

Leçon 2

Préparation à la lecture:

For the first day listen to the story twice to see if you can pick up the meaning of most of the French sentences. Check yourself with the vocabulary.

Listening Instructions: Please Read

The way in which you listen to French can help you learn the language more quickly. Most people are under the impression that listening comprehension means listening to a recording UNTIL they understand every word. Once they understand it all, they move on to another recording. Actually, the work that helps you think and speak more fluently in French begins after comprehension. We discussed the work and theories of Dr. Chall and Dr. Tomatis in Level I. You can find more information on our website, but here is some basic information:

There are two stages of listening. Both **Listening for meaning** and **Mimicking the speaker** are important. This is one reason why we have less stories, but do more with each story, in this level.

1. Listening for meaning

You need to listen to the recording until you understand. Use the transcript of the story and the vocabulary to double-check any words that are new to you. This will be accomplished in the first semester. You cannot start mimicking efficiently until you understand the speakers. Please make this your first step!

2. Mimicking the speakers

During the second semester you need to learn to say it like the speakers say it. You can even make a personal copy of the CD (for your own use only) and repeat after the speakers while listening on a portable stereo (walkman). This part can actually be fun! It's also the exercise that will lead you to fluency, because mimicking involves listening for rhythm and intonation and it forces you to actively concentrate on the way things are being said. The most important thing about mimicking is that it helps you **think in French**. As you repeat the expressions over and over again, you build a direct link in your brain between ideas and the movements of your tongue and lips that convey those ideas. So mimicking helps you automatically produce the sounds to convey an idea instead of translating from English. You will start learning French in a deeper way. This is far superior to simply learning a series of expressions on paper!

I would also suggest that you find some movies that you are familiar with. Once you have listened to them in English, put them on in French. You can put the **sub-titles on in French only**. Since you already know the story your understanding will be high. If you put the sub-titles on in English, then you are accessing two different areas of your brain. **Please only put the French sub-titles on.** One movie per week will help to develop your ear for French conversation. Movies are an option, not a requirement for the course. I provide plenty of optional work in this program. This will give the serious student and the French teacher more options and material to work with.

Many people have problems with understanding native speakers in conversation, even after years of studying the language. This step will ensure that does not happen to you. Remember to use **Listening for Meaning** in semester 1 and **Mimicking the speakers** in semester 2.

Exercises

The exercises will enable you to identify all the parts of the sentences. These elements will be discussed many times during this program. It will get automatic for you. The exercises will start to take less time to do, but are still important to complete.

The whole lesson

Basically, the first semester you concentrate on Vocabulary and Conjugation, while in the second semester you work on Grammar and Orthography. We use the same story for both semesters. If we had done all four categories for each story it would have been too much. This way once you get to the second semester you will be familiar with the Story, as well as it's Vocabulary and Conjugation, before you are expected to examine the Grammar and Orthography.

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Family disc 1 track 2

The French are big on family. Here are the names of different family members. Please listen to these on the audio.

Immediate Family		Extended Family	
<i>ma famille</i>	my family	<i>les grands-parents</i>	grandparents
<i>les parents</i>	parents	<i>le grand-père</i>	grandfather
<i>la mère</i>	mother	<i>le grand-papa</i>	grandfather
<i>le père</i>	father	<i>pépi</i>	familial word for grandpa
<i>la femme</i>	wife	<i>papy</i>	grandpa
<i>le mari</i>	husband	<i>la grand-mère</i>	grandmother
<i>la soeur</i>	sister	<i>la grand-maman</i>	grandmother
<i>le frère</i>	brother	<i>mémé</i>	familial word for grandma
<i>l'enfant</i>	child (m or f)	<i>mamie</i>	grandma
<i>le gamin</i>	familial word for child	<i>les petits-enfants</i>	grandchildren
<i>la gamine</i>	familial word for child, but only in Europe. Do not use this term in <i>Québec</i> ; it means something completely different.	<i>le petit-fils</i>	grandson
<i>le gosse</i>		<i>la petite-fille</i>	granddaughter
<i>la fille</i>	daughter	<i>l'oncle</i>	uncle
<i>le fils</i>	son	<i>la tante</i>	aunt
<i>la belle-mère</i>	mother-in-law	<i>le neveu</i>	nephew
<i>le beau-père</i>	father-in-law	<i>la nièce</i>	niece
		<i>le cousin</i>	cousin (m)
		<i>la cousine</i>	cousin (f)

Please fill in the following table.

Immediate Family		Extended Family	
	my family		grandparents
	parents		grandfather
<i>la mère</i>		<i>pépé</i> <i>papy</i>	
<i>le père</i>		<i>la grand-mère</i> <i>la grand-maman</i>	
	wife		familial word for grandma
	husband		grandchildren
<i>la soeur</i>		<i>le petit-fils</i>	
<i>le frère</i>		<i>la petite-fille</i>	
	child (m or f)		uncle
	familial word for child		aunt
	familial word for child, but only in Europe. Do not use this term in <i>Québec</i> ; it means something completely different.		
<i>la fille</i>		<i>le neveu</i>	
<i>le fils</i>		<i>la nièce</i>	
<i>la belle-mère</i>			cousin (m)
<i>le beau-père</i>			cousin (f)

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Mireille n'arrive pas
Disc 1 track 3

Marie est à Paris. She was supposed to meet her cousin, but her cousin missed her train and Marie is alone in Paris. Mireille a manqué son train. Marie est toute seule à Paris. Marie parle avec Mireille au téléphone.

Marie: *Mireille, j'étais à la gare, mais tu n'étais pas là.*

Mireille: *J'ai manqué le train. J'ai pensé que le train partait à 13h30 et il partait à 13h00.*

Marie: Oh, you thought the train left at 1:30pm, but it left at 1:00pm. *C'est dommage.* That's too bad.

Mireille: *Je m'excuse profondément! Je voudrais encore venir, mais maman dit que ça ne vaut pas la peine. Je suis très désolée. Je voulais te montrer Paris, mais maintenant tu es toute seule.*

Marie: It's alright. I understand these things happen. I know that you wanted to take me around Paris, but I will manage alone. I will see you in a couple of days.

Mireille: *Même si je ne peux pas être là, je peux te dire où aller. Je peux t'indiquer le chemin.*

Marie: You are right that even if you are not here you can tell me where to go.

Mireille: *Le premier endroit où tu devrais aller c'est la Tour Eiffel. La France est très fière de ce monument. Il est magnifique. Tu peux y aller à pied.*

Marie: *Je suis d'accord avec toi.* I agree that the Eiffel Tower is magnificent. I can certainly see why you say that France is very proud of it. It being so close so I can walk will be good.

Mireille: *Après La Tour Eiffel, il faut aller voir Le Louvre. C'est là où les anciens rois habitaient et maintenant tu peux y voir Mona Lisa.*

Marie: Yes, the **Louvre** would definitely be somewhere I would like to visit. I had forgotten that the Kings from long ago used to live there. That is very interesting, *n'est-ce pas?*

Mireille: *Oui, je pense que le plus intéressant c'est que Le Louvre était un palais. L'immeuble est si beau.*

Marie: Yes, the **Louvre** is a beautiful building. Where else should I go?

- Mireille:** *Je pense que La Place de la Concorde est aussi un endroit à visiter.*
- Marie:** What is the *La Place de la Concorde*?
- Mireille:** *C'est très vieux. Je pense qu'elle date de plus de trois mille ans. L'obélisque qui se trouve au milieu de la place vient d'Egypte. Ça vaut la peine de le voir.*
- Marie:** *Sans doute.* I would think something as old as 3000 years would be worth seeing. I will definitely put it on my list.
- Mireille:** *Ah oui, j'ai oublié. Je te conseille de manger à l'Altitude 95. La nourriture est excellente et l'ambiance est extraordinaire. Ce sera cher pour toi, mais c'est un bon rapport qualité-prix.*
- Marie:** Yes, I will be sure to eat at the Altitude 95. *Papa* gave me his credit card so I could eat in a nice restaurant.
- Mireille:** *Ton papa est gentil de te donner sa carte bleue.*
- Marie:** *Oui papa prend soins de moi.* It was kind of him to give me his credit card. Is that all?
- Mireille:** *Ça prend du temps de voir tout ça. Je pense que le temps va passer trop vite pour que tu puisses voir encore autre chose.*
- Marie:** You are right. My time will run out before I have time to see even the attractions that you have told me about.
- Mireille:** *Tu peux peut-être ajouter L'Arc de Triomphe.*
- Marie:** I saw it when we were on our way to the hotel. We went right by it. It is magnificent.
- Mireille:** *D'accord. Je t'en prie sois prudente. Paris est encore Paris, et toi tu es encore une jeune femme.*
- Marie:** Yes, I will be very careful. I promised *papa* that I would be in the hotel by 5pm.
- Mireille:** *Oui, 17h00 est une heure correcte pour rentrer à l'hôtel. Bon, je t'appelle demain matin. Tu pourras me raconter tes histoires de la journée.*
- Marie:** I look forward to your call tomorrow morning and to telling you about my travels. *Grosses bises.*
- Mireille:** *Oui, grosses bises et à demain.*

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Le vocabulaire: disc 1 track 4

<i>le train</i>	the train
<i>mais</i>	but
<i>pas là</i>	not there
<i>manquer</i>	to miss
<i>penser</i>	to think
<i>que</i>	that
<i>partir</i>	to leave
<i>C'est dommage</i>	That's too bad.
<i>Je m'excuse profondément!</i>	I am profoundly sorry!
<i>Vouloir</i>	to want to
<i>Encore</i>	again
<i>Venir</i>	to come
<i>Dire</i>	to say
<i>Ça ne vaut pas la peine</i>	It's not worthwhile
<i>désolé(e)</i>	very sorry
<i>montrer</i>	to show
<i>autour de</i>	around of
<i>maintenant</i>	now
<i>toute seule</i>	all alone
<i>Même</i>	same
<i>si</i>	if
<i>ne...pas</i>	not
<i>pouvoir</i>	to be able to
<i>indiquer</i>	to indicate
<i>le chemin</i>	the way
<i>un endroit</i>	an area
<i>là</i>	there
<i>où</i>	where
<i>aller</i>	to go
<i>La première endroit</i>	the first place
<i>devoir</i>	to own; should, ought, must
<i>c'est</i>	it is
<i>fière</i>	proud
<i>ce monument</i>	that monument
<i>aller à pied</i>	to go on foot
<i>après</i>	after
<i>falloir</i>	to have to
<i>voir</i>	to see
<i>les anciens rois</i>	the ancient kings
<i>habiter</i>	to live
<i>Penser</i>	to think
<i>Intéressant, intéressante</i>	interesting
<i>le palais</i>	the castle
<i>l'immeuble</i>	the building

<i>si beau</i>	so beautiful
<i>un endroit</i>	an area
<i>très vieux</i>	very old (m)
<i>très vieille</i>	very old (f)
<i>très vieil</i>	very old (before m that starts with a vowel)
<i>elle date</i>	dated
<i>plus que</i>	more than
<i>trois mille ans</i>	three thousand years
<i>au milieu</i>	in the middle
<i>d’Egypt</i>	of Egypt
<i>Ça vaut la peine de le voir.</i>	It is worthwhile to see.
<i>Sans doute</i>	No doubt
<i>j’ai oublié</i>	I forgot
<i>conseiller</i>	to advise
<i>manger</i>	to eat
<i>La nourriture</i>	the food
<i>excellent, excellente</i>	excellent
<i>l’ambiance</i>	the ambiance
<i>extraordinaire</i>	extraordinary
<i>cher</i>	expensive
<i>pour toi</i>	for you
<i>un bon rapport qualité-prix</i>	a good deal
<i>donner</i>	to give
<i>sa carte bleue</i>	a credit card in France
<i>le temps</i>	the time
<i>tous, tout, toute, toutes</i>	all
<i>parce que</i>	because
<i>passer</i>	to pass
<i>trop vite</i>	too fast
<i>un endroit</i>	an area
<i>peut- être</i>	maybe
<i>ajouter</i>	to add
<i>d’accord</i>	I agree
<i>Je t’en prie sois prudent</i>	Please be careful
<i>une jeune femme</i>	a young women
<i>une heure correcte</i>	a good hour
<i>rentrer</i>	to return, to go home
<i>appeler</i>	to call
<i>demain matin</i>	tomorrow morning
<i>me raconter</i>	to tell me
<i>histoires de la journée</i>	stories for the day
<i>grosses bises</i>	big kisses
<i>à demain</i>	until tomorrow

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to tell me
stories for the day
big kisses
until tomorrow

Notes du Professeur:

Don't let the more complex sentences intimidate you. Please don't try to write the complex sentences in *ton journal*. Many times there are rules of the language that you have not yet learnt. Please write simpler sentences. Use **Appendix C** to help you with the sentence structure. The stories have the more complex sentences so that you are learning the patterns of the language. This will greatly aid you in Level III (*Niveau III*).



L'Écriture Sainte: Disc 1 track 49

Here is the second list of Biblical words. I also encourage you to start trying to read the Bible by the second semester if not sooner. If you would like to start earlier, I suggest taking the book of *Jean*, and looking for words that are familiar to you. Please start with *La Parole de Vie* translation. Also, look for the verbs. Identify the verb form and find the infinitive form in your *Big Blue Book of French Verbs*. Work on it section by section. This part of scripture should be familiar enough to make comprehension easier. Please check our website in order to purchase French Bibles.

Check the scripture verses that have been recorded for you to memorize. These have been specially picked for witnessing to the French people.

“Il n’y a point de juste, pas même un seul” (Romains 3. 10)

Take a look at the scripture verse above. Underline the verb. Looking at the verse in English might help you figure out the verbs.

Here is the next list of Extra Biblical Words that you will need to know to be able to read French scripture. Please look up each word and write the English equivalent. You will be responsible to know these words by Level III. They are recorded on Disc 1 Track 40.

13. *mille* _____
14. *résurrection* _____
15. *sagesse* _____
16. *don* _____
17. *né* _____
18. *promesse* _____
19. *hors* _____
20. *serviteur* _____
21. *doctrine* _____
22. *sinon* _____
23. *pécheur* _____
24. *honte* _____



Note Culturel:

24 hour clock

There are times that the hour is expressed on the 12 hour clock in informal settings. It depends on where you are and even who you are talking to. Both are pretty much accepted, although you will see and hear the 24 hour clock on the news and newspaper.

C'est un bon rapport qualité-prix.

This expression is heard often to express a good deal. It would be a good idea to learn this one. Please place it in your vocabulary section on the last page reserved for expressions.

Le Louvre

Examine the following sentence:

Après La Tour Eiffel, il faut aller voir Le Louvre. C'est là où les anciens rois habitaient et maintenant tu peux y voir Mona Lisa.

It brings up an interesting point. The French Kings used to live in *Le Louvre*. The castle was built in 1190. Its location on the Seine was a good location as a stronghold. In 1370 it became the palace for King Charles V. The palace was demolished in 1527 and a Renaissance design was planned under Francis I's direction. It was completed during the reign of *Henri II*. Each monarch added their own section. The first major work of the Baroque-Classical movement was built in 1667. *Versailles* became the main residence in 1678. *Le Palais du Louvre* became an art gallery. The Louvre became the "*Muséum Napoléon*" in 1803 and further work was completed along *Rue Rivoli*. During the reign of Napoleon III, the *Tuileries* and the *Louvre* palaces were linked and further courtyards completed. There is much written about this amazing structure. It is breath taking to see. It might be a good research project. Here is one website to get you started:

<http://www.discoverfrance.net/France/Paris/Museums-Paris/Louvre.shtml>

La Place de la Concorde

La Place de la Concorde is located at one end of *Le Champs d'Elysées*. At the other end is *L'arc de Triomphe*. Marie Antoinette was beheaded at *La Place de la Concorde*.

La Tour Eiffel

La Tour Eiffel is an incredible structure. It has to be one of the safest areas I have ever visited. Paris is the most visited city in the world and as such, the French take it very seriously to protect their icon. The police presence is felt: There are even militia at the foot of the tower. In Paris you will see police on foot, on bike, on horseback, on motorcycles and in cars.

Gustave Eiffel was also the gentleman who designed the statue of Liberty.

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Phonograms

If you did not do Level I of this program then you will not be familiar with the phonograms. We discussed them in the **Introduction**. You need to learn all 68 phonograms by Lesson 9 in the first semester. Phonogram cards are part of the program. You can also use the Phonograms for Audio Practice in **Appendix E**. The sounds are recorded on disc 1 tracks 35-38.

1. One of the most important elements of your sentence is the verb. The following chart needs to be filled out. You need to be able to identify the verb, its meaning, its infinitive, its tense and its verb group.

There are a number of resources you will use to complete this exercise. If you cannot figure out what the verb is in its infinitive form, then check the story vocabulary list. Use the dictionary or your Big Blue Book of French Verbs for the definition. I have done the first one for you.

There are three basic verb groups. Here they are:

1st group: verbs that end in –er in their infinitive form

2nd group: verbs that end in –ir in their infinitive form

3rd group: all other verbs: these include the irregular verbs

Knowing the verb group will make it easier to conjugate later on. Please do not skip this step.

verb	Infinitive	Tense and mood	Person	Singular or plural	definition	Verb group
<i>étais</i>	<i>être</i>	<i>imparfait</i>	1st can also be 2 nd person with this spelling	<i>s</i>	to be	3 rd
<i>ai manqué</i>						
<i>ai pensé</i>						
<i>partait</i>						
<i>est</i>						
<i>excuse</i>						
<i>voudrais</i>						
<i>venir</i>						
<i>dit</i>						
<i>vaut</i>						
<i>suis</i>						
<i>voulais</i>						
<i>montrer</i>						

<i>es</i>						
<i>peux</i>						
<i>être</i>						
<i>peux</i>						
<i>dire</i>						
<i>aller</i>						
<i>peux</i>						
<i>indiquer</i>						
<i>devrais</i>						
<i>aller</i>						
<i>est</i>						
<i>peux</i>						
<i>aller</i>						
<i>suis</i>						
<i>faut</i>						
<i>aller</i>						
<i>voir</i>						
<i>est</i>						
<i>habitaient</i>						
<i>peux</i>						
<i>voir</i>						
<i>pense</i>						
<i>est</i>						
<i>était</i>						
<i>est</i>						
<i>pense</i>						
<i>est</i>						
<i>visiter</i>						
<i>est</i>						
<i>pense</i>						
<i>trouve</i>						
<i>vaut</i>						
<i>voir</i>						
<i>doute</i>						
<i>ai oublié</i>						
<i>conseille</i>						
<i>manger</i>						
<i>est</i>						
<i>sera</i>						
<i>donner</i>						
<i>prend</i>						
<i>voir</i>						
<i>pense</i>						
<i>va passer</i>						
<i>puisses</i>						

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<i>voir</i>						
<i>peux</i>						
<i>ajouter</i>						
<i>sois</i>						
<i>est</i>						
<i>es</i>						
<i>est</i>						
<i>rentrer</i>						
<i>appelle</i>						
<i>pourras</i>						
<i>raconter</i>						

La Conjugaison:

Les verbes

These are the verbs that we used in this lesson:

Être, aller, avoir, inviter, finir, manger, faire, aimer, travailler, falloir et rentrer. If you look up the verbs in *The Big Blue Book of French Verbs* you will see which verbs are irregular. You need to get used to using this book.

Most of the sentences in the story are in the present tense. There are a couple that introduce *le passé composé, l'imparfait, le subjonctif et le futur proche.* For each of your verbs do the following tenses: *le présent, le passé composé et l'imparfait.* Some of these will already be done from *Leçon 1.* Please do a sight review if this is the case.

In **Appendix D** there is an area called Verb Stories. The first table will help you see how each verb relates to the others. There is a brief introduction and then each verb we deal with in this level has been discussed in full and titled "Verb Story." Please read: I. Verb Story of *le présent*, II Verb story of *le future proche*, IV Verb story of *le passé composé* and V. Verb Story of *Imparfait.* You will not be expected to memorize these verb forms, but will be learning how to identify them at first. After you listen to the story, please go through the written story and identify the verb in each sentence. For each verb make sure you know its meaning, which verb tense is used in the story and what is its infinitive form. In order words, please see if you know if it is in *le présent et le future proche et le passé composé.*

Fill in the blanks below for the verbs *Être, aller, avoir, inviter et finir en le future proche et le passé composé.* Please use your Big Blue Book of French Verbs. You will be expected to know how to conjugate these verbs in these tenses for you test.

Verb: *Être* Verb Tense : *le passé composé* Group:

J _____ *Nous* _____
Tu _____ *Vous* _____
Il _____ *Ils* _____
Elle _____ *Elles* _____
On _____

Verb: *aller* Verb Tense : *le passé composé* Group:

J _____ *Nous* _____
Tu _____ *Vous* _____
Il _____ *Ils* _____
Elle _____ *Elles* _____
On _____

Verb: *avoir* Verb Tense : *le passé composé* Group:

J _____ *Nous* _____
Tu _____ *Vous* _____
Il _____ *Ils* _____
Elle _____ *Elles* _____
On _____

Verb: *inviter* Verb Tense : *le passé composé* Group:

J _____ *Nous* _____
Tu _____ *Vous* _____
Il _____ *Ils* _____
Elle _____ *Elles* _____
On _____

Verb: *finir* Verb Tense : *le passé composé* Group:

J _____ *Nous* _____
Tu _____ *Vous* _____
Il _____ *Ils* _____
Elle _____ *Elles* _____
On _____

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Le subjonctif

This verb form is more frequent than the present form. The following sentence from the story contains this form:

*Je pense que le temps va passer trop vite pour que tu **puisses** voir encore autre chose.*

Look up the verb *pouvoir* in your *Big Blue Book of French Verbs*. It is verb #383. Notice the present subjunctive phrase starts with *que*. **This is one way to know that it is subjunctive, but that does not mean that all phrases that start with *que* will be subjunctive.** We will be studying this form in more depth, for this lesson please read about this verb.

Here are a couple of expressions where you can insert the subjective form. You can use the *Big Blue Book of French Verbs*.

Il est souhaitable que nous (Être) _____ prudents.

English equivalent : _____

Il est préférable que tu (porter) _____ ton manteau.

English equivalent : _____

Je ne crois pas que je (savoir) _____ la réponse.

English equivalent : _____

Falloir

Although very frequently used, this verb does not appear in your *Big Blue Book of French Verbs*. *Falloir* is a very different type of verb. It has a very limited number of tenses. Here it is conjugated for you.

<i>falloir</i>		
<i>Indicatif Présent</i>	<i>Indicatif Imparfait</i>	<i>Indicatif Passé Simple</i>
-	-	-
-	-	-
<i>il faut</i>	<i>il fallait</i>	<i>il fallut</i>
-	-	-
-	-	-
<i>Indicatif Futur Simple</i>	<i>Conditionnel Présent</i>	<i>Subjonctif Présent</i>
-	-	-
-	-	-
<i>il faudra</i>	<i>il faudrait</i>	<i>il faille</i>
-	-	-
-	-	-
<i>Indicatif Passé Composé</i>	<i>Indicatif Plus-que-parfait</i>	<i>Indicatif Passé Antérieur</i>
-	-	-
-	-	-
<i>il a fallu</i>	<i>il avait fallu</i>	<i>il eut fallu</i>
-	-	-
-	-	-
<i>Indicatif Futur Antérieur</i>	<i>Subjonctif Imparfait</i>	<i>Subjonctif Passé</i>
-	-	-
-	-	-
<i>il aura fallu</i>	<i>il fallût</i>	<i>il eût fallu</i>
-	-	-
-	-	-
<i>Subjonctif Plus-que-parfait</i>	<i>Conditionnel Passé 1re Forme</i>	<i>Conditionnel Passé 2e Forme</i>
-	-	-
-	-	-
<i>il eût fallu</i>	<i>il aurait fallu</i>	<i>il eût fallu</i>
-	-	-
-	-	-
<i>Impératif Présent</i>	<i>Impératif Passé</i>	<i>Participe</i>
-	-	-
-	-	fallu
-	-	-

Leçon 2

Please fill in the verb charts for *falloir*.

Verb:	Verb Tense : <i>le présent</i>	Group:
<i>J</i> _____	<i>Nous</i> _____	
<i>Tu</i> _____	<i>Vous</i> _____	
<i>Il</i> _____	<i>Ils</i> _____	
<i>Elle</i> _____	<i>Elles</i> _____	
<i>On</i> _____		

Verb:	Verb Tense : <i>le passé composé</i>	Group:
<i>J</i> _____	<i>Nous</i> _____	
<i>Tu</i> _____	<i>Vous</i> _____	
<i>Il</i> _____	<i>Ils</i> _____	
<i>Elle</i> _____	<i>Elles</i> _____	
<i>On</i> _____		

Futur Proche, second infinitive and verbs after prepositions

The phrase *va passer* is in the form of *futur proche*. This tense is very easy to do. You simply conjugate the verb *aller* in the present form and then, write the infinitive form after it.

For example, if I were to write the different forms with the verb *manger*, I would get the following:

<i>Je vais manger</i>	<i>Nous allons manger</i>
<i>Tu vas manger</i>	<i>Vous allez manger</i>
<i>Il va manger</i>	<i>Ils vont manger</i>

Please fill in the verb charts for *faire*, *aimer*, *travailler* et *rentrer*.

Verb:	Verb Tense : <i>le future proche</i>	Group:
<i>J</i> _____	<i>Nous</i> _____	
<i>Tu</i> _____	<i>Vous</i> _____	
<i>Il</i> _____	<i>Ils</i> _____	
<i>Elle</i> _____	<i>Elles</i> _____	
<i>On</i> _____		

Verb:	Verb Tense : <i>le future proche</i>	Group:
<i>J</i> _____	<i>Nous</i> _____	
<i>Tu</i> _____	<i>Vous</i> _____	
<i>Il</i> _____	<i>Ils</i> _____	
<i>Elle</i> _____	<i>Elles</i> _____	
<i>On</i> _____		

Verb:	Verb Tense : <i>le future proche</i>	Group:
<i>J</i> _____	<i>Nous</i> _____	
<i>Tu</i> _____	<i>Vous</i> _____	
<i>Il</i> _____	<i>Ils</i> _____	
<i>Elle</i> _____	<i>Elles</i> _____	
<i>On</i> _____		

Verb:	Verb Tense : <i>le future proche</i>	Group:
<i>J</i> _____	<i>Nous</i> _____	
<i>Tu</i> _____	<i>Vous</i> _____	
<i>Il</i> _____	<i>Ils</i> _____	
<i>Elle</i> _____	<i>Elles</i> _____	
<i>On</i> _____		

Verb:	Verb Tense : <i>le future proche</i>	Group:
<i>J</i> _____	<i>Nous</i> _____	
<i>Tu</i> _____	<i>Vous</i> _____	
<i>Il</i> _____	<i>Ils</i> _____	
<i>Elle</i> _____	<i>Elles</i> _____	
<i>On</i> _____		

You will notice other verb combinations that have an infinitive. When there is a second verb in the sentence, it is usually in its infinitive form.

As mentioned previously we also use the infinitive after a preposition. Here is an example from the story:

*Je pense que La Place de la Concorde est aussi un endroit **à visiter**.*

second infinitive verb exercise

These sentences are from the story. Please fill in the blanks with the correct verb.

Here are the verbs:

*voir dire visiter ajouter raconter aller indiquer aller
manger aller voir venir voir voir montrer rentrer aller donner*

Je voudrais encore _____, mais maman dit que ça ne vaut pas la peine. Je suis très désolée. Je voulais te _____ Paris, mais maintenant tu es toute seule.

Même si je ne peux pas être là, je peux te _____ où _____. Je peux t' _____ le chemin.

Le premier endroit où tu devrais _____ c'est la Tour Eiffel. La France est très fière de ce monument. Il est magnifique. Tu peux y _____ à pied.

Leçon 2

Après La Tour Eiffel, il faut _____ Le Louvre. C'est là où les anciens rois habitaient et maintenant tu peux y _____ Mona Lisa.

Je pense que La Place de la Concorde est aussi un endroit à _____.

Ça vaut la peine de le _____.

Je te conseille de _____ à l'Altitude 95.

Ton papa est gentil de te _____ sa carte bleue.

Ça prend du temps de _____ tout ça.

Tu peux peut-être _____ L'Arc de Triomphe.

Oui, 17h00 est une heure correcte pour _____ à l'hôtel. Bon, je t'appelle demain matin. Tu pourras me _____ tes histoires de la journée.

À vous maintenant!

Second Semester

This semester you will again listen to the story and vocabulary every day. This will help you learn the vocabulary, pronunciation and spelling.

Règles de l'Orthographique:

1. *à et a*

We are going to take a look at the difference between "*à et a*." The accent above the 'a' is used to distinguish between the 'a' that belongs with the verb *avoir* and *à* that is a preposition that means "to." Remember that *à* is used before an infinitive. It can be used in other situations, but when you have an infinitive you use *à* not *a*.

2. *ce et se; ces et ses; c'est et s'est*

By definition *ce* mean "this," while *se* represents "oneself, himself, herself and itself." *Se* is used before a reflexive verb. If we use *me* in the sentence with *me*, *se* comes before *me*.

In front of *qui, que et donc* we always write *ce*. *Se* is used in front of a reflexive verb (*s'appeler*).

La Grammaire:

Review the chart **Les adjectifs possessifs** that is provided below. This should help you figure out when to use which.

La personne	L'élément masculin	L'élément féminin	L'élément commence par une voyelle	Il y a plusieurs éléments
Je	<i>Mon livre</i>	<i>Ma cassette</i>	<i>Mon ami</i> <i>Mon amie</i>	<i>Mes livres</i> <i>Mes cassettes</i> <i>Mes amies</i>
Tu	<i>Ton livre</i>	<i>Ta cassette</i>	<i>Ton ami</i> <i>Ton amie</i>	<i>Tes livres</i> <i>Tes cassettes</i> <i>Tes amies</i>
Il ou elle	<i>Son livre</i>	<i>Sa cassette</i>	<i>Son ami</i> <i>Son amie</i>	<i>Ses livres</i> <i>Ses cassettes</i> <i>Ses amies</i>
Nous	<i>Notre livre</i>	<i>Notre cassette</i>	<i>Notre ami</i> <i>Notre amie</i>	<i>Nos livres</i> <i>Nos cassettes</i> <i>Nos amies</i>
Vous	<i>Votre livre</i>	<i>Votre cassette</i>	<i>Votre ami</i> <i>Votre amie</i>	<i>Vos livres</i> <i>Vos cassettes</i> <i>Vos amies</i>
Ils ou elles	<i>Leur livre</i>	<i>Leur cassette</i>	<i>Leur ami</i> <i>Leur amie</i>	<i>Leurs livres</i> <i>Leurs cassettes</i> <i>Leurs amies</i>
1st person	masculine	le mien	les miens	ours
	feminine	la mienne	les miennes	
2nd person	masculine	le tien	les tiens	yours
	feminine	la tienne	les tiennes	
3rd person	masculine	le sien	les siens	his
	feminine	la sienne	les siennes	her
1st person plural	masculine	le nôtre	les nôtres	ours
	feminine	la nôtre		
2nd person plural	masculine	le vôtre	les vôtres	yours
	feminine	la vôtre		
3rd person plural	masculine	le leur	les leurs	theirs
	feminine	la leur		

Here are some famous sayings to help you understand usage. You could write these sayings in your Common Expressions and Sayings category that is located in **Appendix F**.

La bonté d'autre me fait autant de plaisir que la mienne.

-- Joseph Joubert

The happiness of others brings me as much pleasure as my own.

Leçon 2

En parlant, on ne change jamais l'opinion des autres. On change quelquefois la sienne.
-- Alfred Capus

Talking, one never changes the opinion of others. One changes at times your own.

Il y a trois opinions dont je tiendrai le plus grand compte: la vôtre, la mienne -- et la bonne. -- Frédéric de Villani

There are three opinions of which I take the most account of: yours, mine.. and the good.

Les adjectifs possessifs

The lesson gave us a great example to show how **Les adjectifs possessifs** works. Please take a good look at this sentence:

Ton papa est gentil de te donner sa carte bleue.

Notice that it is *Mireille* who is speaking. She is talking about Marie's father. We use *ton* because *papa* is a male. Although the credit card belongs to *papa*, who is a male, we still use the feminine form in front of *carte*. All this to say that the possessive adjective is dependent on the noun that is after it. You will find some exercises to test your knowledge of these precepts; these exercises are to be done second semester.

Irregular Adjectives

There are adjectives that take a different form when placed before a masculine noun that starts with a vowel or a muted h.

adjective	Feminine	Masculine	Masculine before vowel or muted h	Feminine plural	Masculine plural
Old	<i>vieille</i>	<i>vieux</i>	<i>vieil</i>	<i>vieilles</i>	<i>vieux</i>
Beautiful	<i>belle</i>	<i>beau</i>	<i>bel</i>	<i>belles</i>	<i>beaux</i>
New	<i>nouvelle</i>	<i>nouveau</i>	<i>nouvel</i>	<i>nouvelles</i>	<i>nouveaux</i>
Crazy	<i>folle</i>	<i>fou</i>	<i>fol</i>	<i>folles</i>	<i>fous</i>
Soft	<i>molle</i>	<i>mou</i>	<i>mol</i>	<i>molles</i>	<i>mous</i>

Most adjectives are written after the noun, but there are also some adjectives that are written before the noun. They are: *beau, bon, gentil, grand, gros, jeune, joli, long, mauvais, nouveau, petit, vieux*. Most of the adjectives should be familiar. Notice that the adjectives in the table above are included in this list.

Time

We discussed telling the time briefly in Level I. We will now look at it more in-depth..

We say the minutes after the hour.

<i>17 h 05</i>	<i>cinq heures cinq</i>
<i>17 h 10</i>	<i>cinq heures dix</i>
<i>17 h 15</i>	<i>cinq heures et quart</i>
<i>17 h 20</i>	<i>cinq heures vingt</i>
<i>17 h 25</i>	<i>cinq heures vingt-cinq</i>
<i>17 h 30</i>	<i>cinq heures et demie</i>
<i>17 h 35</i>	<i>six heures moins vingt-cinq</i>

17 h 40	<i>six heures moins vingt</i>
17 h 45	<i>six heures moins le quart</i>
17 h 50	<i>six heures moins dix</i>
17 h 55	<i>six heures moins cinq</i>
18 h 00	<i>six heures</i>

12 h = *midi* 0 h = *minuit*

For official times we say:

18 h 30	<i>dix-huit heures trente</i>
19 h 15	<i>dix-neuf heures quinze</i>

We can also use the following terms to help understand the times of the day:

<i>Le matin</i>	<i>six heures du matin</i>
<i>L'après-midi</i>	<i>six heures de l'après-midi</i>
<i>Le soir</i>	<i>huit heures du soir</i>

To ask the time we always say:

Quelle heure est-il? **(It is always singular)**

Exercises

1. Review the information under *Règles de l'Orthographique*. The next two exercises will test your understanding of this information.

Use the correct form: *à et a*

- Il _____ deux filles.*
- Nadine _____ mal _____ la tête.*
- Elle _____ les yeux bleus.*
- Est-ce qu'il _____ soif?*
- Jean _____ acheté du pain.*
- Je vais aller _____ cinq heures cinq.*
- En Afrique, il y _____ des éléphants.*
- Il est _____ Paris.*

Leçon 2

2. Write *ce* in front of the masculine nouns and *se* in front of the infinitive verbs. You might have to look up the meanings of these words, but that will be a good exercise.

..... <i>rasoir</i> <i>papier</i>
..... <i>danger</i> <i>plier</i>
..... <i>verger</i> <i>trottoir</i>
..... <i>dortoir</i> <i>rendre</i>
..... <i>voir</i> <i>loger</i>

3. Fill in the following chart with the correct pronoun. Check your answers against the chart in the lesson.

<i>La personne</i>	<i>L'élément masculin</i>	<i>L'élément féminin</i>	<i>L'élément commence par une voyelle</i>	<i>Il y a plusieurs éléments</i>
<i>Je</i>	___ <i>livre</i>	___ <i>cassette</i>	___ <i>ami</i> ___ <i>amie</i>	___ <i>livres</i> ___ <i>cassettes</i> <i>Mes amies</i>
<i>Tu</i>	___ <i>livre</i>	___ <i>cassette</i>	___ <i>ami</i> ___ <i>amie</i>	___ <i>livres</i> ___ <i>cassettes</i> <i>amies</i>
<i>Il ou elle</i>	___ <i>livre</i>	___ <i>cassette</i>	___ <i>ami</i> ___ <i>amie</i>	___ <i>livres</i> ___ <i>cassettes</i> <i>amies</i>
<i>Nous</i>	___ <i>livre</i>	___ <i>cassette</i>	___ <i>ami</i> ___ <i>amie</i>	___ <i>livres</i> ___ <i>cassettes</i> <i>amies</i>
<i>Vous</i>	___ <i>livre</i>	___ <i>cassette</i>	___ <i>ami</i> ___ <i>amie</i>	___ <i>livres</i> ___ <i>cassettes</i> <i>amies</i>
<i>Ils ou elles</i>	___ <i>livre</i>	___ <i>cassette</i>	___ <i>ami</i> ___ <i>amie</i>	___ <i>livres</i> ___ <i>cassettes</i> <i>amies</i>

4. Fill in the table below :

adjective	Feminine	Masculine	Masculine before vowel or muted h	Feminine plural	Masculine plural
Old					
Beautiful					
New					
Crazy					
Soft					

5. List the 11 adjectives that go before a noun:

6. The following sentences will help you to see if you have learned the skills from this lesson. Pick the appropriate answer.

1. *Il c 'appelle/s 'appelle Luc.*
2. *Ce/se train part a/à 16h30.*
3. *Le vieil/vieux/vieille homme est ici.*
4. *C'est un bel/beau/belle endroit.*
5. *Ils possèdent un très belle/bel/beau bateau.*
6. *La fille jeune/ jeune fille a une jupe joli/joli jupe.*
7. *Utilise/Utilises une petite voix/voix petite.*
8. *Jeanne a/à un nouvel appartement/un appartement nouvel/une nouvelle appartement/une nouvel appartement.*
9. *Quelle/Quel heure/heures est-il?*

7. How do you ask the time in French?

8. We say the minutes after the hour. Please write in the words beside the hour.

- 17 h 05*
- 17 h 10*
- 17 h 15*
- 17 h 20*
- 17 h 25*
- 17 h 30*
- 17 h 35*
- 17 h 40*
- 17 h 45*
- 17 h 50*
- 17 h 55*
- 18 h 00*



Mon Journal : Le déroulement de ma vie.

I have to say that French is quite colorful in its descriptions sometimes. This section is for “Your Diary: the unrolling of your life.” Although the word *Le déroulement* means “unfolding,” its literal translation is “unrolling.” If we look at your life as a plan that God has laid out for you, it would be an unrolling. The French have their culture and expressions deep within their religion.

For this section I would like you to keep *un journal*. *M. Gouin*, who was the Latin professor from Paris that Charlotte Mason esteemed as a great language teacher, said that in order to learn a language well you must transfer your identity into the language. *Ton journal* is one way in which you will accomplish this end.

For this *leçon* write about your everyday life in French. Go over *la leçon* and use as many of the skills that you have learned as possible. Please remember to use your *Big Blue Book of French Verbs* as a resource. Please check it out now. Notice how many expressions there are that you can use in your journal. You should try to add these to the Common Expressions and Sayings found in **Appendix F**. It will be handy to have all these expressions in one area for reference. Please use **Appendix C**: Sentence Structure to help you.

J’écoute

Remember to use **Listening for Meaning** in semester 1 and **Mimicking the speakers** in semester 2. Refer to Listening Instructions in the beginning of the text for more information.

Filion High Frequency List *Liste de Mots en Ordre de Fréquences*

You will be responsible for these words. They are located below. They are recorded for you on disc 1 tracks 23-34. Here are the directions for this list:

For the first day of the week (should be Monday).

- While looking at the list, listen to the list you are working on. Underline the multi-letter phonograms: sc, ph, ez, es, th, er, ai, au, eau, ch, ei, ie, oi, oy, oie, oigt, oua, ou, qu, ui, tion.
 - Write each word; one word per line. If there is a rule that goes with the word write it beside the word about 1 inch from the last letter of the word. For example you would write the following for the first word:
de, des R. 8
 - Please make sure you do this in your best penmanship. Your brain link words with similar shape. If you have very bad penmanship, you will have a harder time recognizing the French words. Look up the rule in **Appendix A**. Make sure you learn the rule.

- For the rest of the week, listen to the list of words while looking at the words. Really concentrate on the sounds of the phonograms as you read your words. This will be the key to your pronunciation.
- On the last day of your week (should be Friday), give yourself a spelling test by listening to the list. Pause the recording after each word to give yourself time to write it. There is a special place in your test booklet for these words.

Here is what your week should look like:

Day of Week	Work to be done
Monday	*listen to list of words on audio while looking at them in text book *write out list in space that is provided.
Tuesday	*underline the multi-letter phonograms *listen to your list of words for the week, while looking at the words you have written. *pay special attention to the phonograms and rules; look up rules if you don't know them: Appendix A.
Wednesday	*listen to your list of words for the week, while looking at the words you have written. *pay special attention to the phonograms and rules; look up rules if you don't know them: Appendix A.
Thursday	*listen to your list of words for the week, while looking at the words you have written. *pay special attention to the phonograms and rules; look up rules if you don't know them: Appendix A.
Friday	*give yourself a spelling test by listening to the words on the audio *pause the recording so you have time to write the words out *check your work. You will take 2 tests, one for practice and one for your grade. * Your spelling tests should be in your test booklet.

Leçon 2

Lesson 2 2nd semester disc 1 track 26

76.	donner - Origin: latin donare	v	to give
77.	certain(e) - Origin: latin certus, sûr	adj	certain, sure
78.	non - Origin: latin non	adv nég	no
79.	parce que - Origin: French	loc conj	because
80.	venir - Origin: latin venire	v	to come
81.	vie - Origin: latin vita	nf	life, living
82.	Seigneur - Origin: latin senior, plus âgé	nm	Lord
83.	parole - Origin: latin parabola	nf	word, speech, voice, lyrics
84.	beaucoup - Origin: French; de beau et coup	adv	a lot, a great deal
85.	moins - Origin: latin minus	adv	less, fewer
86.	maintenant - Origin: French; de main et tenant	adv	now
87.	moi; toi; soi - Origin: latin me	pr pers	me, you, one(self), self
88.	monde - Origin: latin mundus	nm	world, earth, society, company
89.	là - Origin: latin illac	adv	there, over there, then
90.	oui - Origin: de l'ancien français o, cela, et du pronom il	adv	yes
91.	pourquoi If you use <i>pourquoi</i> with <i>ce</i> then, it is divided into two words. For example: <i>Ce pour quoi je suis venu.</i> - Origin: French	adv	why
92.	moment - Origin: latin momentum	nm	moment, instant, while, time, opportunity
93.	gens - Origin: latin	n pl	people, folk
94.	foi - Origin: latin fides, engagement, lien	nf	faith
95.	façon - Origin: latin factio, de facere, faire	nf	way, fashion, make, imitation
96.	seul(e) - Origin: latin solus	adj	alone, single
97.	ainsi - Origin: de si, latin sic	adv	so, thus
98.	fois - Origin: latin vices, tour, succession	nf	time, occasion

99. **quand** conj when, whenever, while
 - Origin: latin quando
100. **voici** prép here is, here are, ago, past
Voici is used to talk about things that are close, while *voilà* is used for things that are a distance away. *Voilà* is also used as a means of exclamation.
 - Origin: de vois et ci, adverbe

Write out the word and the rule that goes with the word. Make sure you go back and underline the multi-letter phonograms.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____