen; his experiments on air pressure; his work in mathematics and probability; his conversion on the night of November 23, 1654 (the Memorial); his Pensées defending the Christian faith.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: PASCAL PRESENTATION

Give a two-minute presentation in French on Blaise Pascal, with at least ten sentences using at least four -ir verbs, four -re verbs and prendre or comprendre, in the present and the passé composé. Include his famous sentence from the Pensées.

LOOK FOR	WHAT IT MEANS
Verbs	Conjugates -ir, -re and prendre-family verbs correctly.
Content	Gives accurate facts about Pascal's life and faith.
Quotation	Quotes and explains Le cœur a ses raisons.
Delivery	Speaks clearly with good pronunciation.

UNIT 1 · LES VERBES EN -IR ET EN -RE · LESSON 1.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

1.1 Pascal Choisit

OBJECTIVES

- Conjugate regular -ir verbs in the present tense.
- Learn a dozen common -ir verbs.
- Learn about Blaise Pascal's life and inventions.

> **Warm-up.** Who do you think was the cleverest person who ever lived? Today you meet a boy who, according to his sister, worked out geometry by himself at twelve.

WATCH

Group 2 Regular French Verbs ending in "IR" (Present Tense)

Learn French With Alexa · 6:30

https://www.youtube.com/watch?v=NLOKH39KpBU

> **WHEN TO WATCH**
> After the teaching. Alexa explains regular -ir verbs.

Note: Learn French With Alexa explains group 2 regular -ir verbs in the present tense, about six and a half minutes.

KEY TERMS

finir (fee-NEER)
To finish: je finis, nous finissons.

choisir (shwah-ZEER)
To choose.

réussir (ray-ü-SEER)
To succeed.

la machine à calculer
The calculating machine (lah mah-SHEEN ah kahl-kü-LAY).

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.

finir
fee-NEER
verb
to finish

choisir
shwah-ZEER
verb
to choose

réussir
ray-ü-SEER
verb
to succeed

grandir
grahn-DEER
verb
to grow up

obéir
oh-bay-EER
verb
to obey

réfléchir
ray-flay-SHEER
verb
to think; to reflect

remplir
rahn-PLEER
verb
to fill

bâtir
bah-TEER
verb
to build

le génie
luh zhay-NEE
le · person
genius

l'inventeur
lan-vahn-TUHR
le · person
inventor

le calcul
luh kahl-KÜL
le · math
calculation

sage
SAHZH
adjective
wise

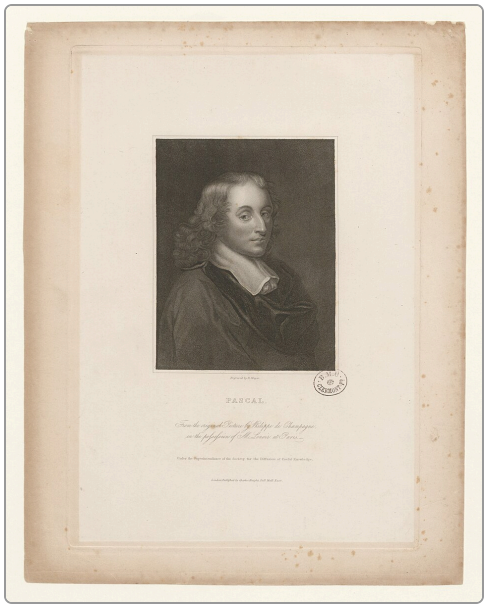
CORE IDEAS

The -ir family. Drop -ir and add **-is, -is, -it, -issons, -issez, -issent: je finis, tu finis, il finit, nous finissons, vous finissez, ils finissent.** The -iss- in the plural is the mark of this family. Other verbs like finir: **choisir** (to choose), **réussir** (to succeed), **grandir** (to grow up), **obéir** (to obey), **réfléchir** (to think, reflect), **remplir** (to fill), **bâtir** (to build). The past participle ends in -i: j'ai fini, il a choisi.

Blaise Pascal. Pascal was born in Clermont, in Auvergne, in 1623. His mother died when he was three, and his father taught him at home. At nineteen, to help his father, a tax official in Rouen who spent long nights adding columns of figures, **il a bâti** a calculating machine of brass wheels, the Pascaline, one of the first in the world. He went on to experiments proving the weight of the air, and to new mathematics of probability.

Wisdom and humility. Pascal was a genius, yet he wrote that reason's last step is to recognize that there are infinitely many things beyond it. Paul says God hath chosen the foolish things of the world to confound the wise. Pascal came to see that God is known not first by cleverness, but by the heart humbled before Christ.

PICTURE STUDY



Blaise Pascal, Engraving after Philippe de Champaigne, 1830s · Engraving · Overnia digital heritage library, Clermont-Ferrand

Image: Wikimedia Commons, public domain

This engraving was made in England in the 1830s for a series of famous portraits, copied, the caption says, from a picture by Philippe de Champaigne, the great painter of Pascal's friends at Port-Royal. It is now in the digital heritage library of Clermont, the city where Pascal was born. Engravings like this let ordinary people own a picture of a famous person long before photography.

Look closely

- Look at his face. What kind of person does he seem to be?
- Find the plain white collar. Is his clothing rich or simple?
- Find the name under the picture.
- Find the library stamp.

Talk about it

1. Why might a genius need humility?
2. What would you invent to help your family?

ACTIVITY

Verb machine

Build a paper Pascaline that conjugates -ir verbs.

You will need

- Two paper circles of different sizes, a brad fastener
- Markers

Steps

1. On the large circle, write the six subject pronouns around the edge.
2. On the small circle, write the six endings: -is, -is, -it, -issons, -issez, -issent.
3. Fasten the circles together and turn to match pronouns and endings.
4. Write the stem of an -ir verb in the middle (chois-, fin-, réuss-) and conjugate it aloud.

Tips

- Add a third ring with the participle -i for the passé composé.
- Time yourself conjugating five verbs.

Check your work

☐ I conjugated five -ir verbs correctly.

☐ I said the -iss- plurals.

FRENCH NOTEBOOK

1. Conjugate choisir and réussir. Write five sentences about Pascal using -ir verbs in the present or passé composé.

> **From history.** A unit of air pressure, the pascal, and a computer programming language, Pascal, are named after him. Several of his calculating machines survive in museums.

> **At home in French.** French-speaking families can look at pictures of the Pascaline online and talk about how it works, using finir, choisir and réussir.

WORKED EXAMPLES

Example 1. Conjugate grandir for nous.

▼ **Show solution**

1. Stem grand-.
2. Nous ending -issons.

Answer: Nous grandissons.

Example 2. Translate: The children obey their father.

▼ **Show solution**

1. Obéir à.
2. Ils obéissent.

Answer: Les enfants obéissent à leur père.

PRACTICE

1. Easy What does finir mean?

   ▼ **Show answer**

   To finish.

2. Easy Say I choose.

   ▼ **Show answer**

   Je choisis.

3. Easy Say she finishes.

   ▼ **Show answer**

   Elle finit.

4. Medium Say we succeed.

   ▼ **Show answer**

   Nous réussissons.

5. Medium Give the participle of choisir.

▼ **Show answer**

Choisi.

6. Hard Translate: At nineteen, Pascal built a machine for his father.

▼ **Show answer**

À dix-neuf ans, Pascal a bâti une machine pour son père.

COMMON MISTAKES

- Writing nous finons. The plural has -iss-: nous finissons.
- Treating every -ir verb as regular. Partir and sortir (Grade 7) are not in this family.

> **Make it a game · Verb dice.** Roll one die for the subject (1 je, 2 tu, 3 il, 4 nous, 5 vous, 6 ils) and draw a card with an -ir verb. Conjugate it correctly to score a point. First to ten wins.

> **Scripture.** “But God hath chosen the foolish things of the world to confound the wise; and God hath chosen the weak things of the world to confound the things which are mighty;” (1 Corinthians 1:27, KJV)
>
> In the Louis Segond Bible (1910): *Mais Dieu a choisi les choses folles du monde pour confondre les sages* Paul writes that God chose the foolish things of the world to confound the wise. The French verse uses choisir: Dieu a choisi.

UNIT 1 · LES VERBES EN -IR ET EN -RE · LESSON 1.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

1.2 Le Cœur a ses Raisons

OBJECTIVES

- Conjugate regular -re verbs in the present tense.
- Conjugate prendre, apprendre and comprendre.
- Read Pascal’s Memorial and his most famous sentence.

> **Warm-up.** Can you know something with your heart that you cannot prove with your head? Pascal, the great mathematician, said yes.

WATCH

Prendre (to take) — Present Tense (French verbs conjugated by Learn French With Alexa)

Learn French With Alexa · 4:44

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

> **WHEN TO WATCH**
> After the teaching. Alexa conjugates prendre in the present tense.

Note: Learn French With Alexa conjugates prendre (to take) in the present tense, just under five minutes.

KEY TERMS

vendre (VAHNDR)
To sell: je vends, il vend.

répondre (ray-POHNDR)
To answer.

prendre (PRAHNDR)
To take: irregular in the plural.

les Pensées (lay pahn-SAY)
The Thoughts: Pascal's notes for a defense of the Christian faith.

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.

vendre
VAHNDR
verb
to sell

attendre
ah-TAHNDR
verb
to wait for

répondre
ray-POHNDR
verb
to answer

perdre
PEHRDR
verb
to lose

rendre
RAHNDR
verb
to give back

prendre
PRAHNDR
verb
to take

apprendre
ah-PRAHNDR
verb
to learn

comprendre
kohn-PRAHNDR
verb
to understand

le cœur
luh KUHR
le · body
heart

la raison
lah reh-ZOHN
la · mind
reason

la pensée
lah pahn-SAY
la · mind
thought

le feu
luh FUH
le · nature
fire

CORE IDEAS

The -re family. Drop -re and add **-s, -s, (nothing), -ons, -ez, -ent: je vends, tu vends, il vend, nous vendons, vous vendez, ils vendent.** The d is silent in the singular. Like vendre: **attendre** (to wait for), **entendre** (to hear), **répondre** (to answer), **perdre** (to lose), **rendre** (to give back), **descendre.** Participle in -u: j'ai vendu, il a répondu.

Prendre and its family. Prendre drops its d in the plural: **je prends, tu prends, il prend, nous prenons, vous prenez, ils prennent**; participle **pris.** Built the same way: **apprendre** (to learn: j'apprends le français) and **comprendre** (to understand: je comprends).

Pascal's night of fire. On the night of November 23, 1654, Pascal had an experience of God so strong that he wrote it down at once: **FEU. Dieu d'Abraham, Dieu d'Isaac, Dieu de Jacob, non des philosophes et des savants. … Joie, joie, joie, pleurs de joie.** He sewed the paper into his coat and carried it until his death; a servant found it

there. He spent his last years writing notes for a great defense of the faith, published after he died as the **Pensées.** The most famous line: **Le cœur a ses raisons que la raison ne connaît point.** The heart has its reasons, which reason does not know.

ACTIVITY

Pensées notebook

Make a little book of thoughts in French.

You will need

- A small notebook or folded paper
- A good pen

Steps

1. Copy Pascal's famous sentence on the first page in your best handwriting.
2. On each following page, write one sentence of your own using an -re verb or prendre: J'apprends le français. J'attends le dimanche. Je comprends …
3. Write at least eight sentences.
4. Read your little book aloud.

Tips

- Add the opening of the Memorial on the last page.
- Write two sentences in the passé composé: J'ai appris, j'ai répondu.

Check your work

☐ I wrote eight sentences with -re verbs or prendre.

☐ I copied Pascal's sentence correctly.

FRENCH NOTEBOOK

1. Conjugate attendre, répondre and comprendre. Copy Pascal's sentence and write what you think it means in English.

> **From history.** Pascal died in 1662, at only thirty-nine. The Pensées were published in 1670 and are still read as one of the great books of French literature.

> **At home in French.** French-speaking families can talk together about Pascal's sentence and share a time they knew something was true before they could explain it.

WORKED EXAMPLES

Example 1. Translate: We are waiting for the bus.

▼ **Show solution**

1. Attendre takes a direct object: no for.
2. Nous attendons.

Answer: Nous attendons le bus.

Example 2. Translate: They understand the question.

▼ **Show solution**

1. Comprendre, ils form: comprennent.
2. Double n.

Answer: Ils comprennent la question.

PRACTICE

1. Easy What does vendre mean?

   ▼ **Show answer**

   To sell.

2. Easy Say I answer.

   ▼ **Show answer**

   Je réponds.

3. Easy Say he takes.

   ▼ **Show answer**

   Il prend.

4. Medium Say we learn.

   ▼ **Show answer**

   Nous apprenons.

5. Medium Give the participle of perdre.

   ▼ **Show answer**

   Perdu.

6. Hard Translate: The heart has its reasons, which reason does not know.

   ▼ **Show answer**

   Le cœur a ses raisons que la raison ne connaît point.

COMMON MISTAKES

- Saying attendre pour. Attendre already means to wait for: J'attends le train.
- Writing ils prenent. Prendre doubles the n: ils prennent.

> **Make it a game · Question and answer.** One player asks a question with an -re verb: Tu attends qui? Tu vends quoi? Tu comprends? The next player answers in a full sentence with the same verb, then asks a new question. Keep the chain going as long as you can.

> **Scripture.** "Call unto me, and I will answer thee, and shew thee great and mighty things, which thou knowest not." (Jeremiah 33:3, KJV)
>
> In the Louis Segond Bible (1910): *Invoque-moi, et je te répondrai* The LORD promises that if we call on Him, He will answer and show us great and hidden things. The French verse uses répondre: je te répondrai.

UNIT 2

Les Verbes Pronominaux

In Lesson 2.1 your child learns the reflexive pronouns (me, te, se, nous, vous, se) and the verbs of the daily routine, describes a morning in French, and meets Louis Pasteur in Albert Edelfelt's portrait of him in his laboratory. The verse is Psalm

3:5, which in French uses three reflexive verbs: Je me couche, et je m'endors; Je me réveille.

In Lesson 2.2 your child puts reflexive verbs into the negative (je ne me lève pas), into commands (lève-toi! ne te lève pas!), and into the passé composé with être (je me suis levé, elle s'est habillée), and hears a FrenchPod101 conversation about daily routines. The verse is Isaiah 60:1, Lève-toi, sois éclairée. The unit ends with a daily-routine video or presentation.

PREREQUISITES

- Grade 7 passé composé with être; Unit 1.

MASTERY CHECKLIST

- ☐ I can conjugate reflexive verbs in the present tense.
- ☐ I can describe my daily routine in French.
- ☐ I can make reflexive verbs negative and use them in commands.
- ☐ I can use reflexive verbs in the passé composé with être.

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	**Je Me Lave les Mains**	3 sessions of 30–40 minutes
2.2	**Lève-toi!**	3 sessions of 30–40 minutes

Unit 2 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Conjugate se lever in the present tense.

2. **5 pts**
   Describe your morning in four French sentences.

3. **5 pts**
   Make negative: Je me couche tard. Elle s'habille.

4. **5 pts**
   Put in the passé composé: Je me lève (girl). Ils se couchent.

5. **5 pts**
   Name two of Louis Pasteur's discoveries or achievements.

ANSWER KEY

1. Je me lève, tu te lèves, il/elle se lève, nous nous levons, vous vous levez, ils/elles se lèvent.
2. Je me réveille à sept heures. Je me lève. Je me lave. Je m'habille. (or similar)
3. Je ne me couche pas tard. Elle ne s'habille pas.
4. Je me suis levée. Ils se sont couchés.
5. Any two: germs cause fermentation and disease; pasteurization; vaccines against anthrax and rabies; saving Joseph Meister from rabies in 1885; disproving spontaneous generation; the Pasteur Institute.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: MA JOURNÉE EN VIDÉO

Make a short video or live presentation of your daily routine in French, from waking up to going to bed, with at least ten reflexive verbs, two commands and three sentences in the passé composé about yesterday.

LOOK FOR	WHAT IT MEANS
Reflexives	Uses the right reflexive pronoun with each verb.
Commands	Uses two reflexive commands correctly.
Past	Uses être and agreement in the passé composé.
Delivery	Speaks clearly and acts out the routine.

UNIT 2 · LES VERBES PRONOMINAUX · LESSON 2.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

2.1 Je Me Lave les Mains

OBJECTIVES

- Conjugate reflexive verbs in the present tense.
- Describe a daily routine.
- Learn about Louis Pasteur and the discovery of germs.

> **Warm-up.** Why do we wash our hands before eating? Two hundred years ago, even doctors often did not. A French chemist helped change that.

WATCH

French Made Easy: Reflexive Verbs

Learn French With Alexa · 5:48

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

> **WHEN TO WATCH**
> After the teaching. Alexa explains reflexive verbs.

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

KEY TERMS

le verbe pronominal (luh VEHRB proh-noh-mee-NAHL)

The reflexive verb: an action done to oneself.

se laver (suh lah-VAY)

To wash oneself.

le microbe (luh mee-KROHB)

The germ.

le vaccin (luh vahk-SAN)

The vaccine.

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.

se réveiller
suh ray-veh-YAY

verb · reflexive

to wake up

se lever
suh luh-VAY

verb · reflexive

to get up

se laver
suh lah-VAY

verb · reflexive

to wash (oneself)

s’habiller
sah-bee-YAY

verb · reflexive

to get dressed

se brosser
suh broh-SAY

verb · reflexive

to brush (one’s hair, teeth)

se coucher
suh koo-SHAY

verb · reflexive

to go to bed

s’endormir
sahn-dor-MEER

verb · reflexive

to fall asleep

les mains
lay MAN

les · body

hands

les dents

lay DAHN

les · body

teeth

le microbe

luh mee-KROHB

le · science

germ

le vaccin

luh vahk-SAN

le · science

vaccine

le laboratoire

luh lah-boh-rah-TWAHR

le · science

laboratory

CORE IDEAS

Doing it to yourself. A reflexive verb has an extra pronoun meaning myself, yourself: **je me lave, tu te laves, il/elle se lave, nous nous lavons, vous vous lavez, ils/elles se lavent.** Before a vowel: je m'habille, il s'appelle. Compare: Je lave la voiture (I wash the car) and Je me lave (I wash myself). For body parts, French uses le, la, les, not my: **Je me lave les mains. Je me brosse les dents.**

My day. Je me réveille à six heures et demie. Je me lève. Je me lave et je m'habille. Je me brosse les cheveux. … Le soir, je me brosse les dents, je prie, et je me couche à neuf heures. Se lever changes its accent: je me lève, nous nous levons.

Louis Pasteur. Born in 1822 in Dole, in the Jura, the son of a tanner, Pasteur became a chemist and proved that tiny living things, microbes, make wine and milk sour and cause many diseases; they do not appear from nothing. Gentle heating to kill them is still called pasteurization. He made vaccines, and in July 1885 he saved a nine-year-old boy, Joseph Meister, who had been bitten by a mad dog, from rabies. Doctors learned to wash their hands and boil their instruments, and countless lives were saved. Pasteur remained a Catholic believer all his life and saw in nature the work of the Creator.

PICTURE STUDY



Louis Pasteur, Albert Edelfelt, 1885 · Oil on canvas · Musée d'Orsay, Paris

Image: Wikimedia Commons, public domain

The Finnish painter Albert Edelfelt painted Pasteur in his laboratory in 1885, the year of the rabies vaccine. Instead of a grand pose, he shows him at work, absorbed in a jar: it is usually said to hold a strip of dried spinal cord from a rabbit, which Pasteur used to make his rabies vaccine. The painting was a great success and hung in the Salon in Paris the next year.

Look closely

- Find the jar in his hand. What is stopping the top?
- Find the microscope.
- Look at his face. Is he posing, or concentrating?
- Count the glass flasks you can see.

Talk about it

1. Why might the painter show Pasteur working instead of posing?
2. How did the discovery of germs change daily life?

ACTIVITY

Routine chart

Make an illustrated chart of your daily routine.

You will need

- Paper, colored pencils, a clock face drawing
- Optional: a camera for photos

Steps

1. Draw or photograph eight moments of your day.
2. Caption each with a time and a reflexive verb: À sept heures, je me lève.
3. Add one picture of washing hands with Pasteur's name: Merci, Pasteur!
4. Present your chart in French.

Tips

- Make the same chart for a family member in the il/elle form.
- Add a weekend routine.

Check your work

☐ I used eight reflexive verbs.

☐ I used the right pronouns.

FRENCH NOTEBOOK

1. Conjugate se laver and s'habiller. Write a paragraph of eight sentences about your daily routine with times.

> **From history.** Joseph Meister later worked as the caretaker of the Pasteur Institute in Paris, founded in 1888, which is still a great center of medical research.

> **At home in French.** French-speaking families can say the routine aloud in French as they get ready in the morning: Je me lève! Je m'habille!

WORKED EXAMPLES

Example 1. Translate: We get up at seven o’clock.

▼ **Show solution**

1. Se lever, nous form: nous nous levons.
2. À sept heures.

Answer: Nous nous levons à sept heures.

Example 2. Translate: She brushes her teeth.

▼ **Show solution**

1. Se brosser.
2. Use les dents, not ses dents.

Answer: Elle se brosse les dents.

PRACTICE

1. Easy Say I wash myself.

   ▼ **Show answer**

   Je me lave.

2. Easy Say I get dressed.

   ▼ **Show answer**

   Je m’habille.

3. Easy Say they go to bed.

   ▼ **Show answer**

   Ils se couchent.

4. Medium Translate: You (tu) wake up early.

   ▼ **Show answer**

   Tu te réveilles tôt.

5. Medium Translate: I wash my hands.

   ▼ **Show answer**

   Je me lave les mains.

6. Hard Who was Joseph Meister, and why is he remembered?

   ▼ **Show answer**

   A nine-year-old boy bitten by a rabid dog in 1885; Pasteur treated him with his rabies vaccine, and he survived.

COMMON MISTAKES

- Forgetting the reflexive pronoun: Je lave à sept heures. Say Je me lave.
- Saying je me lave mes mains. French says je me lave les mains.

> **Make it a game · Routine charades.** Act out a routine verb without speaking. The others guess in French with the right pronoun: Tu te brosses les dents! The first right guess acts next.

> **Scripture.** "I laid me down and slept; I awaked; for the LORD sustained me." (Psalm 3:5, KJV)
>
> In the Louis Segond Bible (1910): *Je me couche, et je m'endors; Je me réveille, car l'Éternel est mon soutien.* David, fleeing his enemies, slept and woke in peace because the LORD sustained him. The French verse uses three reflexive verbs.

UNIT 2 · LES VERBES PRONOMINAUX · LESSON 2.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

2.2 Lève-toi!

OBJECTIVES

- Make reflexive verbs negative.
- Use reflexive verbs as commands.
- Use reflexive verbs in the passé composé with être.

> **Warm-up.** What does a parent say on a school morning? Wake up! Get up! Get dressed! Hurry up! In French, every one of those is a reflexive command.

WATCH

Reflexive Verbs in French | Daily French Conversations #16

Learn French with FrenchPod101.com · 5:32

https://www.youtube.com/watch?v=i8y0kUZ__lY

> **WHEN TO WATCH**
> After the teaching. Listen for the reflexive verbs in the conversation.

Note: FrenchPod101 presents reflexive verbs in a daily French conversation, about five and a half minutes.

KEY TERMS

lève-toi (lehv-TWAH)
Get up! (to one person).

dépêche-toi (day-pehsh-TWAH)
Hurry up!

ne … pas
Not: goes around the pronoun and verb together.

se dépêcher (suh day-peh-SHAY)
To hurry.

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.

se dépêcher
suh day-peh-SHAY
verb · reflexive
to hurry

s'asseoir
sah-SWAHR
verb · reflexive
to sit down

s'inquiéter
san-kyay-TAY
verb · reflexive
to worry

se reposer
suh ruh-poh-ZAY
verb · reflexive
to rest

s’amuser
sah-mü-ZAY
verb · reflexive
to have fun

lève-toi
lehv-TWAH
command
get up

dépêche-toi
day-pehsh-TWAH
command
hurry up

assieds-toi
ah-syay-TWAH
command
sit down

tôt
TOH
adverb
early

tard
TAR
adverb
late

la lumière
lah lü-MYEHR
la · nature
light

la gloire
lah GLWAHR
la · faith
glory

CORE IDEAS

Negative. Ne … pas wraps around the pronoun and the verb together: **Je ne me lève pas. Il ne se lave pas. Nous ne nous couchons pas tard.**

Commands. In a positive command, the pronoun goes after the verb with a hyphen, and te becomes toi: **Lève-toi! Dépêche-toi! Habillez-vous! Levons-nous!** In a negative command, it stays in front: **Ne te lève pas! Ne vous inquiétez pas!** (Don’t worry!)

The past. All reflexive verbs take être in the passé composé, and the participle agrees with the subject: **je me suis levé(e), tu t’es levé(e), il s’est levé, elle s’est levée, nous nous sommes levé(e)s, vous vous êtes levé(e)(s), ils se sont levés, elles se sont levées.** Hier, je me suis réveillé à sept heures, je me suis habillé, et je me suis dépêché!

ACTIVITY

Morning drill

Play drill sergeant with reflexive commands.

You will need

- A whistle or bell
- A timer

Steps

1. One player is the sergeant and gives commands in French: Lève-toi! Brosse-toi les dents! Dépêche-toi! Assieds-toi!
2. The others act them out quickly.
3. Then switch to the vous form for a group: Levez-vous! Habillez-vous!
4. Afterward, each player tells what they did in the passé composé: Je me suis levé. Je me suis dépêché.

Tips

- Add negative commands: Ne te couche pas!
- Write a list of five rules for the morning with commands.

Check your work

☐ I gave six reflexive commands.

☐ I told what I did in the passé composé.

FRENCH NOTEBOOK

1. Write five reflexive commands (tu and vous). Then write six sentences about yesterday morning in the passé composé, with agreements.

> **From history.** Lève-toi et marche (Rise up and walk) is how French Bibles give Jesus' words to the lame man, and the phrase is still used in French to encourage someone.

> **At home in French.** French-speaking families can use French reflexive commands on school mornings for a week: Réveille-toi! Lève-toi! Dépêche-toi!

WORKED EXAMPLES

Example 1. Make a command for one friend: se dépêcher.

▼ **Show solution**

1. Pronoun after the verb.
2. Te becomes toi.

Answer: Dépêche-toi!

Example 2. Translate: She got dressed.

▼ **Show solution**

1. S’habiller takes être.
2. Feminine: habillée.

Answer: Elle s’est habillée.

PRACTICE

1. Easy Say Get up! to a friend.

   ▼ **Show answer**

   Lève-toi!

2. Easy Say Hurry up! to a group.

   ▼ **Show answer**

   Dépêchez-vous!

3. Easy Make negative: Je me lève.

   ▼ **Show answer**

   Je ne me lève pas.

4. Medium Translate: I got up (boy).

   ▼ **Show answer**

   Je me suis levé.

5. Medium Translate: Don’t go to bed! (tu)

   ▼ **Show answer**

   Ne te couche pas!

6. Hard Translate: The girls woke up and got dressed.

   ▼ **Show answer**

   Les filles se sont réveillées et se sont habillées.

COMMON MISTAKES

- Saying lève-te. In positive commands, te becomes toi: lève-toi.
- Using avoir: Je me ai levé. Reflexives always take être: je me suis levé.

> **Make it a game · Simon dit, réfléchi.** Play Simon Says with reflexive commands: Simon dit: lève-toi! Simon dit: assieds-toi! Brosse-toi les cheveux! (without Simon dit). Anyone caught must say a sentence in the passé composé to get back in.

> **Scripture.** “Arise, shine; for thy light is come, and the glory of the LORD is risen upon thee.” (Isaiah 60:1, KJV)
>
> In the Louis Segond Bible (1910): *Lève-toi, sois éclairée, car ta lumière arrive* The prophet calls God’s people to arise and shine, because the glory of the LORD has risen upon them. The French verse begins with the command Lève-toi.

UNIT 3

Pouvoir, Vouloir, Devoir

In Lesson 3.1 your child conjugates pouvoir and vouloir, uses them with an infinitive (je peux lire, je veux apprendre), learns the polite je voudrais, and reads the story of Louis Braille, studying an engraved portrait from 1887. The verse is Philippians 4:13, Je puis tout par celui qui me fortifie.

In Lesson 3.2 your child conjugates devoir (must, have to, owe), learns il faut, and talks about duties and rules, with Alain Le Lait’s song on devoir. The verse is 1 John 4:11, nous devons aussi nous aimer les uns les autres. The unit ends with a braille project and a talk on what we can, want and ought to do.

PREREQUISITES

- Units 1 and 2.

MASTERY CHECKLIST

- ☐ I can conjugate pouvoir, vouloir and devoir in the present tense.
- ☐ I can use each with an infinitive.
- ☐ I can use je voudrais politely.
- ☐ I can use il faut to express necessity.

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	**Louis Braille Peut Lire**	3 sessions of 30–40 minutes
3.2	**Nous Devons Nous Aimer**	3 sessions of 30–40 minutes

Unit 3 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Conjugate pouvoir in the present tense.

2. **5 pts**
   Conjugate vouloir in the present tense.

3. **5 pts**
   Conjugate devoir in the present tense.

4. 5 pts

   Translate: I want to learn. Can you help me? We must leave.

5. 5 pts

   How did Louis Braille become blind, and what did he invent?

ANSWER KEY

1. Je peux, tu peux, il/elle peut, nous pouvons, vous pouvez, ils/elles peuvent.
2. Je veux, tu veux, il/elle veut, nous voulons, vous voulez, ils/elles veulent.
3. Je dois, tu dois, il/elle doit, nous devons, vous devez, ils/elles doivent.
4. Je veux apprendre. Peux-tu m'aider? (Tu peux m'aider?) Nous devons partir.
5. At three he hurt his eye with a tool in his father's harness workshop, and infection blinded both eyes; at fifteen he invented a system of reading and writing with six raised dots, braille.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: BRAILLE AND DUTY

Make a card with your name and a short French sentence in braille (raised with glue dots or pinpricks, using a braille chart), and give a short talk in French of at least eight sentences about Louis Braille, using pouvoir, vouloir and devoir: what he could not do, what he wanted, what he did, and what we ought to do for others.

LOOK FOR	WHAT IT MEANS
Verbs	Uses pouvoir, vouloir and devoir correctly with infinitives.
Braille	Writes a correct braille sentence.
History	Tells Braille's story accurately.
Charity	Connects the story to our duty to love others.

3.1 Louis Braille Peut Lire

OBJECTIVES

- Conjugate pouvoir and vouloir.
- Use pouvoir and vouloir with an infinitive.
- Learn the story of Louis Braille.

> **Warm-up.** Close your eyes and try to read this page with your fingers. Impossible? A blind French boy of fifteen found a way.

WATCH

Pouvoir (to be able to) - Present Tense (French verbs conjugated by Learn French With Alexa)

Learn French With Alexa · 5:12

https://www.youtube.com/watch?v=k5gR0psPGYg

> **WHEN TO WATCH**
> After the teaching. Alexa conjugates pouvoir.

Note: Learn French With Alexa conjugates pouvoir (to be able to) in the present tense, about five minutes.

KEY TERMS

pouvoir (poo-VWAHR)
Can, to be able to.

vouloir (voo-LWAHR)
To want.

je voudrais (zhuh voo-DREH)
I would like: the polite form.

aveugle (ah-VUHGL)
Blind.

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.

pouvoir
poo-VWAHR
verb
can; to be able to

vouloir
voo-LWAHR
verb
to want

je voudrais
zhuh voo-DREH
phrase
I would like

aveugle
ah-VUHGL
adjective
blind

voir
VWAHR
verb
to see

toucher
too-SHAY
verb
to touch

le doigt
luh DWAH
le · body
finger

le point
luh PWAN
le · writing
dot; point

l'alphabet
lahl-fah-BEH
le · writing
alphabet

l'orgue
LORG
le · music
organ

l'atelier
lah-tuh-LYAY
le · work
workshop

inventer
an-vahn-TAY
verb
to invent

CORE IDEAS

Pouvoir and vouloir. je peux, tu peux, il peut, nous pouvons, vous pouvez, ils peuvent. je veux, tu veux, il veut, nous voulons, vous voulez, ils veulent. Notice the same pattern: x in the singular, a changed vowel in the ils form.

With an infinitive. These verbs are followed directly by an infinitive: **Je peux lire. Tu veux venir? Nous voulons apprendre le braille.** Negative: **Il ne peut pas voir.** To ask politely, say **Je voudrais** (I would like): Je voudrais un livre, s'il vous plaît. Pouvez-vous m'aider?

Louis Braille. Louis was born in 1809 in Coupvray, near Paris, where his father made harnesses for horses. At three, playing in the workshop, he hurt his eye with a sharp tool; infection spread, and by five he was blind in both eyes. At ten he was sent to the Royal Institute for Blind Youth in Paris, where the few books had huge embossed letters that were hard to feel. A soldier, Charles Barbier, had invented a code of raised dots for reading at night. Louis simplified it to six dots, and at fifteen, in 1824, he had an alphabet blind people could read quickly with a fingertip: **maintenant, les aveugles peuvent lire!** He became a teacher at the Institute and a church organist, and died in 1852. Today braille is used in almost every language.

PICTURE STUDY



Portrait of Louis Braille, Henri Thiriat, 1887 · Engraving · Published in the French science magazine La Nature, Paris, 1887

Image: Wikimedia Commons, public domain

This portrait was engraved by Henri Thiriat for an article on Louis Braille in La Nature, a French science magazine, in 1887, thirty-five years after Braille's death. It was probably based on an earlier portrait. Look at his eyes: the artist shows him blind, but peaceful and dignified, the face of a teacher.

Look closely

- Look at his eyes. How did the artist show that he was blind?
- Find the buttons and the badges on his jacket.
- Read the caption below the picture.
- What kind of person does he seem to be?

Talk about it

1. How might Braille have felt when his first students read with his dots?
2. What can you do for someone with a disability?

ACTIVITY

Braille cards

Make raised braille letters and read them blindfolded.

You will need

- A braille alphabet chart (printed)
- Card stock and glue dots or a pin and a soft surface

Steps

1. Look at the braille cell: six dots in two columns of three.
2. Make the letters of your name in raised dots.
3. Close your eyes and try to read them with a fingertip.
4. Say in French what you can and cannot do: Je peux lire la lettre A. Je ne peux pas lire vite!

Tips

- Write Je peux lire in braille.
- Find braille on an elevator or a medicine box.

Check your work

☐ I made my name in braille.

☐ I used pouvoir and vouloir in sentences.

FRENCH NOTEBOOK

1. Conjugate pouvoir and vouloir. Write six sentences about Louis Braille using pouvoir or vouloir with an infinitive, including two negatives.

> **From history.** Braille was buried in his village, but in 1952, a century after his death, France moved his body to the Panthéon in Paris, the resting place of its great men.

> **At home in French.** French-speaking families can look for braille on signs and packages and talk in French about what blind people can do with it.

WORKED EXAMPLES

Example 1. Translate: He cannot see.

▼ **Show solution**

1. Pouvoir, il form: peut.
2. Ne … pas around peut.

Answer: Il ne peut pas voir.

Example 2. Translate: They want to read.

▼ **Show solution**

1. Vouloir, ils form: veulent.
2. Infinitive lire.

Answer: Ils veulent lire.

PRACTICE

1. Easy Say I can.

   ▼ **Show answer**

   Je peux.

2. Easy Say I want.

   ▼ **Show answer**

   Je veux.

3. Easy Say politely I would like a book.

   ▼ **Show answer**

   Je voudrais un livre.

4. Medium Translate: Can you help me? (vous)

   ▼ **Show answer**

   Pouvez-vous m’aider?

5. Medium Translate: We want to learn braille.

   ▼ **Show answer**

   Nous voulons apprendre le braille.

6. Hard Tell Braille's story in three French sentences.

   ▼ **Show answer**

   Louis Braille est né en 1809. Il est devenu aveugle à trois ans. À quinze ans, il a inventé un alphabet pour les aveugles. (or similar)

COMMON MISTAKES

- Writing je peut. The je form is je peux.
- Putting à after pouvoir or vouloir: je veux à lire. Say je veux lire.

> **Make it a game · Je peux, je veux.** Go around the circle. Each player says one thing they can do and one thing they want to do: Je peux nager. Je veux voler! Anyone who repeats or mixes up the verbs is out.

> **Scripture.** "I can do all things through Christ which strengtheneth me." (Philippians 4:13, KJV)
>
> In the Louis Segond Bible (1910): *Je puis tout par celui qui me fortifie.* Paul writes from prison that he can do all things through Christ who strengthens him. The French verse uses an old form of pouvoir: Je puis, for je peux.

UNIT 3 · POUVOIR, VOULOIR, DEVOIR · LESSON 3.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

3.2 Nous Devons Nous Aimer

OBJECTIVES

- Conjugate devoir and use it with an infinitive.
- Use il faut to express necessity.
- Talk about duties, rules and love for others.

> **Warm-up.** What must you do every day, whether you feel like it or not? Today you learn the French verb of duty.

WATCH

Verbe devoir

tialela99 · 2:49

https://www.youtube.com/watch?v=5TgAQnCr920

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

Note: Alain Le Lait sings the verb devoir, under three minutes.

KEY TERMS

devoir (duh-VWAHR)
Must, to have to; also to owe.

il faut (eel FOH)
It is necessary; one must.

le devoir (luh duh-VWAHR)
Duty; homework (les devoirs).

la règle (lah REHGL)
The rule.

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.

devoir
duh-VWAHR
verb
must; to have to; to owe

il faut
eel FOH
phrase
it is necessary; one must

le devoir
luh duh-VWAHR
le · virtue
duty

les devoirs
lay duh-VWAHR
les · school
homework

la règle
lah REHGL
la · school
rule

mentir
mahn-TEER
verb
to lie

aider
eh-DAY
verb
to help

respecter
res-pek-TAY
verb
to respect

les uns les autres
lay ZUN lay ZOHTR
phrase
one another

aimer
eh-MAY
verb
to love

le prochain
luh proh-SHAN
le · faith
neighbor

la dette
lah DET
la · money
debt

CORE IDEAS

Devoir. je dois, tu dois, il doit, nous devons, vous devez, ils doivent. With an infinitive, it means must or have to: **Je dois faire mes devoirs. Nous devons partir.** With a noun, it means to owe: **Je te dois cinq euros.** As a noun, le devoir is duty, and les devoirs is homework. Participle: dû (j'ai dû partir, I had to leave).

Il faut. When the rule is for everyone, French says **il faut** + infinitive: **Il faut se laver les mains. Il faut respecter ses parents. Il ne faut pas mentir.** (One must not lie.) Il faut never changes; it has no other persons.

The duty of love. Louis Braille spent his short life teaching other blind children and giving them the key to books. John writes: Beloved, if God so loved us, we ought also to love one another; in French, **nous devons aussi nous aimer les uns les autres.** Love is not only a feeling; it is a debt we owe because Christ first loved us.

ACTIVITY

House rules

Write and illustrate a poster of family or classroom rules in French.

You will need

- Poster paper, markers

Steps

1. Write eight rules with il faut, il ne faut pas or nous devons: Il faut dire merci. Il ne faut pas crier. Nous devons nous aider.
2. Illustrate each rule.
3. Add one rule from the Bible: Nous devons nous aimer les uns les autres.
4. Present your poster in French.

Tips

- Write a list of your duties for the week with je dois.
- Interview a family member: Qu'est-ce que tu dois faire aujourd'hui?

Check your work

☐ I wrote eight rules with devoir or il faut.

☐ I used the right forms of devoir.

FRENCH NOTEBOOK

1. Conjugate devoir. Write five sentences with je dois or nous devons and five with il faut or il ne faut pas.

> **From history.** The national motto of France is Liberté, Égalité, Fraternité. Older French moral teaching stressed les devoirs: duties to God, to family, to country and to neighbor.

> **At home in French.** French-speaking families can write a family rule chart in French with il faut and put it on the refrigerator.

WORKED EXAMPLES

Example 1. Translate: You (tu) must do your homework.

▼ **Show solution**

1. Devoir, tu form: dois.
2. Faire tes devoirs.

Answer: Tu dois faire tes devoirs.

Example 2. Translate: One must not lie.

▼ **Show solution**

1. Il ne faut pas.
2. Mentir.

Answer: Il ne faut pas mentir.

PRACTICE

1. Easy Say I must.

   ▼ **Show answer**

   Je dois.

2. Easy What are les devoirs at school?

   ▼ **Show answer**

   Homework.

3. Easy Say they must.

   ▼ **Show answer**

   Ils doivent.

4. Medium Translate: We must leave.

   ▼ **Show answer**

   Nous devons partir.

5. Medium Translate: I owe you ten euros.

   ▼ **Show answer**

   Je te dois dix euros.

6. Hard Translate 1 John 4:11b into French: we ought also to love one another.

   ▼ **Show answer**

   Nous devons aussi nous aimer les uns les autres.

COMMON MISTAKES

- Writing ils devent. The ils form is ils doivent.
- Saying il faut que + infinitive. Use il faut + infinitive: il faut partir.

> **Make it a game · Il faut ou il ne faut pas?.** A parent names an action in French: dire merci, mentir, prier, crier, aider sa sœur. Answer as fast as you can with Il faut … or Il ne faut pas … and the action.

> **Scripture.** "Beloved, if God so loved us, we ought also to love one another." (1 John 4:11, KJV)
>
> In the Louis Segond Bible (1910): *si Dieu nous a ainsi aimés, nous devons aussi nous aimer les uns les autres.* John teaches that because God loved us so much, we ought to love one another. The French verse uses devoir: nous devons.

UNIT 4

Lettres et Psaumes

In Lesson 4.1 your child learns the parts of a French letter (Paris, le 17 octobre; Cher Pierre / Chère Madame; Je t'embrasse / Veuillez agréer …), writes a letter to a pen pal or relative, and practices French handwriting with Alexa. The verse is Paul's I thank my God upon every remembrance of you.

In Lesson 4.2 your child conjugates croire (je crois, nous croyons, ils croient), learns to say Je crois en Dieu and the opening of the Creed, and reads and learns Psalm 23:1–4 in French, studying Millet's painting of a young shepherdess. The verse is

Psalm 23:1, L'Éternel est mon berger. The unit ends with a letter that includes a verse from the psalm.

PREREQUISITES

- Units 1–3; Grade 7 passé composé.

MASTERY CHECKLIST

- ☐ I can lay out a French letter with place, date, greeting and closing.
- ☐ I can choose informal or formal greetings and closings.
- ☐ I can conjugate croire.
- ☐ I can recite Psalm 23:1–4 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

4.1	**Cher Ami**	3 sessions of 30–40 minutes
4.2	**L'Éternel Est Mon Berger**	3 sessions of 30–40 minutes

Unit 4 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Write the place and date line for a letter written in Lyon on March 3, 2027.

2. **5 pts**
   Give an informal and a formal greeting and closing.

3. **5 pts**
   Conjugate croire in the present tense.

4. **5 pts**
   Write Psalm 23:1 in French.

5. **5 pts**
   Translate: I believe in God. She believes that it is true.

ANSWER KEY

1. Lyon, le 3 mars 2027
2. Informal: Cher Paul (Chère Marie) … Je t'embrasse (Grosses bises, Amitiés). Formal: Madame, Monsieur … Veuillez agréer, Madame, l'expression de mes sentiments distingués (Bien à vous).
3. Je crois, tu crois, il/elle croit, nous croyons, vous croyez, ils/elles croient.
4. L'Éternel est mon berger: je ne manquerai de rien.
5. Je crois en Dieu. Elle croit que c'est vrai.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: UNE VRAIE LETTRE

Write a real letter in French, by hand, to a relative, a pen pal or a French-speaking missionary family: at least twelve sentences, with place and date, greeting and closing, two sentences in the passé composé, two reflexive verbs, and a verse from Psalm 23 in French that you have chosen for them. Address an envelope the French way.

LOOK FOR	WHAT IT MEANS
Form	Uses the correct French letter layout.
Grammar	Uses the passé composé and reflexive verbs correctly.
Psalm	Copies a verse of Psalm 23 accurately.
Handwriting	Writes neatly with accents.

4.1 Cher Ami

OBJECTIVES

- Lay out a French letter.
- Use informal and formal greetings and closings.
- Write a short letter by hand.

> **Warm-up.** When did you last receive a real letter in the mail? Most of the New Testament is letters. Today you learn to write one in French.

WATCH

Learn how to write French with me! French writing practice video

Learn French With Alexa · 8:04

https://www.youtube.com/watch?v=9iUiei9YMCk

> **WHEN TO WATCH**
> After the teaching. Practice French handwriting along with Alexa.

Note: Learn French With Alexa leads a French writing practice, about eight minutes.

KEY TERMS

la lettre (lah LEHTR)
The letter.

l'enveloppe (lahn-VLOHP)
The envelope.

le timbre (luh TANBR)
The stamp.

la formule de politesse
The polite closing (lah for-MÜL duh poh-lee-TES).

VOCABULARY FOR THE WEEK

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

la lettre

lah LEHTR

la · writing

letter

l’enveloppe

lahn-VLOHP

la · writing

envelope

le timbre

luh TANBR

le · writing

stamp

l’adresse

lah-DRES

la · writing

address

la poste

lah POST

la · places

post office; mail

cher / chère

SHEHR

adjective

dear

écrire

ay-KREER

verb

to write

envoyer

ahn-vwah-YAY

verb

to send

recevoir

ruh-suh-VWAHR

verb

to receive

espérer

es-pay-RAY

verb

to hope

à bientôt

ah byan-TOH

phrase

see you soon

je t’embrasse

zhuh tahn-BRAS

phrase

love (closing; literally I kiss you)

CORE IDEAS

The layout. At the top right, the place and the date, with le and no capital on the month: **Paris, le 17 octobre 2026.** Then the greeting: to a friend or relative, **Cher Pierre, / Chère Marie, / Chers grands-parents,**; to a stranger, simply **Madame, / Monsieur,** with no name.

Opening and closing. Begin: **Merci pour ta lettre. J'espère que tu vas bien.** End an informal letter with **Je t'embrasse, Grosses bises, Amitiés** or **À bientôt**. A formal letter ends with the famous long formula: **Veuillez agréer, Madame, l'expression de mes sentiments distingués**, or more simply **Bien à vous**. Add P.-S. for an afterthought.

A great tradition. In the 1600s, Madame de Sévigné wrote hundreds of letters to her daughter, and they are still read as French literature. Long before, the apostle Paul wrote letters to the churches, beginning with thanks: I thank my God upon every remembrance of you. A good letter is a gift of time and love.

ACTIVITY

Pen-pal letter

Write and mail a letter in French.

You will need

- Good paper, an envelope, a stamp
- A pen

Steps

1. Write the place and date at the top right.
2. Write the greeting and at least eight sentences: who you are, your family, your day (reflexive verbs), what you did last week (passé composé).
3. Close with a formule de politesse and sign.
4. Address the envelope: name, street number and street, postal code and city, country.

Tips

- Write a formal letter to a French museum asking for a brochure (do not send without a parent).
- Decorate the letter with a drawing.

Check your work

☐ My letter has the right layout.

☐ I used a correct greeting and closing.

FRENCH NOTEBOOK

1. Copy the layout of a French letter with all its parts labeled. Then write a short note to a grandparent in French.

> **From history.** Madame de Sévigné's letters were first published after her death, in the 1720s. French schoolchildren still read them to learn graceful French.

> **At home in French.** French-speaking families can exchange short letters in French with relatives or a missionary family in a French-speaking country.

WORKED EXAMPLES

Example 1. Write the date line for Quebec, December 25, 2026.

▼ **Show solution**

1. Place, then le + day + month (lowercase) + year.
2. No capital on décembre.

Answer: Québec, le 25 décembre 2026

Example 2. Greet a woman you do not know.

▼ **Show solution**

1. Formal letters use the title alone.
2. No name, no Chère.

Answer: Madame,

PRACTICE

1. Easy Say letter in French.

   ▼ **Show answer**

   La lettre.

2. Easy Say stamp in French.

   ▼ **Show answer**

   Le timbre.

3. Easy Greet your friend Marie.

   ▼ **Show answer**

   Chère Marie,

4. Medium Give two informal closings.

   ▼ **Show answer**

   Je t’embrasse; Grosses bises; Amitiés; À bientôt.

5. Medium Write: I hope you are well.

   ▼ **Show answer**

   J’espère que tu vas bien.

6. Hard Write the formal closing to a man.

   ▼ **Show answer**

   Veuillez agréer, Monsieur, l’expression de mes sentiments distingués.

COMMON MISTAKES

- Capitalizing the month: le 17 Octobre. French writes octobre in lowercase.
- Writing Cher Marie. For a woman, write Chère.

> **Make it a game · Formal or friendly?.** A parent names a person: ta grand-mère, le maire, ton ami, une directrice d’école. Write the right greeting and closing on a whiteboard as fast as you can.

> **Scripture.** “I thank my God upon every remembrance of you,” (Philippians 1:3, KJV)
>
> In the Louis Segond Bible (1910): *Je rends grâces à mon Dieu de tout le souvenir que je garde de vous* Paul begins his letter to the Philippians by thanking God every time he remembers them. A Christian letter begins with gratitude.

UNIT 4 · LETTRES ET PSAUMES · LESSON 4.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

4.2 L’Éternel Est Mon Berger

OBJECTIVES

- Conjugate the irregular verb croire.
- Say what you believe in French.
- Read and recite Psalm 23:1–4 in French.

Warm-up. What do you believe? Christians around the world say it in the same words, in hundreds of languages. Today you say it in French, and learn the best-loved psalm.

WATCH

Croire (to believe) — Past, Present & Future (French verbs conjugated by Learn French With Alexa)

Learn French With Alexa · 9:28

https://www.youtube.com/watch?v=9lrpdlQXo1M

WHEN TO WATCH
After the teaching. Watch the present-tense part first; save the rest for review.

Note: Learn French With Alexa conjugates croire (to believe) in the past, present and future, about nine and a half minutes.

KEY TERMS

croire (KRWAHR)
To believe.

le Credo (luh kray-DOH)
The Creed: the summary of the Christian faith.

le berger / la bergère
The shepherd / the shepherdess (luh behr-ZHAY / lah behr-ZHEHR).

le psaume (luh PSOHM)
The psalm.

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.

croire
KRWAHR
verb
to believe

le Credo
luh kray-DOH
le · faith
the Creed

tout-puissant
too-pwee-SAHN
adjective
almighty

le berger
luh behr-ZHAY
le · person
shepherd

la bergère
lah behr-ZHEHR
la · person
shepherdess

le mouton
luh moo-TOHN
le · animal
sheep

le pâturage
luh pah-tü-RAHZH
le · nature
pasture

paisible
peh-ZEEBL
adjective
peaceful; still

l'âme
LAHM
la · faith
soul

la vallée
lah vah-LAY
la · nature
valley

l'ombre
LOHNBR
la · nature
shadow

craindre
KRANDR
verb
to fear

CORE IDEAS

Croire. je crois, tu crois, il croit, nous croyons, vous croyez, ils croient. Participle: **cru** (j'ai cru). Croire en: to believe in a person: **Je crois en Dieu.** Croire que: to believe that: **Je crois que tu es le Christ**, said Martha to Jesus. The Apostles' Creed begins: **Je crois en Dieu, le Père tout-puissant, Créateur du ciel et de la terre.**

Psalm 23 in French. L'Éternel est mon berger: je ne manquerai de rien. Il me fait reposer dans de verts pâturages, Il me dirige près des eaux paisibles. Il restaure mon âme, Il me conduit dans les sentiers de la justice, à cause de son nom. Quand

je marche dans la vallée de l'ombre de la mort, je ne crains aucun mal, car tu es avec moi: ta houlette et ton bâton me rassurent.

Understanding the words. L'Éternel, the Eternal, is how the Louis Segond Bible gives God's holy name, where the King James has the LORD. Notice the grammar you know: **il me fait reposer** (faire + infinitive), **je ne manquerai de rien** (a future tense, I shall lack nothing), **je marche, je ne crains** (present). A houlette is a shepherd's crook. David, once a shepherd boy, knew that God cares for His people as a good shepherd cares for his sheep.

PICTURE STUDY



Shepherdess Guarding Her Flock (Bergère gardant ses moutons), Jean-François Millet, 1863 · Oil on canvas · Musée d'Orsay, Paris

Image: Wikimedia Commons, public domain

Jean-François Millet, who also painted The Gleaners (in Grade 6), painted the peasants of the plain near Barbizon, south of Paris. This shepherdess, quietly knitting while her sheep graze, was one of his most loved paintings when it was shown in Paris in 1864. She is still and humble, her eyes down, watching over her flock under a wide, glowing sky.

Look closely

- Find the shepherdess's staff. What is it for?
- What is she doing with her hands?
- Find the dog. What is its job?
- Look at the light in the sky. What time of day might it be?

Talk about it

1. How is a good shepherd like God in Psalm 23?
2. What do sheep need from a shepherd?

ACTIVITY

Psalm 23 scroll

Copy and illustrate Psalm 23:1–4 in French and recite it.

You will need

- A long strip of paper rolled into a scroll
- Colored pencils or watercolors

Steps

1. Copy Psalm 23:1–4 in French in your best handwriting, one verse per section.
2. Illustrate each verse: the shepherd, the green pastures and still waters, the paths, the dark valley.
3. Learn the four verses by heart, one each day.
4. Recite them in French to your family; then say Je crois en Dieu ...

Tips

- Learn verses 5 and 6 too.
- Compare the King James and Louis Segond word by word.

Check your work

☐ I copied four verses accurately with accents.

☐ I recited at least verse 1 from memory.

FRENCH NOTEBOOK

1. Conjugate croire. Copy Psalm 23:1–4 in French and write the King James words underneath each line. Write three sentences beginning Je crois que ...

> **From history.** Psalm 23 is sung in French churches in metrical versions going back to the Huguenot Psalter of the 1500s, which put every psalm into French verse for singing.

> **At home in French.** French-speaking families can pray Psalm 23 together in French at bedtime, and say the Creed in French on Sundays.

WORKED EXAMPLES

Example 1. Translate: We believe in God.

▼ **Show solution**

1. Croire en for a person.
2. Nous croyons (y, not i).

Answer: Nous croyons en Dieu.

Example 2. What does Il me fait reposer mean?

▼ **Show solution**

1. Faire + infinitive: to make someone do something.
2. Reposer: to rest.

Answer: He makes me (to) lie down / rest.

PRACTICE

1. Easy Say I believe.

   ▼ **Show answer**

   Je crois.

2. Easy Say shepherd in French.

   ▼ **Show answer**

   Le berger.

3. Easy What does l'Éternel translate in the King James?

   ▼ **Show answer**

   The LORD.

4. Medium Say they believe.

   ▼ **Show answer**

   Ils croient.

5. Medium Write Psalm 23:1 in French.

   ▼ **Show answer**

   L'Éternel est mon berger: je ne manquerai de rien.

6. Hard Translate: Je ne crains aucun mal, car tu es avec moi.

   ▼ **Show answer**

   I fear no evil (I will fear no evil), for thou art with me.

COMMON MISTAKES

- Writing nous croions. The nous form has y: nous croyons.
- Pronouncing the p in psaume silently. In French it is said: PSOHM.

> **Make it a game · Psalm puzzle.** Write Psalm 23:1–4 in French on strips, one phrase per strip, and mix them up. Race to put them back in order, reading each phrase aloud as you place it.

> **Scripture.** "A Psalm of David. The LORD is my shepherd; I shall not want." (Psalm 23:1, KJV)
>
> In the Louis Segond Bible (1910): *L'Éternel est mon berger: je ne manquerai de rien.* David, a shepherd himself, declares that the LORD is his shepherd and he shall lack nothing.

UNIT 5

Victor Hugo et l'Imparfait

In Lesson 5.1 your child forms the imparfait (je parlais, nous finissions, ils étaient) and uses it to describe the past and tell what used to happen, while meeting Victor Hugo and the opening of Les Misérables: the convict Jean Valjean transformed by the mercy of a bishop. The verse is Romans 12:21, overcome evil with good.

In Lesson 5.2 your child learns when to use the imparfait (background, description, habit) and when the passé composé (a completed event), tells the rescue of Cosette with both tenses, and studies Bayard's drawing of Cosette sweeping. The verse is 1 Corinthians 13:11, in French full of imparfaits: Lorsque j'étais enfant, je parlais

comme un enfant. The quarter ends with a childhood memory told in both past tenses.

PREREQUISITES

- Units 1–4; Grade 7 passé composé.

MASTERY CHECKLIST

- ☐ I can form the imparfait of regular verbs and être.
- ☐ I can use the imparfait to describe and to tell habits in the past.
- ☐ I can choose between the imparfait and the passé composé.
- ☐ I can tell a story with both past tenses.

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	**Jean Valjean et l'Évêque**	3 sessions of 30–40 minutes
5.2	**Lorsque J'Étais Enfant**	3 sessions of 30–40 minutes

Unit 5 review

Answer each question. The test is worth 25 points.

1. **5 pts**
   Conjugate parler in the imparfait.

2. **5 pts**

   Conjugate être in the imparfait.

3. **5 pts**

   Imparfait or passé composé? Complete: Il ___ (faire) froid quand Valjean ___ (arriver).

4. **5 pts**

   Translate: When I was little, I played every day.

5. **5 pts**

   Who wrote Les Misérables, and what does the bishop do for Jean Valjean?

ANSWER KEY

1. Je parlais, tu parlais, il/elle parlait, nous parlions, vous parliez, ils/elles parlaient.
2. J'étais, tu étais, il/elle était, nous étions, vous étiez, ils/elles étaient.
3. Il faisait froid quand Valjean est arrivé.
4. Quand j'étais petit(e), je jouais tous les jours.
5. Victor Hugo (1862). The bishop forgives Valjean for stealing his silver, tells the police he gave it to him, and adds the silver candlesticks, asking him to use them to become an honest man.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: UN SOUVENIR D'ENFANCE

Write a childhood memory in French, at least twelve sentences: set the scene in the imparfait (where you were, the weather, what people were doing, what you used to do) and tell the events in the passé composé. End with a sentence about how God was good to you. Read it aloud.

LOOK FOR	WHAT IT MEANS
Imparfait	Uses the imparfait correctly for description and habit.
Passé composé	Uses the passé composé correctly for events.
Story	Tells a clear, vivid memory.
Delivery	Reads aloud with expression.

UNIT 5 · VICTOR HUGO ET L'IMPARFAIT · LESSON 5.1 OF 10 · 3 SESSIONS OF 30–40 MINUTES

5.1 Jean Valjean et l'Évêque

OBJECTIVES

- Form the imparfait of regular verbs and être.
- Use the imparfait to describe and to tell habits.
- Learn about Victor Hugo and the opening of Les Misérables.

> **Warm-up.** Describe your bedroom when you were five. What did you use to do every day? English says used to or was …ing. French has a whole tense for this.

WATCH

Victor Hugo (beginner/intermediate French lesson - Learn French With Alexa)

Learn French With Alexa · 9:37

https://www.youtube.com/watch?v=bcEGVRSp1fI

> **WHEN TO WATCH**
> After the teaching. Alexa presents Victor Hugo in simple French.

Note: Learn French With Alexa presents Victor Hugo in a beginner–intermediate French lesson, about ten minutes.

KEY TERMS

l’imparfait (lan-par-FEH)
The imperfect: the past tense of description and habit.

l’évêque (lay-VEHK)
The bishop.

le forçat (luh for-SAH)
The convict.

les chandeliers (lay shahn-duh-LYAY)
The candlesticks.

VOCABULARY FOR THE WEEK

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

l’imparfait
lan-par-FEH
le · grammar
imperfect tense

l’évêque
lay-VEHK
le · faith
bishop

le forçat
luh for-SAH
le · person
convict

les chandeliers
lay shahn-duh-LYAY
les · home
candlesticks

l'argenterie
lar-zhahn-TREE
la · home
silverware

voler
voh-LAY
verb
to steal; to fly

la miséricorde
lah mee-zay-ree-KORD
la · faith
mercy

honnête
oh-NEHT
adjective
honest

le pain
luh PAN
le · food
bread

la prison
lah pree-ZOHN
la · places
prison

l'écrivain
lay-kree-VAN
le · person
writer

le roman
luh roh-MAHN
le · literature
novel

CORE IDEAS

Forming the imparfait. Take the nous form of the present, drop -ons, and add **-ais, -ais, -ait, -ions, -iez, -aient**: nous parlons → **je parlais, tu parlais, il parlait, nous parlions, vous parliez, ils parlaient.** Nous finissons → je finissais. Nous prenons → je prenais. Only être is irregular: **j'étais, tu étais, il était, nous étions, vous étiez, ils étaient.**

Using it. The imparfait paints the scene and tells what used to happen: **Il faisait froid. La nuit tombait. Valjean était fatigué et il avait faim.** And habits: **Le dimanche, nous allions à l'église.** (On Sundays we used to go to church.)

Victor Hugo and the bishop. Victor Hugo (1802–1885) was the greatest French writer of his century. In Les Misérables (1862), Jean Valjean comes out of prison after nineteen years, sent there first for stealing a loaf of bread for his sister's hungry children. **Il était pauvre, et personne ne voulait l'aider.** Only the bishop of Digne

welcomes him. In the night Valjean steals the bishop's silver and runs. Caught by the police, he is brought back; but the bishop says he gave him the silver, and adds the two silver candlesticks too. He tells Valjean he must use them to become an honest man. Mercy changes Valjean's whole life.

ACTIVITY

Then and now

Make a then-and-now booklet comparing your childhood with today.

You will need

- Paper folded into a booklet
- Old family photos or drawings

Steps

1. On each left page, write what you used to do in the imparfait: Quand j'avais cinq ans, je jouais avec des cubes.
2. On each right page, write what you do now in the present: Maintenant, je lis des livres.
3. Make at least six pairs.
4. Illustrate with photos or drawings and read it aloud.

Tips

- Interview a grandparent: Quand tu étais petit(e), qu'est-ce que tu faisais?
- Write the bishop's house in the imparfait: La maison était simple …

Check your work

☐ I wrote six sentences in the imparfait.

☐ I formed être correctly (j'étais).

FRENCH NOTEBOOK

1. Conjugate parler, finir and être in the imparfait. Write a description of a winter evening in eight sentences in the imparfait.

> **From history.** Hugo spent nineteen years in exile, mostly on the island of Guernsey, for opposing the emperor Napoleon III; he finished Les Misérables there. When he died in 1885, about two million people followed his funeral, and he was buried in the Panthéon.

> **At home in French.** French-speaking families can read a children's adaptation of Les Misérables in French and talk about the bishop's mercy.

WORKED EXAMPLES

Example 1. Form the imparfait of avoir for il.

▼ **Show solution**

1. Nous avons → av-.
2. Add -ait.

Answer: Il avait.

Example 2. Translate: It was cold and night was falling.

▼ **Show solution**

1. Description → imparfait.
2. Faire: il faisait; tomber: tombait.

Answer: Il faisait froid et la nuit tombait.

PRACTICE

1. Easy Give the imparfait ending for je.

   ▼ **Show answer**

   -ais.

2. Easy Say I was.

   ▼ **Show answer**

   J'étais.

3. Easy Say he used to speak.

▼ **Show answer**

Il parlait.

4. Medium Say we used to finish.

▼ **Show answer**

Nous finissions.

5. Medium Translate: Valjean was hungry.

▼ **Show answer**

Valjean avait faim.

6. Hard Why does the bishop give Valjean the candlesticks, and what does Romans 12:21 say about it?

▼ **Show answer**

To show him mercy and help him become an honest man; Romans 12:21 says to overcome evil with good, which is what the bishop did.

COMMON MISTAKES

- Writing nous étaions. The nous form is nous étions.
- Using the imparfait for a single finished event: Il volait l'argent. For one completed act, use the passé composé: Il a volé l'argent.

> **Make it a game · Quand j'étais petit.** Go around the circle. Each player says one true thing they used to do: Quand j'étais petit, je mangeais du sable! The others guess whether it is true. Each sentence must be in the imparfait.

> **Scripture.** "Be not overcome of evil, but overcome evil with good." (Romans 12:21, KJV)
>
> In the Louis Segond Bible (1910): *Ne te laisse pas vaincre par le mal, mais surmonte le mal par le bien.* Paul tells Christians not to be overcome by evil but to overcome evil with good, just as the bishop answered theft with mercy.

5.2 Lorsque J'Étais Enfant

OBJECTIVES

- Choose between the imparfait and the passé composé.
- Tell a story with both past tenses.
- Read the rescue of Cosette from Les Misérables.

> **Warm-up.** In a story, which part is the stage set and which part is the action? It was a dark, snowy night (scene) … when someone knocked at the door (action). French uses a different tense for each.

WATCH

Être (To Be) — Imperfect Tense (French verbs conjugated by Learn French With Alexa)

Learn French With Alexa · 6:25

https://www.youtube.com/watch?v=H8DXTTbxXAU

> **WHEN TO WATCH**
> After the teaching. Review être in the imparfait with Alexa.

Note: Learn French With Alexa conjugates être in the imperfect tense, about six and a half minutes.

KEY TERMS

la description (lah des-kreep-SYOHN)
Background and description: imparfait.

l'événement (lay-vayn-MAHN)
The event: passé composé.

la poupée (lah poo-PAY)
The doll.

le seau (luh SOH)
The bucket.

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.

balayer
bah-leh-YAY
verb
to sweep

le balai
luh bah-LEH
le · home
broom

le seau
luh SOH
le · home
bucket

la poupée
lah poo-PAY
la · toys
doll

l'aubergiste
loh-behr-ZHEEST
le · person
innkeeper

la forêt
lah foh-REH
la · nature
forest

trembler
trahn-BLAY
verb
to tremble; to shiver

avoir peur
ah-vwahr PUHR
phrase
to be afraid

soudain
soo-DAN
adverb
suddenly

lorsque
LORSK
conjunction
when

l'enfance
lahn-FAHNS
la · life
childhood

Noël
noh-EL
feast
Christmas

CORE IDEAS

Scene and action. The imparfait sets the scene, describes and tells what was going on or used to happen. The passé composé tells what happened, a completed event that moves the story forward. **Il neigeait et il faisait nuit** (scene) **quand Valjean est**

arrivé au village (event). Often the imparfait is interrupted: **Cosette marchait dans la forêt quand elle a rencontré un homme.**

Cosette. Little Cosette, eight years old, lived with the Thénardiers, innkeepers who treated her as a servant. **Elle balayait, elle lavait, elle portait de l'eau. Elle avait toujours froid et elle avait peur.** One Christmas Eve, they sent her into the dark woods to fetch a heavy bucket of water. **Elle tremblait. Soudain, une grande main a pris le seau.** It was Jean Valjean. He brought her back, bought her the beautiful doll she had been admiring in a shop window, paid the Thénardiers, and took her away to be his daughter. The mercy he received, he gave.

Growing up. Paul wrote: When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things. The French verse shows both tenses at once: **Lorsque j'étais enfant, je parlais comme un enfant** (imparfait: what used to be) **… lorsque je suis devenu homme** (passé composé: the change).

PICTURE STUDY



Cosette Sweeping (Cosette balayant), Émile Bayard, 1862 · Drawing · Maison de Victor Hugo, Paris

Image: Wikimedia Commons, public domain

Émile Bayard drew this picture of Cosette for an early illustrated edition of Les Misérables. It became the most famous image from the novel and has been used on posters and book covers ever since. Look at the size of the broom compared with the child, and at her face: Bayard shows in one picture everything Hugo says about how the Thénardiers treated her.

Look closely

- Compare the broom with Cosette. What does it tell you?
- Look at her clothes and feet. What do they show about her life?
- Find the bucket.
- Look at her face. How does she feel?

Talk about it

1. How should children be treated, according to the Bible?
2. Why is it so moving when Valjean rescues her?

ACTIVITY

Two-tense storyboard

Draw the rescue of Cosette in six scenes and caption it with both tenses.

You will need

- Paper divided into six panels
- Pencils; two colors of pen

Steps

1. Draw six scenes: Cosette sweeping, the dark woods, the heavy bucket, the hand taking the bucket, the doll, leaving with Valjean.
2. Write one caption in the imparfait (scene) in one color and one in the passé composé (event) in another for each panel.
3. Example: Il faisait nuit. (blue) Valjean a pris le seau. (red)
4. Read the storyboard aloud.

Tips

- Retell the scene from Cosette's point of view: J'avais peur …
- Add a panel of the bishop's candlesticks.

Check your work

☐ I used both tenses in every panel.

☐ I chose the right tense for scene and event.

FRENCH NOTEBOOK

1. Write the story of Cosette's rescue in ten sentences, underlining imparfait verbs once and passé composé verbs twice. Copy 1 Corinthians 13:11 in French.

> **From history.** Hugo placed the Thénardiers' inn at Montfermeil, a village east of Paris, where Cosette had to walk to a spring in the woods for water. Les Misérables appeared in 1862 in several parts and was a huge success across Europe at once.

> **At home in French.** French-speaking families can tell childhood stories at dinner in French, the parents setting the scene in the imparfait and the children adding the events.

WORKED EXAMPLES

Example 1. Choose: Il (pleuvoir) quand nous (sortir).

▼ **Show solution**

1. Background → imparfait: il pleuvait.
2. Completed event → passé composé: nous sommes sortis.

Answer: Il pleuvait quand nous sommes sortis.

Example 2. Translate: Cosette was afraid, but a man took the bucket.

▼ **Show solution**

1. Feeling, description → imparfait: avait peur.
2. Event → passé composé: a pris.

Answer: Cosette avait peur, mais un homme a pris le seau.

PRACTICE

1. Easy Which tense describes the weather in a story?

   ▼ **Show answer**

   The imparfait.

2. Easy Which tense tells a completed event?

   ▼ **Show answer**

   The passé composé.

3. Easy Say she was little.

   ▼ **Show answer**

   Elle était petite.

4. **Medium** Complete: Je ___ (lire) quand le téléphone ___ (sonner).

   ▼ **Show answer**

   Je lisais quand le téléphone a sonné.

5. **Medium** Translate: Every day, Cosette swept the floor.

   ▼ **Show answer**

   Tous les jours, Cosette balayait le sol.

6. **Hard** Find the imparfait and the passé composé in 1 Corinthians 13:11 (French) and explain why each is used.

   ▼ **Show answer**

   Imparfait: j'étais, je parlais, je pensais, je raisonnais (what used to be, ongoing); passé composé: je suis devenu, j'ai fait disparaître (the completed change).

COMMON MISTAKES

- Using the passé composé for description: Il a fait froid et la nuit est tombée … when setting a scene. Use the imparfait: Il faisait froid.
- Using the imparfait for an event that happened once: Valjean prenait le seau. Use the passé composé: Valjean a pris le seau.

> **Make it a game · Scene or action?.** A parent reads sentences from a story in English. Shout décor! for scene (imparfait) or action! for an event (passé composé), then try to say the sentence in French.

> **Scripture.** "When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things." (1 Corinthians 13:11, KJV)
>
> In the Louis Segond Bible (1910): *Lorsque j'étais enfant, je parlais comme un enfant, je pensais comme un enfant* Paul compares growing up to growing in love: as a man he put away childish things. The French verse uses both past tenses.