

# AP French Language and Culture: Syllabus

## Course Objectives:

This course is the equivalent of a third-year college course in advanced French grammar, composition, conversation and civilization where only French is spoken and heard every day. The emphasis is on reinforcement of the students' ability to communicate and express ideas, feelings and opinions, both orally and in writing, using the three modes of communication: interpersonal, interpretive and presentational. By incorporating a thematic approach, students will develop an awareness and appreciation of aspects of the target culture, including products, practices and perspectives. Each unit is designed to address the six themes around which the AP French Language and Culture course is structured: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. They will achieve proficiency in reading and interpreting by analyzing selected works of literary and cultural significance. The study of selected aspects of the arts will encourage students to demonstrate comprehension of cultural perspectives and make comparisons between cultures and languages. By training in the organization and writing of compositions and a complete review of grammar, an intensive vocabulary building program and a thorough program of practice specifically for the AP exam, the students will have ample performance opportunities to succeed on the AP Exam. Students are evaluated based on assignments which are graded according to the AP guidelines. The target language is used exclusively to develop these skills, including all student discourse with the instructor and with each other.

### Primary Texts:

Grammar practice: to perfect your ability to communicate clearly and coherently in French, with correct grammar and demonstrating mastery of all the necessary verb conjugations

*Interaction: Langue et Culture, 8<sup>th</sup> ed.* ebook, CD, lab manual, DVD program  
*Une Fois Pour Toutes Deuxième Édition*; text and audio cassette  
*Barron's How To Prepare for the AP French, 2<sup>nd</sup> ed.*  
*AP French: Preparing for the Language Examination, 2nd ed*  
*Cours Supérieure De Français* Amsco Publications  
*Recently Released AP Publications/Practice Tests*  
*Discovering French Nouveau:Rouge*

Vocabulary practice: to acquire new vocabulary using a thematic approach covering many areas and disciplines  
to fine-tune skills reading and understanding French

*Schaum's French Vocabulary, 2<sup>nd</sup> ed.*  
*Recently Released AP Publications/Practice Tests*

Listening practice: to practice listening skills with authentic dialogues, narratives and passages

*Écoute...Écoute: objectif comprendre le français tel qu'on parle en France*  
Centre de Recherches et d'Applications Pédagogiques en Langues; text and  
audio cassettes

*Recently Released AP Publications/Practice Tests*  
*Authentic audio excerpts*

Interpersonal practice: to practice French as it is spoken by native speakers  
to instigate and/or carry on involved conversations in French on  
a wide variety of topics  
to express yourself verbally with correct grammar, rich  
vocabulary and clear pronunciation  
to target the interpersonal mode through spontaneous, direct  
communication such as student-inspired discussions related to their interests,  
political debates, role plays in suggested venues and emails relevant to their social  
calendars

*Écoute...Écoute: objectif comprendre le français tel qu'on parle en France*  
Centre de Recherches et d'Applications Pédagogiques en Langues; text and  
audio cassettes

*Recently Released AP Publications/Practice Tests*  
*Pronunciation lesson audios*

*French Pronunciation Tutor/ CD-Rom/Interactive Skill Builder; Hyperglot – The  
Learning Company*

Interpretive practice: to demonstrate an understanding of a variety of authentic materials  
ranging from literature, newspapers and magazines by means of comprehension  
questions, essays, discussion

*Trésors du Temps*  
*Recently Released AP Publications/Practice Tests*  
*C'est la vie!*  
*Panorama Level 2*  
*Sur le vif, 5th ed.*  
*Autour de la littérature*

Presentational practice: to reach an intended audience by use of Smartboard  
presentations, posters, oral presentations

*All up to date materials are created, organized and monitored for current interest and  
relevance by the teacher.*  
*Recently Released AP Publications/Practice Tests*  
*Interactive visual activities*

**Additional Support Materials :**  
**Magazines:**

Paris-Match  
L'Express

Elle  
France-Amérique  
French Vogue  
Phosphore  
Le Français dans le monde

**Newspapers:**

Journal Français  
Le Monde  
Le Figaro

**Films :**

Au Revoir Les Enfants  
Rue Cases-nègres  
Camille Claudel  
Danton  
Cyrano de Bergerac  
Carmen  
Le Bourgeois Gentilhomme  
Les Misérables  
Le Fantôme de l'Opéra

**Literature :**

*Carmen Opéra Comique* Georges Bizet ; libretto and CD ; NTC  
*Le Bourgeois Gentilhomme* Molière ; libretto ; Librairie Hachette  
*Les Misérables* Victor Hugo ; Gallimard  
*Le Fantôme de l'Opéra* Gaston Leroux ; NTC  
*Le Comte de Monte-Cristo* Alexandre Dumas père ; Livre de Poche  
*Contes de Maupassant* Guy de Maupassant ; Livre de Poche  
*L'Étranger* Albert Camus ; Livre de Poche  
*Huis Clos* Jean-Paul Sartre ; Folio Classique  
Collection Littéraire Lagarde et Michard: XVIII siècle

**Works of Art :**

*L'impressionisme* caused a revolution in the art world leading to movements in art, literature and music. We will classify and explain the details of *l'impressionnisme, le surréalisme et l'art moderne* in France and how these movements influenced art, literature and music globally.

We will identify French artists associated with the Impressionist and Surrealist movements and their most significant works.

We will read the poetry of Robert Desnos, Jacques Prévert and Guillaume Apollinaire (*Calligrammes*) and design posters based on selected surrealist poems by these and other poets of that time period.

Demonstration of student recognition of works by famous artists will be assessed by use of Art Books, Slide Shows, Pamphlets, teacher-created files on individual artists, Smartboard PowerPoints, and oral presentations highlighting the most famous works by targeted artists.

For example: Select one artist who has made the most impression on you and create a power point presentation highlighting his/her most significant achievements in the art world.

### **Music:**

French music is sampled with accompanying lyrics from artists who represent Francophone cultures from three continents. These songs offer insights into the human condition, themes of French music from the last 20 years including frustration, globalization, human relationships, individualism, inequality, life, love, nostalgia, pessimism, the role of women, the search for identity, social movements, and the job world.

*French Music CD with lyrics*

*Chansons:* Authentic French songs with lyrics by Edith Piaf, Yves Montand, Johnny Hallyday, Georges Brassens, MC Solaar, Zazie, Céline Dion

*French Café Music with lyrics*

*Song Lyrics*                      [www.paroles.net](http://www.paroles.net)

*Music*                                [www.chantefrance.com](http://www.chantefrance.com)

### **Television :**

TV : [www.tv5.fr](http://www.tv5.fr)

TV5: L'Aventure pédagogique

TV5: Langue Française

[www.tf1.fr](http://www.tf1.fr)

### **Web Sites:**

*The French Connection*    [www.anu.edu.au/french/french.html](http://www.anu.edu.au/french/french.html)

[www.antenne2.fr](http://www.antenne2.fr)

*Online Daily newspaper*    [www.lemonde.fr/](http://www.lemonde.fr/)

*Radio*                                [www.rfi.fr](http://www.rfi.fr)

### **Classroom Equipment:**

The following equipment, permanently located in my classroom, allows me both planned and spontaneous use to practice listening comprehension and speaking activities, to reinforce literary works and aspects of cultural significance, and to adequately prepare the students for the speaking section of the AP exam.

VCR

DVD

Cassette and CD players/recorders

Document camera

Audacity( Sound Editor and Recording Software/Presentational Mode)

Smartboard (Presentational Mode)

### **OBJECTIVES:**

Upon completion of this course, students will be able to:

I. Understand formal and informal French in various contexts, including, but not limited to: oral reports, classroom lectures, French-language television programs and films, conversations

between native speakers using audio and video recordings.

II. Express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.

III. Utilize a sufficiently broad range of vocabulary so that conversation is reasonably fluent and unimpeded.

IV. Acquire sufficient vocabulary and structure knowledge to read with ease and accuracy newspaper and magazine articles, advertisements, literary texts, and other non-technical writings without dependence on a dictionary.

V. Develop successful strategies for interpretation of unfamiliar words, idioms, and structures.

VI. Distinguish between different levels of language (i.e. formal/informal, literary/familiar, written/conversational) to recognize their cultural implications.

VII. Appreciate some figurative devices, stylistic differences, colloquial expressions, and humor.

VIII. Express ideas appropriately in writing, with emphasis on structure, organization, and grammar.

IX. Communicate facts, ideas, and feelings in a form of speech and with an accent understandable to native speakers of French.

### **Skill Development:**

#### **Listening:**

Students will grasp the essentials of conversation between native speakers who may occasionally use familiar or colloquial expressions. They will follow, with general understanding, oral reports and lectures on non-technical subjects as well as understand standard French transmitted by means of cassettes, CDs, radio and television broadcasts, telephone conversations and films.

Students will be able to:

1. Understand essential elements about a variety of topics from materials produced for the native speaker (conversations, announcements, advertisements, descriptions and directions).
2. Comprehend extended discourse in standard speech delivered with some repetition by a native speaker; students continue to indicate understanding or ask for clarification or repetition when needed.
3. Comprehend with greater confidence some familiar elements (phrases, idiomatic expressions, information, etc.) in material produced for native speakers of the language and in other material spoken at a normal rate of speed.

### **Instructional Strategies:**

The teacher will:

1. Conduct interviews.
2. Require students to interpret audio-visual material such as: audio and videotapes, films, and French language broadcasts via television and radio.
3. Assist students with the interpretation of the material.

### **Assessment Strategies:**

1. AP Practice Tests
2. Listening comprehension quizzes: Rejoinders
3. Extended listening comprehension: Dialogues and brief monologues
4. Prepared CD recordings

**Speaking:**

Students will be able to communicate ideas and facts in a form of speech readily understood by native speakers of French and respond to questions based on some visual stimulus (a picture or series of pictures) which provides a context for the questions.

Students will be able to:

1. Discuss topics of current interest and express personal opinions using the subjunctive and if-clauses.
2. Narrate, describe, and explain using the past (le passé composé and l'imparfait), present, and future tenses.
3. Demonstrate a good command of grammatical forms and syntactic patterns.
4. Have immediate recall of a fairly broad range of vocabulary in order to speak with accuracy and some fluency.
5. Speak with an accent that is not so markedly foreign that it interferes with comprehension.
6. Use technology to reinforce pronunciation skills.

**Instructional Strategies:**

The teacher will:

1. Interview students.
2. Require active class participation using an ongoing dialog format.
3. Require students to give prepared and spontaneous oral presentations.
4. Require students to respond orally to a series of questions or directions.

**Assessment Strategies:**

1. AP Practice Tests
2. Rejoinders
3. Extended speaking (Dialogs and Brief Monologues)
4. Oral presentations on selected topics
5. Class participation (French only)

**Reading:**

Students will be able to develop a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary.

Students will be able to:

1. Understand main ideas and details from works that have been produced for the native speaker such as: plays, poetry, short stories, excerpts, and magazine articles.
2. Use reading strategies such as: skimming for information, inferring meaning from context, expanding vocabulary knowledge through word families, recognition of subtle nuances, and using the dictionary.
3. Discriminate between different registers of language (formal/informal, etc.) and recognize their important cultural implications.
4. Appreciate some figurative devices, stylistic differences, and humor.
5. Comprehend high-frequency idiomatic expressions and develop strategies for a successful interpretation of unfamiliar words, idioms, or structures, based on a

- broad general vocabulary and a solid knowledge of forms and structures.
6. Use technology to reinforce reading skills practice.

### **Instructional Strategies:**

The teacher will:

1. Require students to read passages followed by questions on their content.
2. Require students to analyze both prose and poetry in terms of form and content.
3. Require the students to react personally to readings by inferring subjective attitudes and values.
4. Require the students to read for information, direction and enjoyment.
5. Assist students with the interpretation of readings.

### **Assessment Strategies:**

1. AP Practice Tests
2. Interpretation of selected readings
3. Written responses to comprehension questions
4. Class participation

### **Writing:**

Students will demonstrate their knowledge of French structure by expressing ideas in written French on given topics using a variety of expository techniques. They will write creative pieces and compositions on topics of personal interest and literary analyses demonstrating an awareness of style.

Students will be able to:

1. Describe and narrate.
2. Present and defend ideas and points of view.
3. Organize arguments and consider opposing points of view.
4. Provide appropriate examples and draw conclusions from them.
5. Provide introductory remarks, transitions, and a conclusion in an essay.

### **Instructional Strategies:**

The teacher will:

1. Demonstrate appropriateness and range of vocabulary.
2. Give examples of grammatical accuracy.
3. Demonstrate appropriateness and range of idiomatic usage.
4. Model examples of organization.
5. Demonstrate appropriateness and range of style.
6. Edit student work.

### **Additional Materials:**

1. AP Practice Tests
2. Predetermined list of selected essay topics

### **Assessment Strategies:**

1. Cloze activities with emphasis on grammar

2. Cloze activities with emphasis on vocabulary
3. Weekly compositions using predetermined topics and prompts
4. Grammar quizzes and tests
5. Spontaneous compositions
6. Weekly thematic vocabulary quizzes
7. Summer daily journal of events, thoughts and feelings

### **Skill Integration:**

To be successful on the AP French exam, it is understood that students must have a strong command of grammar. However, in addition, they should also be exposed to a wide variety of other resources to make the language come alive. One way that I am able to integrate all the language skills is by use of the variety of resources at my disposal such as websites, plays, novels, poetry, short stories, magazines, films, etc. For example, my personal favorite is *Les Misérables*. Students listen to and take notes on lectures about the time period and the author, followed by quizzes and tests after each segment. On a weekly basis, significant excerpts are assigned about which the students are expected to answer comprehensive questions. These questions are later discussed in depth and often lead to lively discussions about the timelessness of the work. We then watch the film version which is compared to the original novel in debate format. The culminating activity is to attend the Broadway performance in NYC.

### **Course Planner:**

Leçons 1-12 (Une Fois Pour Toutes)

**Juin – Aout :** Leçon 1: Genre, articles, le présent, l’impératif, le passif, vocabulaire journal quotidien d’été

**Premier Semestre:** Leçon 2: Les temps du passé  
 Leçon 3: Les temps du futur et du conditionnel  
 Leçon 4: Le subjonctif  
 Leçon 5: Les Pronoms Compléments et Les Pronoms Accentués  
 Leçon 6: Les Possessifs et Les Démonstratifs

**Deuxième Semestre:** Leçon 7 : Les Expressions Interrogatives  
 Leçon 8 : Les Pronoms Relatifs  
 Leçon 9 : Les Négations Et Quelques Expressions Indéfinies  
 Leçon 10 : Les Adjectifs, Les Adverbes, les Comparatifs Et Les Superlatifs  
 Leçon 11 : Les Prépositions Et Les Conjonctions  
 Leçon 12 : L’Infinitif, Le Participe Présent, Le Discours Indirect

### **Pendant l’année scolaire (AP French Preparing for the Language Examination)**

**Ecrire:** Composition (une par semaine)  
 Function Words (deux par semaine)  
 Verbs (deux par semaine)

**Ecouter:** Rejoinders (une par semaine)  
 Dialogues (deux par semaine)

**Lire:** Lecture (deux par semaine)

**Parler:** Picture Sequences (deux par mois)

Standards :

FL.12.7.1. AL. A.A. 1-7

FL. 12.7.1AL.B.A.1-6

FL.12.7.1AL.C.A 1-6

CAEP9.2 C.1 and 3

TECH 8.1.12 E1

TECH 8.1.12A3

TECH 8.1.12 ACS1