

## First Semester

### **Important: Please READ**

**As this level is a continuation of Level IIA, the first lesson is Lesson 10. Please also note that you will go through each story twice; once in the first semester and the next time during the second semester. For the first semester you will concentrate on vocabulary and conjugation, while during the second semester you will work on grammar and orthography. Using the same story will also allow you to listen using the two different techniques and allow you to concentrate on knowing the language at a deeper level.**

### *Leçon 10*

#### *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. If you check the words, many of them should be familiar.

Work through the exercises after you finish reading the information in the lesson. Try to work at least one hour per day. 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 try to only put the sub-titles on in French. One movie per week will help to develop your ear for French conversation.

**Leçon 10**

*Mireille et Marie vont à Avignon*

Disc 1 track 23

- Mireille:** *Je suis très contente qu'on part pour Avignon.*
- Marie:** Yes, I think that Avignon will be an exciting event.
- Mireille:** *Oui, je pense que le voyage à Avignon sera un bon souvenir.*
- Marie:** How long does the train take?
- Mireille:** *Le train part très tôt. Il part à 8h36 de Montpellier et arrive à Avignon à 9h38. Donc, le trajet prend juste une heure.*
- Marie:** One hour is not that long. How much time do we have before our train leaves? *Quelle heure est-il?*
- Mireille:** *Il est 8 heures moins dix. On peut monter dans le train à 8h06. On a encore 16 minutes. On va aller sur le quai bientôt.*
- Marie:** What time do we come back?
- Mireille:** *On prend le train à 18h00 et on rentre à Montpellier à sept heures et quart. Il faut que nous soyons à la gare à cinq heures et demie.*
- Marie:** Thank you for all the information. I am glad that we will be boarding the train soon. I am sure that 16 minutes will go by quickly.
- Mireille:** *Est-ce que tu es prête? Il est temps de partir.*
- Marie:** Yes, I am ready. *J'arrive.*
- Mireille:** *Est-ce que tu connais le chemin?*
- Marie:** No, I don't know the way, I am following you.
- Mireille:** *On va par ici. Nous pouvons mettre nos bagages en haut ou en bas dans le train. Notre voiture est numéro 89.*
- Marie:** I would rather put our bags on the bottom because they are heavy.
- Mireille:** *Bonne idée. Le mien est lourd aussi.*
- Marie:** These are our seats?
- Mireille:** *Oui, ce sont les nôtres.*
- Marie:** I am so glad to be on our way.
- Mireille:** *Lorsque le train roule on peut regarder la campagne.*
- Marie:** Yes, the countryside should be beautiful.



**Le vocabulaire: disc 1 track 24**

<i>partir</i>	to leave, depart
<i>un bon souvenir</i>	a good memory
<i>tôt</i>	early
<i>arriver</i>	to arrive
<i>le trajet</i>	the journey
<i>juste une heure</i>	only an hour
<i>Quelle heure est-il ?</i>	What time is it?
<i>moins</i>	less
<i>pouvoir</i>	to be able to
<i>monter</i>	to climb on
<i>le quai</i>	the platform
<i>bientôt</i>	soon
<i>rentrer</i>	to go/come back
<i>à la gare</i>	at the station
<i>à cinq heures et demie</i>	at five thirty
<i>prêt, prête</i>	ready
<i>Il est temps de partir</i>	It is time to go
<i>J'arrive</i>	I'm coming
<i>connaître</i>	to know
<i>le chemin</i>	the way
<i>On va par ici</i>	We go this way
<i>mettre</i>	to put
<i>nos bagages</i>	our baggage's
<i>en haut</i>	on the top or upstairs
<i>en bas</i>	on the bottom or downstairs
<i>Notre voiture est numéro 89</i>	Our car is number 89
<i>Le mien</i>	mine
<i>lourd, lourde</i>	heavy
<i>les nôtres</i>	ours



**Notes du Professeur:**

This is a good time to go over adjectives. Here are some of the adjectives that we have used thus far in the program:

<i>désolé(e)</i>	very sorry
<i>excellent(e)</i>	excellent
<i>l'ambiance (f)</i>	the ambiance
<i>extraordinaire</i>	extraordinary
<i>cher, chère</i>	expensive
<i>bleu(e)</i>	blue
<i>perdu(e)</i>	lost
<i>bizarre</i>	bizarre
<i>intéressant(e)</i>	interesting
<i>lourd(e)</i>	heavy
<i>beaucoup</i>	a lot
<i>différent(e)</i>	different
<i>difficile</i>	difficult
<i>moins de</i>	less than
<i>sympa</i>	friendly
<i>entier, entière</i>	entire
<i>un peu sale</i>	a little dirty
<i>similaire</i>	similar
<i>chaud(e)</i>	hot
<i>froid(e)</i>	cold
<i>beau, belle, bel, belles, beaux</i>	beautiful
<i>joli, jolie</i>	pretty
<i>prêt, prête</i>	ready

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>

Please notice how many adjectives have both a masculine and a feminine. Make sure that you have noted this in your vocabulary section for each of these words. Please use as many of these adjectives as possible this week in *ton journal*.



*L'Écriture Sainte : disc 2 track 42*

*“Il les mena dehors et dit : Seigneurs, que faut-il que je fasse pour être sauvé ? Ils répondirent : Crois au Seigneur Jésus, et tu seras sauvé, toi et ta famille.” (Actes des apôtres 16. 30-31).*



*Note Culturel:*

French history is very interesting. There is a great book that will give you a good understanding of these people. It is called, “A History of France” by **Lucien Bély**. The French ancestry goes back to the Celts and the Romans. The amphitheatres built by the Romans are still in the southern cities of *Arles et Nîmes*.

*Le Proverbe*

I will be giving you some French proverbs and famous sayings. You should know most of the words. Please look up any you do not know. Here is another one for you:

*La sauce fait manger le poisson.*

***À vous maintenant!***

Remember to use **Listening for Meaning** in semester 1. Refer to Listening Instructions: in the beginning of the text for more information.

As you write out your vocabulary words from the story make sure that you underline the phonograms that have more than two letters. That would mean you would underline the following 21 phonograms: *sc, ph, ez, es, th, er, ai, au, eau, ch, ei, ie, oi, oy, oie, oigt, oua, ou, qu, ui & tion*. You have a copy of these phonograms on Rule Page 8 that you did in Level IA.

## Leçon 10

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on the top or upstairs  
early  
to arrive  
only an hour  
at the station  
the journey  
at five thirty  
I'm coming  
to leave, depart  
a good memory  
to know  
the way  
What time is it?  
less  
to be able to  
to climb on  
the platform  
ready  
It is time to go  
We go this way  
on the bottom or downstairs  
Our car is number 89  
to put  
our baggage's  
mine  
heavy  
ours  
soon  
to go/come back

### ***La Conjugaison:***

There are less exercises for this lesson. This is therefore a good time to take your list of verbs that you have learned from Level IIA and make sure you can conjugate and know their meaning. The following is a review of conjugation from the last two lessons of Level IIA, in addition to the verbs for this lesson.

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:

1<sup>st</sup> group: verbs that end in –er in their infinitive form

2<sup>nd</sup> group: verbs that end in –ir in their infinitive form

3<sup>rd</sup> 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.**

*Leçon 8* Review (from Level IIA)

verb	Infinitive	Tense and mood	Person	Singular or plural	definition	Verb group
<i>aimes</i>	<i>aimer</i>	<i>présent</i>	2 <sup>nd</sup>	<i>s</i>	<i>to like, love</i>	1 <sup>st</sup>
<i>trouves</i>						
<i>a</i>						
<i>sommes</i>						
<i>peux</i>						
<i>donner</i>						
<i>trouves</i>						
<i>sont</i>						
<i>dire</i>						
<i>aider</i>						
<i>as</i>						
<i>ont</i>						
<i>trouves</i>						
<i>sont connus</i>						
<i>sont utilisées</i>						
<i>penses</i>						
<i>présentent</i>						
<i>parlent</i>						
<i>peuvent</i>						
<i>être</i>						
<i>ont</i>						

Leçon 10

Leçon 9 Review (from Level IIA)

verb	Infinitive	Tense and mood	Person	Singular or plural	definition	Verb group
<i>était</i>						
<i>fait</i>						
<i>aimes</i>						
<i>voulais</i>						
<i>visiter</i>						
<i>a</i>						
<i>voir</i>						
<i>veux</i>						
<i>fait</i>						
<i>peut</i>						
<i>profiter</i>						
<i>se</i>						
<i>promener</i>						
<i>a</i>						
<i>faire</i>						
<i>veux</i>						
<i>marcher</i>						
<i>peut</i>						
<i>aller</i>						
<i>manger</i>						
<i>mangerais</i>						
<i>peut</i>						
<i>veux</i>						
<i>choisir</i>						
<i>fait</i>						
<i>pleut</i>						



## Leçon 10

verb	Infinitive	Tense and mood	Person	Singular or plural	definition	Verb group
<i>part</i>						
<i>pense</i>						
<i>sera</i>						
<i>arrive</i>						
<i>prend</i>						
<i>peut</i>						
<i>monter</i>						
<i>va aller</i>						
<i>prend</i>						
<i>rentre</i>						
<i>faut</i>						
<i>soyons</i>						
<i>partir</i>						
<i>arrive</i>						
<i>connais</i>						
<i>va</i>						
<i>pouvons</i>						
<i>mettre</i>						
<i>sont</i>						
<i>roule</i>						
<i>peut</i>						
<i>regarder</i>						