

AP[®] French Language

Course Goals and Design

This AP French Language course is the culminating course of a program that starts in middle school. It is therefore possible for the students to complete five years of study in French before taking the AP French Language test. Some of my students take the AP French Language test as seniors in the fourth year, however, so the course is designed to meet their needs as well. From the very first days of their study of French, the students are encouraged to prepare for state and national competitive programs, such as the prestigious Indiana University Honors Program in France. By preparing my students to pass the entrance exam for this seven-week immersion experience, my students must demonstrate the linguistic abilities demanded of a third-year level university course. In fact, I have had several students in my AP class who have undertaken university level courses concurrently in related classes such as Business French. Assessments include the grammatical structures, literary acquaintance and ability to respond to complex thematic questions in the target language. The course curriculum reflects my goal to allow my students, upon completion of the AP class, to transition seamlessly into just such programs at the university level. [C2]

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.

All four skills of reading, writing, listening, and speaking are addressed equally. The manner in which these are mastered, however, may vary from year to year. A constant of the program are the dual goals of mastery of the grammatical systems, especially those of the verb, pronouns, and prepositions, and oral proficiency. It has been said that “all languages have three parts: phonetics (pronunciation), grammar and a lexicon (vocabulary), and each part changes constantly.”¹ Because of the relative stability of grammar and phonetics, our program concentrates, beginning at second year, on this “skeleton”² of the language. While current pedagogical approaches to language instruction have often abandoned systematic, grammatical review and assessment of discrete grammar components, our daily quizzes of previously learned structures not only reinforce a strong grammatical foundation, but also provide a framework for advanced grammatical practice. It is precisely this daily, systematic review that my former students credit for their near intuitive grammatical understanding at the university levels. [C7]

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

Speaking skills and oral comprehension are practiced everyday as the class is conducted in French and the students are encouraged to use only French to

C1-Teacher uses French almost exclusively in class and encourages students to do likewise

¹Julie Barlow, Jean-Benoît Nadeau, *The Story of French* (St. Martin’s Press, New York, 2006) 24

² Barlow and Nadeau, 24

communicate. Oral participation grades are awarded according to the students' ability to use the target language for real communication and use of English is not allowed. Students also participate in small conversation circles where one student presents a prepared topic to a small group of five to six students for three to five minutes, then fields questions from the group around him, checking for their comprehension. These small group presentations are repeated until the entire class rotates through each group. These are recorded during the presentation and then evaluated and discussed later so that the students are aware of the strengths and weaknesses of the oral communication skills. The students who are not presenting receive oral participation grades based on the quality of the questions they pose of the presenter. Students also listen to authentic CD's, tapes, and watch video clips which correspond to the themes studied in each unit to give practice with authentic speech samples. The accompanying lab manuals allow students to practice their speaking skills and to make copies in our Sony 9000 language lab to keep in their oral portfolios [C1], [C3], and [C5]

C3-Instructional materials include authentic audio and/or video recordings that develop students' listening abilities.

C5-The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, topics, and registers.

It is my firm belief that literature and cultural information can best be understood by examining the historical milieu that produced them. The organizing principle, therefore, is historical in sequence with year one in the two-year cycle beginning with the civilization of prehistoric France and continuing through the eighteenth century. Year two of the cycle picks up with the French Revolution and continues through modern day France. This allows students to enter the cycle at either point and still complete the study without repetition of major literary pieces. The literature and cultural information is imbedded in these chronological periods. Major historical, literary, artistic, musical, and scientific figures are studied throughout the two-year cycle. Because the course spans a two-year period over the fourth and fifth years, there is time to sample all the significant genres of literature including novels, plays, short stories, essays, music, and poetry of the different ages. [C4]

C4-Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other nontechnical writings that develop students' reading abilities.

Current events are also included in both cycles as articles and news stories from French magazines and newspapers, as well as French broadcasts on television and radio, are included in the daily discussions. Our school receives a subscription to *France-Amérique*, the International edition of *Le Figaro*. I frequently find news articles in this subscription on current events the themes of which can be related and compared to those being studied in the historical unit. My subscription to *Champs-Élysées La France en CD et cassette*, which is distributed monthly, allows me to use authentic radio broadcasts which are both current and timely in that I can use them as they fit into the schedule and curricular themes. They are accompanied by a teachers' study supplement that provides vocabulary lists and listening activities as well. I also take advantage of my webpage, which lists the schedule week by week, to communicate opportunities to my students for additional pod casts

that may become available on short notice. I also have links to useful grammar sites that provide interactive activities in a variety of structures.

A perfect example would be tying the riots and upheavals of the recent immigration crisis, which were reported in various French newspapers, magazines, and on the radio, with the upheavals of nineteenth century France. I try to impress upon my students the oft-repeated axiom that those who forget the lessons of history are doomed to repeat them. [C4]

Because reading and writing skills go hand in hand, the students are expected to write frequently in the class. After every chapter, the students are given the opportunity to write on the particular theme or discussion topic. I use the process writing approach, which allows the students to learn peer-editing techniques. In so doing they share ideas with students of near their own ability. They are able to monitor their writing progress throughout the course by compiling a portfolio of written work. [C6]

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

Course objectives

- To have students become proficient in reading, writing, speaking, and listening, in preparation for the AP® French Language Exam
- To prepare the students to succeed at third year university level courses by ensuring a solid background in French grammar and phonetics
- To instill an interest in and comprehension of the historical events that shaped France and the French language and culture, and to appreciate its place in a global society
- To attain proficiency in the French language in accordance with the National Standards

Source materials

Principal texts:

1) *Bravo!* Judith A. Muyskens, Linda L Harlow, Michèle Vialet, and Jean-François Brière. Heinle & Heinle, 2002

(This text is used for the reading and speaking selections and supplies a good source of contemporary expressions and idioms set in a culturally correct setting. The corresponding lab manual includes additional activities to be used in our Sony 9000 lab to develop the students' speaking skills in a variety of settings, types of discourse, and topics. The text is also the source for many of the process writing assignments on a variety of topics in French.)

2) *Trésors du Temps*. Yvonne Lenard. Glencoe McGraw-Hill, New York, 1997

(This text is used principally for the historical information and provides the literary and artistic extracts.)

Supplemental Texts: Selections from the following texts are used occasionally to supplement the thematic units and as reference books for grammar review.

Troisième Livre. Amsco School Publications, Inc., 1978

Une fois pour toutes. Cregg, Herbst, Sturges. Prentice Hall,

English Grammar for Students of French. Jacqueline Morton. Third Edition. The Olivia and Hill Press, 1993.

(The above three texts reinforce grammar structures necessary to succeed on the AP Language Test. In the case of *Une fois pour toutes*, the students get extra practice using the language for real communication as the instruction in the text is in French.)

Liens en Paroles. Madeleine Lively, Mary K Williams, and Jane Harper. Heinle & Heinle, Boston, 1994

(Activities from this text are used to support speaking skills.)

Schémas Stratégies pour la lecture. Margaret Healy Beauvois, Darlene F. Wolf, and Dolly J. Young. Holt, Rinehart and Winston, New York, 1996

(This text is used to support reading skills.)

IDEE PRINCIPALE-STYLE VARIE. Maurice Cagnon and Lillian Szklarczyk. Harper & Row, Publishers, New York, 1989

(This text is used to develop advanced writing skills as they pertain to style.)

Faire des affaires en français. Marie-Odile Sanchez Macagno and Lydie Corado. Hachette, Paris, 1997

Faisons des Affaires, French for Business at the Secondary School Level. Fernande Wagman. D.E.M. Publishing Co. Inc. Allendale, NJ, 1993

(These two texts are used to supply specific vocabulary and cultural information in the form of mini lessons introduced during the 20th century unit.)

Culture et Société. Marie-France Bunting, Raymond F. Coma, and Normand J. Lamoure. Holt, Rinehart, and Winston, New York, 1992

(This text is used to supply supplemental readings of a cultural nature.)

De la Révolution à nos jours Evelyn Brush and Janine Pefley. National Textbook Company, Lincolnwood, Illinois, 1995

(This text is used to supply additional readings of an historical perspective.)

Newspapers and periodicals: Articles of current events and thematic activities are used from these periodicals. They can also form the basis for listening comprehension, speaking and /or writing activities.

Journal Français. Pour vivre à la française aux Etats-Unis
France-Amérique. L'Édition internationale du *Figaro*
L'Express

Etincelle. This is the cover name for a series of modern language magazines and audio material published by Authentik Language Learning Resources Ltd.

Champs Élysées, Radio en CD. CD of radio broadcasts supplied on a monthly basis. A teacher's lesson plan with listening comprehension activities is included.

Online publications:

www.lemonde.fr

www.lefigaro.fr

Paperbacks:

Albert Camus. *L'Étranger*

Jean Paul Sartre. *Huis Clos*

Molière. *Le Bourgeois Gentilhomme*,

Voltaire. *Candide*

Antoine de Saint-Exupéry. *Le Petit Prince*

Beaumarchais. *Le Mariage de Figaro*

Gaston Leroux. *Le Fantôme de l'opéra*

Videos:

Beaumarchais, *l'Insolent*

Films for the Humanities, *La Révolution Française* (series of seven French documentaries)

Le Fantôme de l'opéra
Le Colonel Chabert
Notre Dame de Paris (the musical)
Les Misérables (the French musical en cassette)
Carmen

Teacher Constructed Packets and handouts:

Verb dossier. Each student receives, at the beginning of second year, a verb dossier. At the lower levels, the dossier consists of a nine groups of verbs, the first group being the regular verbs, types I-III, and nine other groups of irregular verbs. The dossier lists the present tense conjugations, the compound formations, the stems for the future and conditional, and any irregularities to the general rules (i.e. the formation of the imperative, the subjunctive, etc.) The second year level dossier lists the verbs in groups of three for first semester, then four the second semester. The number of verbs, as well as the difficulty of the verbs, increases until, in the fourth and fifth year, the groups contain five verbs in each group. The students are expected to prepare a different group of verbs for a daily 15 point quiz. The degree of difficulty increases as well by year until, at the fourth year level, the student is responsible for all of the simple and compound tenses. The quizzes recycle all previously learned verbal structures and incorporate the verb forms in sentences that require the students to read carefully for register and tense indicators, as well as vocabulary. The last page of the dossier lists common idioms using the verbs studied in each group.

Pronoun and Preposition usage. Similar packets for the recycling of information about pronouns and prepositions are distributed at the beginning of the year. A thorough review of all the different pronoun and prepositional uses is done throughout the first six weeks of school. Once the pronouns and prepositions have been reviewed, the students will rotate a pronoun or preposition daily quiz in with the verb daily quizzes.

Transitional words and expressions. This handout lists the words and useful expressions used idiomatically and for transition in writing.

Course outline

Prior to the beginning of the first semester, the students will have completed a summer reading assignment. For this cycle of the program, the selected piece is a copy of Gaston Leroux's *Le Fantôme de l'opéra*, or Beaumarchais' *Le*

Mariage de Figaro.³ It is a version that suits the abilities of the intermediate student to allow the students coming from a third-year level French class to be able to handle the reading on their own with ease and confidence.

Semester one

August

Unit one – *Trésors du Temps*, 8^e Etape ; *Bravo !* chapter 8 ; *Une Fois pour toutes* ; *AMSCO Troisième livre*

Grammatical structures revision:

- All simple tense formations, including the usage and formation of the present participle and infinitive
- The formation, placement, and agreement of adjectives
- Negation – corresponding structures in *Bravo!* chapter 8

Historical and thematic perspective:

- Descente vers la terrible Révolution;
- Discussion of the Ancien Régime, the absolute monarchy,
- Economic conditions leading to the Revolution

Visit from Education partner from the Indianapolis Opera to discuss the themes in Beaumarchais' *Le Mariage de Figaro*.

Video:

- Programs in the seven part series *La Révolution Française*, first installment *L'Ancien Régime*
- Video clips from *Beaumarchais, l'Insolent* [C3]

Discussion circles: “Le système des impôts, c’est plus juste aujourd’hui?”

Vocabulary necessary to discuss the issue, as well as expressions useful for expressing one’s opinion, is reviewed. [C5]

Literature:

- Journal entries of Arthur Young (1741-1820)
- Souvenirs of Mme Vigée-Lebrun (1755-1842)

Rédaction #1: descriptive paper on a personality from one’s past, for example, a grandparent or other member of one’s family [C6]

³ The choice of summer reading is dependent upon the Indianapolis Opera’s schedule of operas. As a participating school in their *Music! Words! Opera!* education program, our students are eligible to participate in the opera’s educational performances. This program allows teachers across disciplines to integrate themes and demonstrate the concurrency of education in various disciplines. It has also allowed me to participate in the Liberty Funds scholarship programs. This includes the services of liaison personnel who come to school for certain presentations and performances on specific operas of interest to the French program.

Artistic connection:

- Art of the end of the Old Regime;

Unit two – *Trésors du Temps (TT)*, 9^e Etape ; *Une Fois pour toutes, AMSCO Troisième livre*

Grammatical structures revision:

- Pronouns: possessive, relative, interrogative, demonstrative, and indefinite
- Compound tenses, including the use and formation of the past infinitive [C2]

Historical and thematic perspective:

- Une sanglante Révolution
- Enemies outside of France
- Lasting innovations from the Revolution

Video: second installment, *La Révolution et la Royauté*; clips from *La Révolution et l'Eglise, la Terreur*, [C3]

Discussion circles: Propaganda and art; discussion of political or religious art, and the historical role of the church in French society

Literature: Various accounts of the society during the Terreur and the execution of the royal family

Rédaction #2: “Raconte une épisode émouvante de votre vie” (rédigée, corrigée, et réécrite) [C6]

Artistic connection:

- Art and music of the Revolution; listening activity with the revolutionary songs (cloze activity to practice listening skills)
- Art as a tool of propaganda (the works of David); comparison to journalistic editorial cartoons common in French newspapers (testing cultural awareness)

EXAMEN: Civilization and literature of Etapes 8 & 9 *TT* [C2]

EXAMEN: Vocabulary Etapes 8 & 9 *TT*

**BEGIN DAILY QUIZZES: VERBS OR PRONOUNS after Labor Day
September**

Unit three – *Bravo!*; 10^e Etape *TT*

Grammatical revision: daily quizzes with possessive and relative pronouns; verb quizzes

- possessive pronouns p. 94 *Bravo!*
- relative pronouns, 9^e Etape *TT*
- verbs of communication and expression

- indirect discourse

Historical and thematic perspective:

- Napoléon et le début du XIX^è siècle
- The Bourbon Restoration
- The Hundred Days and Waterloo

Video: *Le Consulat et l'Empire*

Discussion circles:

- “Le Code civil: lasting influences in French and American law”
- The separatists movements with Corsicans, Basques and Catalonians (article from *Le Figaro*) [C5]

Literature: le Romantisme

- La Poésie de Victor Hugo et Lamartine ; prose de Chateaubriand
- Structure of poetry in French ; Alexandrin verse
- Newspaper article on Corsica and new constitutional amendments [C4]

Rédaction #3: “La prose ou la poésie ? A votre avis, est-ce que la prose ou la poésie exprime le mieux les émotions profondes ? Pourquoi ? » [C6]

Artistic connection:

- Neoclassical period in art under Napoleon

INTERLUDE during ISTEP testing week: *Le Colonel Chabert*, un conte par Balzac; le film *Le Colonel Chabert*, avec Gérard DePardieu (Students will be provided with a list of vocabulary to allow them to read the short story at home and discuss the themes in class. Afterwards they will watch the film in class and discuss their reaction to it.) [C7]

October

Preparation for the Examen 10^è Etape; revision of grammatical structures

EXAMEN 10^è Etape *TT*; distribute the opera guide to be read outside of class

End of first term

Written proposals ⁴ for the 19th century projects are introduced. The students will have small group conference with the teacher to discuss the proposals and

⁴ The written proposals for project follow the same format: the student states the topic, the problem, and the objectives, description of his method, the cost, necessary technology and what the teacher will provide. The last item is a description of the assessment tool he intends to use to evaluate the students' comprehension.

will receive a written as well as an oral grade for the proposals at the time they will be due.

Unit four: 11^è Etape TT; The nineteenth century uprisings; the Opera Project, in collaboration with Indianapolis Opera and Butler University, is introduced; the story of *Le Fantôme de l'opéra*

Grammatical revision: daily verb quizzes, every five followed by quiz on the pronouns

Historical and thematic perspective:

- Elements of Romanticism
- History of l'Opéra de Paris
- The 19th century uprisings
- The Industrial Revolution

Grammatical Revision:

- daily verb quizzes with the emphasis on past tenses; agreement of the past participle [C2]

Literature:

- Documentation *Leroux et l'Opéra*; vocabulaire chap. 3-5
- Documentation *The First Story*
- Newspaper articles from *Le Figaro* on the 2005 riots in France concerning immigration
- *Les Misérables*, (Hugo) extracts, 11^è Etape, TT [C4]

Listening activity: Music from CD *Les Misérables* (French musical)

- Students, working in groups of three, listen to selection "J'avais rêvé d'une autre vie"
- With lyrics from the song printed and cut up in separate lines, the students attempt to reconstruct the song, putting the lines in order as they hear them on cassette [C3] [C7]

Visit to Indianapolis Opera dress rehearsal; introduction of the "Les Masques" project

Video: *The Phantom of the Opera* (DVD in French language)

Assessment : Quiz over *Fantôme* (vocabulaire, les personnages, l'action)

Rédaction #4: Journal entry describing the scene in the cemetery from the (three different) perspective of Erik, Christine, and the Comte [C6]

November – Opera Project (continued)

Discussion circles:

- Students choose an article from different newspapers and discuss the issues and complaints of the principle combatants of the 2005 riots
- Students compare the current situation with the uprisings of 1830, 1848, and 1871 [C4]
- Students discuss la Commune and the climate leading up to it; they compare the current situation (i.e., the immigration issue) with the environment that produced the Commune
- “Les Masques” students compare the use of masks in *Fantôme de l’opéra* and in the opera company’s production of *Rigoletto*. Quel est le masque que vous portez? [C5]

Rédaction #5: Students paste the newspaper article to a clean sheet of paper and in the column next to it; they then create a similar news article that would have appeared in the papers during the uprisings of 1830, 1848, or 1871, and try to imitate the journalistic writing style. [C4] [C6]

Artistic connection:

- Art under Napoleon (David, Antoine Gros,) architecture and le style empire; comparison between the styles of Louis XIV, Louis XV, Louis XIV and the empire
- “Les Masques” - student art project; students read extracts from Hugo’s *Le Roi s’amuse* and the libretto from *Rigoletto*; then, students create their own “masque” based on our discussion circle
- Set designs for the opera productions

Video: opera clips from the opera *Rigoletto*

Thanksgiving break

December

Video: clips of opera DVD’s (continued)

Discussion circles:

- Students discuss the masks the characters wear; they discuss the facades people put on to hide true selves; vocabulary of auto-portrait
- Students discuss similarities in theme, character development, etc. of le *Fantôme* to *Le Roi s’amuse* (Hugo) and *Notre Dame de Paris* (Hugo) [C4]
- “DEMASQUER!! Students discuss significance of their own personal mask, how it depicts their outer facades, but hides their inner selves [C5]

Assessment: EXAMEN FINAL of *Fantôme de l’opéra*

PERSONNAGES HISTORIQUES du XIXe siècle- PRESENTATIONS

ORALES-Students do research on a particular historical, literary, artistic, or

scientific person from the 19th century. Then they present the person to the class using the proper presentational skills. (C5)

FINAL EXAMS – includes the grammatical structures of verbal structures, pronoun and preposition usages; the vocabulary in sentence use; identification of literary samples by citations [C2]

Semester two

January - 12^e Etape, TT; Bravo! Chapter 5

Grammatical Revision:

- prepositions: handouts with geographical, with certain infinitives, with expressions of time
- object pronouns

Literature: *La dernière Classe*, Alphonse Daudet (*Images Trois*) [C4]

Historical perspective:

- Transition from “La Belle Époque” to the 20th century
- La Seconde Guerre mondiale et les émissions radiophoniques (B pp.198-200)
- la politique & la guerre

Literature:

- l’adresse de Charles de Gaulle pp.198-200
- *Barbara* par Prévert pp.201-202
- Internet sites: le Marshall Plan; la lettre d’un grand-père au 50^e anniversaire des débarquements

Video: clip du débarquement en Normandie (*The Longest Day*) radio broadcast by Charles de Gaulle

Discussion circles:

- “à mon avis...” Leçon 1 l’art de discuter *Bravo !*
- Réaction à la lettre d’un grand-père [C7]

EXAMEN 12^e Etape – Exam includes grammar structures, vocabulary, essay, listening comprehension [C2]

February Bravo !

Grammatical Revision:

- la voix passive
- l’infinitif
- le passé simple

Historical perspective:

- 20th century

- World Wars
- Globalization
- La politique française

Literature:

- Feminist writers : Simone de Beauvoir (*Le Deuxième Sexe*, extracts) ; Marguerite Duras (*Moderato cantabile*, extracts)
- Existentialism: Sartre and Camus (*L'Etranger*, *Huis Clos*)
- Poetry of Jacques Prévert
- La Négritude ; selected extracts; la culture africaine [C4]

Video :

- *Au Revoir les Enfants*
- *Rue Cases-nègres*
- Video clips from *Bravo !* series
- *Les Guignols de l'Info* - understanding political satire [C3]

Discussion circles :

- Liens culturels – l'art de discuter p.211 *Bravo !*

Rédaction #6 : « Une controverse qui me concerne » (rédigée, corrigée, et réécrite) [C6]

Discussion circles : « Comment est-ce que la culture française influence leurs opinions et les vues sur cette controverse par rapport à la culture et les opinions américaines ? Est-ce que une question d'une culture locale (française ou américaine) ou est-ce qu'il s'agit d'une vérité globale ? »

March

Preparation for the Grand Concours (National French Test)

END OF TERM

INDIVIDUAL ORAL INTERVIEWS

Grammatical Review:

- The indefinites
- Prepositions

Discussion circles:

- “La Haine” –vocabulary
- “Hotel Rwanda” la situation en Afrique
- Le racisme en France
- Themes of Isolation from *L'Etranger*

Literature :

- Newspaper articles – Le Figaro – on racism and the violence in France over immigration issues

- Extracts from *L'Etranger*

EXAMEN CHAPITRE 6 *Bravo!*

Preparation for Congrès (State French Contest)

SPRING BREAK VACATION

April - May

AP Bleu and Faisons des Affaires (Business French)

A short unit on Business French gives the students a taste for real life use of French in a non-academic field such as international business. Essential vocabulary, reading and writing skills specific to commercial interests, and cultural information are shared in this short unit. It also serves as an introduction to international studies, a common discipline chosen by my students at the university level.

- “La recherche d’un emploi”: A presenter (francophone) from university to present on a career in international relations / affaires
- Identifying the parts of a commercial letter, endings, salutations, etc.; appropriate language and style; proper use of appropriate register is stressed [C6]
- Writing your own business letter

PREPARATION FOR AP EXAM – *AP Bleu*

This course is intended to develop all four skills throughout the year. In the final month before the AP Language exam, however, we do specific preparation in the format of the AP exam. Activities this month are tied to the different sections of the AP test, including making recordings in the Sony 9000 lab to keep and analyze.

Grammatical Revision:

- Function words (AP Exam)
- Complete verb tense review (emphasis futur & futur antérieur); subjunctif, the literary tenses; “si” clauses with compound tenses

Literature:

- Authentic texts of a variety of genre, such as business letters, news articles, journal entries, etc.

Rédaction#7: Controlled writing to imitate the essay portion of the AP Examen. Students are given 40 minutes on a specific writing prompt taken from previous AP tests.

Listening comprehension: in lab with AP Bleu tapes

Speaking practice in the Sony 9000 lab with picture sequences from past exams