

AP[®] French Language

Syllabus 4

Course Overview

Une Fois Pour Toutes is the primary textbook. It serves as a review for all essential grammatical structures studied in previous years. [C2]

Most of our class time is devoted to discussing literature and to writing exploratory and critical essays, with an emphasis on honing students' speaking and writing skills. Language skills are further refined through prepared oral presentations, debates, and written responses to questions presented in class. Through writing and speaking on a wide range of topics, students expand their vocabulary, develop their writing style in French, and improve their critical thinking skills—all in the target language. The use of English in the classroom is not permitted. [C1]

Listening skills continue to be developed by participating in classroom discussions, viewing and discussing French films [C7] and listening to French songs and recordings by native French speakers. Periodically, students assess their progress by taking Released AP Exams. [C2]

COURSE PLANNER

September

Grammar: Révision des verbes au présent, à l'impératif et au passif.

Tous les temps du passé

Oral: articles variés présentés par les élèves introduisant une discussion et un apport de vocabulaire nouveau et discussions sur la lecture *Pierre et Jean*

Reading: *Pierre et Jean* de Maupassant Chapitres 1,2,3 [C2, C4, C5]

Assessment: Interros from *Une fois pour toutes* (1-1,2,2-1,2-2) rédactions, [C6] picture sequence, vocabulary acquisition

listening exercises from *AP French* [C3]

October

Grammar: Les temps du futur et du conditionnel

Oral: articles variés présentés par les élèves introduisant

Une discussion et un apport de vocabulaire nouveau et discussions sur la lecture *Pierre et Jean*.

Reading: *Pierre et Jean* Chapitres 4,5. [C4,C5]

Assessment: Interros from *Une fois pour toutes* (3-2,3-2) rédactions, [C6] picture sequence, vocabulary acquisition,

listening exercises from *AP French* [C3]

C2—The course provides students with a learning experience equivalent to that of a third-year college course in French language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

C1—The teacher uses French almost exclusively in class and encourages students to do likewise.

C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

C4—Instructional materials include authentic written texts that develop students' reading abilities.

C5—The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, and topics.

C6—The course provides instruction and frequent opportunities to write a variety of compositions in French.

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November

Grammar: Le subjonctif et le discours indirect

Oral: articles variés présentés par les élèves introduisant une discussion et un apport de vocabulaire nouveau et discussions sur la lecture *Pierre et Jean*

Reading: *Pierre et Jean* Chapitres 6,7,8 [C4,C5]

Assessment: Interros from *Une fois pour toutes* (4-1,4-2) rédactions, [C6]
picture sequence, vocabulary acquisition,

listening exercises from *AP French* [C3]

December

Grammar: Les pronoms compléments et accentués

Oral: articles variés présentés par les élèves introduisant une discussion et un apport de vocabulaire nouveau video-taped *Pierre et Jean* Chapter VII role played by students.

Reading: *Pierre et Jean* Chapitre 9 + Vidéo de la version adaptée pour la télévision et discussion et rédaction des 2 versions [C4,C5,C6]

(<http://www.marymount.k12.ny.us/marynet/StudentResources/usfld/Pages/05travailap6.html>)

Art (p.1-34)

Assessment: Interros from *Une fois pour toutes* (5-1,5-2) rédactions, [C6]
picture sequence, vocabulary acquisition

listening exercises from *AP French* [C3]

January

Grammar: Les possessifs et les démonstratifs + work on strategies to find the correct word missing and the correct tense of each verb from the fill-in words and verbs fill-in from *AP French*

Oral: articles variés présentés par les élèves introduisant une discussion et un apport de vocabulaire nouveau et discussions sur l' Art [C5]

Culture: Visit to the Metropolitan Museum modern art section, where each student chooses one piece of art to present to the class.

Reading: *L'école des femmes de Molière* Acte I Scènes 1,2,3,4 [C2,C4]

Assessment: Interros from *Une fois pour toutes* (6-1,6-2) rédactions, [C6]
picture sequence, vocabulary acquisition,

listening exercises from *AP French* [C3]

February

Grammar: function words and verb fill-ins from *AP French*, expressions interrogatives

Oral: articles variés présentés par les élèves introduisant une discussion et un apport de vocabulaire nouveau. video-taped *L'école des femmes*, Acte II Scène 5, (role played) [C5]

Reading: *L'école des femmes de Molière* Acte II Scènes 1, 2, 3, 4, 5 [C4]

Assessment: Interros from *Une fois pour toutes* (7-1,7-2) rédactions, [C6]
picture sequence, vocabulary acquisition,

listening exercises from *AP French* [C3]

C4—Instructional materials include authentic written texts that develop students' reading abilities.

C5—The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, and topics.

C6—The course provides instruction and frequent opportunities to write a variety of compositions in French.

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Students take the entire 1998 AP French Language Exam (not graded) [C2]

March

Grammar: function words and verb fill-ins from *AP French* + les pronoms relatifs

Oral: articles variés présentés par les élèves introduisant une discussion et un apport de vocabulaire nouveau et discussions sur l'école des femmes

Reading: *L'école des femmes de Molière* Acte III Scènes 1, 2, 3, 4, 5 [C7]

Assessment: Interros from *Une fois pour toutes* (8-1,8-2) rédactions, [C6]
picture sequence, vocabulary acquisition,
listening exercises from *AP French* [C3]

April

Grammar: function words and verb fill-ins from *AP French* + les négations et les adjectifs

Oral: articles variés présentés par les élèves introduisant une discussion et un apport de vocabulaire nouveau + discussions sur l'éducation des femmes

Reading: *L'école des femmes de Molière* Acte IV + Acte V [C4, C5]

Assessment: Interros from *Une fois pour toutes* (9-1, 9-2, 10-1, 10-2) rédactions, picture sequence, vocabulary acquisition, [C6]
listening exercises from *AP French* [C3]

May

Grammar: work and verbs fill-ins from previous AP Exams

Oral: picture sequences from previous exams [C5]

Reading: French newspapers and magazines [C4]

Assessment: entire 2003 AP French Language Examination [C2]

Teaching Strategies

1) I want my students to be able to use a variety of tenses in their essays. Therefore, at the beginning of the year, after having reviewed all French tenses, we try to write a paragraph in which all these tenses are used appropriately. After students realize that in fact all the tenses can be used, they write a similar paragraph every weekend for homework. I tell them that it will be graded on a basis of 10 for 10 tenses used correctly; for every other tense they introduce, they will get extra credit, allowing many students to achieve a grade far beyond 100 percent. After they master such an exercise, I only give half a point for each tense past 10. Once students are at ease with the exercise, I ask them to do the same when they write essays at home or in class. It becomes so natural to them that the quality of their essays improves via the variety of their tenses. Even if an essay question requires the present tense, students will find a way to introduce other tenses properly. [C6]

It also goes without saying that their subjunctive verbs must be irregular to make sure that they mean to use the subjunctive and not just present tense.

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C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

C6—The course provides instruction and frequent opportunities to write a variety of compositions in French.

C3—Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.

C4—Instructional materials include authentic written texts that develop students' reading abilities.

C5—The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, and topics.

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Once the exercise becomes second nature, I ask students to do the same orally when improvising for picture sequences.

2) In order for students to feel comfortable in front of their recorders (computers), I ask them to answer questions or do picture sequences every time we are in the Language Center, which is four days every two weeks. [C5]

3) In order for students to review the grammatical concepts they must use on a regular basis, each AP student is asked to tutor his or her peers, to come to the Language Center on a Wednesday morning to help students from various other French levels.

4) In order to build vocabulary, I put students in charge of choosing the words they would like to learn. Every day, a student will present a newspaper article and will choose three words they would like to know. Once all the students have had a turn and each has chosen three words, I give them a list of all the words and they must use them in a sentence. Afterwards, students take a vocabulary quiz where all the words are listed again and must be used correctly in a sentence. I also use quizzes provided by *Une fois pour toutes*, the first one of each chapter being given for homework and not graded. After having corrected the first quiz as a class, and reviewing grammar rules as necessary, students complete the second quiz at home, which is graded. Other grammar quizzes may be added depending on concepts that need reinforcement, such as indirect discourse, which is not covered extensively the previous year.

After taking the AP French Language Exam, since my students have already studied *Pierre et Jean* by Maupassant and *L'école des femmes* by Molière, we read *L'enfant noir* by Camara Laye. Only juniors are required to come to school after the AP Exam; since juniors usually go on to the AP French Literature course the following year, they have a head start on their work for the summer assignment, which is to finish reading the novel.

Lab Component

I make use of our e-mail system "First Class" at the beginning of the year to interrogate students in various ways I use former directed-response questions that were on Released AP Exams, which require students to reply to me in a particular tense. I then listen to their responses at my desk and record for each student my comments as to the mistakes or vocabulary needs I encounter in their answers. [C3, C5]

This exercise does not take very much class time and allows students the opportunity to talk at their own pace. Very shortly thereafter I use another program, Sound Studio, free software that allows each student to use Apple computers from the lab as recorders. Students take the speaking part of the

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AP Exam in the lab in front of the computer they have used all year. Thanks to Sound Studio, we have been recording students digitally since 2003.

Textbooks

[C2]

Sturges, Hales, Linda Cregg Nielsen, and Henry Herbst. *Une Foix Pour Toutes*. Longman, 1992.

Students do exercises for homework; when a lesson is finished, they take an interrogation from the text at home for practice. Then we correct it together, reviewing more if necessary, and finally students take the second interrogation, which is the grade that counts.

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Ladd, Richard, and Colette Girard. *AP French: Preparing for the Language Examination*. 2nd ed. Prentice Hall, 1998.

I use this book throughout the year in various ways. I start with picture sequences to give students a better understanding of what they will be required to say at the exam. I also do many of the listening passages during class throughout the year.

[C3, C5]

At first, we stop after every segment of a picture sequence and ask questions about it to make sure that everyone understands the timing and level of detail needed for each picture. I also use picture sequences as vocabulary builders since there are many words unfamiliar to my students. The reading passages are given for homework and are a great resource also for vocabulary acquisition.

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Halpern Faye, Françoise Laboudigue, and Marie Duverger. *Le subjonctif par la conversation*. F.Halpern Co., 2001.

I use this wonderful and funny book in my French III Honors class, but it could be used in an AP class if students did not have enough time to go over the subjunctive in depth in previous courses. It comes with a tape and students can mimic skits to illustrate various uses of the subjunctive. Students tend to have a lot of fun with these skits and therefore tend to remember more about when to use the subjunctive.

Demaray Carolyn, and Josette Smith. *Triangle*. Wayside Publishing, 1998.

I only use this book for picture sequences and reading passages once I am finished with *AP French*.

Amiry Laila. *How to prepare for the AP French*. Barron's, 1998.

I ask my students the summer before their AP class to buy this workbook and do all the tests and to correct them afterwards. They will also tape themselves for each picture sequence. I go over the function word fill-ins and the verb fill-ins once we start this kind of exercise, usually in January.

Literature

Maupassant, Guy de. *Pierre et Jean*. Pocket, 1998.
Resa, Yasmina. *Art*. Magnard, 2002.
Molière. *L'école des femmes*. Le livre de poche, 1986.
Laye, Camara. *L'enfant noir*. Pocket, 1976.

[C2]

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Useful Web Sites (for additional speaking, reading, and listening activities)

[C3,C4,C5,C7]

Radio Stations

Radio France Internationale: <http://www.rfi.fr>
France Info: <http://www.radiofrance.fr/chaines/france-info/depeches/>
Radio Canada: <http://www.Radio-Canada.ca>
Radio Belge:
http://www.lapremiere.be/rtbf_2000/bin/view_something.cgi?id=0160772_sac
Radio Outre Mer: <http://www.rfo.fr>
Radio Moyen Orient: [<http://www.rmc-mo>] <http://www.rmc-mo>

Télévision Programs

Télévision Française 1: <http://www.tf1.fr>
Antenne 2: <http://www.antenne2.fr>
TV5: <http://www.tv5.fr>
M6: http://fr.news.yahoo.com/m6_6minutes.html (my favorite)

Livres disponibles sur le WEB:

[http://www.ebooksfrance.com/index.php?page=Bibliothèque&afficher_tout=1&inf=0"É=30](http://www.ebooksfrance.com/index.php?page=Bibliothèque&afficher_tout=1&inf=0)

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