

Leçon 2
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.*



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 demains</i>	until tomorrow

In Level I we set up a type of dictionary organized in alphabetical order. You will continue to add vocabulary words to the list you started in Level I. If you did not do

Lesson 2

Level I of this program, then just start with the vocabulary provided in Lesson 2 of Level II. In the section labeled *Le Vocabulaire* set up a page for each letter of the alphabet and one extra page for expressions. For each lesson add the vocabulary to your list in your binder. You will use these vocabulary words in your journal (*Mon Journal*).

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. Please add them to your binder in Section IV: Verbs, if you haven't already. Make sure you put each in its corresponding area: -er verbs, -ir verbs, -re verbs and irregular verbs. 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 E** 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 ou le future proche ou le passé composé.* We will be practicing conjugating these verbs a little later. It is more important that you can identify the tense for now. Use the sheets that you printed out to complete these exercises.

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.

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. Please add this verb to your section of irregular verbs in your binder. Please note that *falloir* is only found in the 3rd person.

falloir***Indicatif Présent***

-

-

il faut

-

-

-

Indicatif Imparfait

-

-

il fallait

-

-

-

Indicatif Passé Simple

-

-

il fallut

-

-

-

Indicatif Futur Simple

-

-

il faudra

-

-

-

Conditionnel Présent

-

-

il faudrait

-

-

-

Subjonctif Présent

-

-

il faille

-

-

-

Indicatif Passé Composé

-

-

il a fallu

-

-

-

Indicatif Plus-que-parfait

-

-

il avait fallu

-

-

-

Indicatif Passé Antérieur

-

-

il eut fallu

-

-

-

Indicatif Futur Antérieur

-

-

il aura fallu

-

-

-

Subjonctif Imparfait

-

-

il fallût

-

-

-

Subjonctif Passé

-

-

il ait fallu

-

-

-

Subjonctif Plus-que-parfait

-

-

il eût fallu

-

-

-

Conditionnel Passé 1re Forme

-

-

il aurait fallu

-

-

-

Conditionnel Passé 2e Forme

-

-

il eût fallu

-

-

-

Impératif Présent

-

-

-

Impératif Passé

-

-

-

Participe

-

fallu

-

Lesson 2

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>

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. There is an exercise in the first semester activity sheets that will help you see this pattern.

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.

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.

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.

<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>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>	
<i>Tu</i>	<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>	
<i>Il ou elle</i>	<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>	
<i>Nous</i>	<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>	
<i>Vous</i>	<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>	
<i>Ils ou elles</i>	<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 féminine	<i>le mien</i> <i>la mienne</i>	<i>les miens</i> <i>les miennes</i>	ours
2nd person		masculine féminine	<i>le tien</i> <i>la tienne</i>	<i>les tiens</i> <i>les tiennes</i>	yours
3rd person		masculine féminine	<i>le sien</i> <i>la sienne</i>	<i>les siens</i> <i>les siennes</i>	his her
1st person plural		masculine féminine	<i>le nôtre</i> <i>la nôtre</i>	<i>les nôtres</i>	ours
2nd person plural		masculine féminine	<i>le vôtre</i> <i>la vôtre</i>	<i>les vôtres</i>	yours
3rd person plural		masculine féminine	<i>le leur</i> <i>la leur</i>	<i>les leurs</i>	theirs

Here are some famous sayings to help you understand usage. You could write these sayings in your Expressions category under *Le Vocabulaire*.

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.

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.

Lesson 2

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.

You will find some exercises to test your knowledge of these precepts; these exercises are to be done second semester.

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

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

For official times we say:

18 h 30 *dix-huit heures trente*19 h 15 *dix-neuf heures quinze*

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

Le matin *six heures du matin**L'après-midi* *six heures de l'après-midi**Le soir* *huit heures du soir*

To ask the time we always say:

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

In **Semester 2** please do the corresponding exercises that you printed off of disc 1. These will allow you to check your understanding.

**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 done yet. Please write simpler sentences. Use **Appendix D** 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 2 track 42**

For those of you preparing to witness to the French people, I encourage you to start learning the Biblical word list that is located after the Filion High Frequency List in **Appendix A**. 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 for places 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. You will find a printable copy under Necessary Resources on disc 1.

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



Note Culturel:

24 hour clock

There are times that the hour is expressed on the 24 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 "*Museum Napoleon*" 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.

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. Even if you are not a Christian, this is part of the expressions and comments that are made in French. This program does contain these elements, not necessarily as a way to present God, but as a way to present the French people.

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 Expressions section of your Vocabulary in your binder. It will be handy to have all these expressions in one area for reference. Please use **Appendix D: Sentence Structure** to help you.

À vous maintenant!

First Semester

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. Phonogram cards were included with Level I, and are available for purchase as a separate item from our website. You can also use the Phonograms for Audio Practice in **Appendix F**. The sounds are recorded on disc 2 tracks 38-41.

Exercises

Please do the exercises that are prepared for you and located on disc 1. You would have printed these out as a preparation for this level. Please notice that there are exercises for semester 1 and for semester 2. There are 18 lessons, but you do work for 36 weeks. You will listen to each story and its vocabulary for two weeks in total; one week the first semester and one week the second semester. You will concentrate on different aspects depending on the semester. Here is the plan laid out for you:

Lesson 2

Week	Lesson	Exercises that are located on disc 1
1	1	for 1 st semester
2	2	for 1 st semester
3	3	for 1 st semester
4	4	for 1 st semester
5	5	for 1 st semester
6	6	for 1 st semester
7	7	for 1 st semester
8	8	for 1 st semester
9	9	for 1 st semester
10	10	for 1 st semester
11	11	for 1 st semester
12	12	for 1 st semester
13	13	for 1 st semester
14	14	for 1 st semester
15	15	for 1 st semester
16	16	for 1 st semester
17	17	for 1 st semester
18	18	for 1 st semester
19	1	for 2 nd semester
20	2	for 2 nd semester
21	3	for 2 nd semester
22	4	for 2 nd semester
23	5	for 2 nd semester
24	6	for 2 nd semester
25	7	for 2 nd semester
26	8	for 2 nd semester
27	9	for 2 nd semester
28	10	for 2 nd semester
29	11	for 2 nd semester
30	12	for 2 nd semester
31	13	for 2 nd semester
32	14	for 2 nd semester
33	15	for 2 nd semester
34	16	for 2 nd semester
35	17	for 2 nd semester
36	18	for 2 nd semester

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.

Second Semester

Please write in your journal and use as many of the vocabulary words of in your vocabulary list and the words in the Filion High Frequency List as possible.

In this lesson for the Filion High Frequency List and the Rule Pages you are responsible to learn Words 76-100 and review Rule Page 1. You should have already printed out the schedule for the Filion High Frequency List and the Rule Pages. It is located in the printable file on disc 1 called Needed Resources. I have included a copy below, but will not include this in every lesson. Please make sure you print it off and put it in the beginning of your notebook for reference.

Here is a list of which words you will be doing when:

First Semester

Lesson 1 Words 1-25

Second Semester

Lesson 1	Words 26-50
Lesson 1	Words 51-75
Lesson 2	Words 76-100
Lesson 3	Words 101-125
Lesson 4	Words 126-150
Lesson 5	Words 151-175
Lesson 6	Words 176-200
Lesson 7	Words 201-225
Lesson 7	Words 226-250
Lesson 8	Words 251-275
Lesson 9	Words 276-300
Lesson 10	Words 301-325
Lesson 11	Words 326-350
Lesson 12	Words 351-375
Lesson 13	Words 376-400
Lesson 14	Words 401-425
Lesson 15	Words 426-450
Lesson 16	Words 451-475
Lesson 17	Words 475-500
Lesson 18	Words 1-500

Appendix G
Rules Pages

Rule Page	Title	Rules used	Lesson
Rule Page 1	Accents	Rules 7, 9, 17 & 20	Lesson 1 Semester 1
Rule Page 2		Rule 8	Lesson 7 Semester 1
Rule Page 3		Rule 1	Lesson 11 Semester 1
Rule Page 4	Nouns	Rules 10, 12	Lesson 18 Semester 1
Rule Page 5		Rule 16	Lesson 1 Semester 2
Rule Page 6	Adjectives	Rules 21, 22, 23, 24, 25	Lesson 6 Semester 2
Rule Page 7		Rule 28	Lesson 7 Semester 2
Rule Page 8	Multi-letter Phonograms		Lesson 11 Semester 2