

# AP French V

## Syllabus

### Course Overview:

Our AP French V course is designed to be rigorous and to develop communication skills in French at or above a third year college program. Skills in all four areas (listening comprehension, speaking, reading and writing) will be targeted.

The AP French V course will be conducted entirely in French. Students will be expected to communicate in French to the teacher AND to his/her fellow students at all times. We have laid the groundwork for this throughout the other four levels of French study. At this level, English will not be permitted once they cross the threshold of the classroom.

Students will be exposed to reading a variety of literature styles. With each of these styles, students will be required to read aloud with their partners. These will include readings from the text, children's stories, novels, current newspapers and magazines. Students will speak in a variety of situations: reading aloud, role-playing dialogues, storytelling, giving reports, and asking/answering questions. Students will listen to a variety of authentic sources: TV broadcasts, French radio stations, poems read by French speakers, CD activities that accompany the textbooks, films, and music CDs. Students will also write a variety of compositions: dialogues, letters, descriptive and persuasive paragraphs and compositions comparing/contrasting viewpoints, objects and/or people. They will also do six graded dictées and six practice dictées per term. For the graded dictées, I circle all small mistakes and put a line through all major mistakes. We translate the dictée as a group and then I reread the dictée for them. The students then have the opportunity to rewrite their dictée, correcting all errors. Our French Club does a monthly pizza and a movie afternoon. All movies are shown in French. AP students are strongly encouraged to attend these events.

Our school has a block schedule. We have 85 minute classes which meet Monday through Friday. We have our students for one 18 week semester. Our AP French Language class will be placed in the fall semester. We will be doing review sessions during the second semester right up to the date they are scheduled to take their AP exams.

### Course Objectives:

1. To develop reasonably fluid French communication skills in reading, writing, speaking and listening comprehension.
2. To integrate idiomatic expressions into speech and writing patterns.
3. To develop a French vocabulary sufficient for understanding when reading French newspaper and magazine articles, literary texts, etc... without dependence on a dictionary.
4. To develop the ability to express oneself in French, orally and in writing, with reasonable fluency and accuracy in accordance with the National Standards.
5. To enrich the students' cultural knowledge of the francophone world.
6. To prepare students to earn a three or better on the AP French Language exam.
7. Understand the French of native speakers in a variety of contexts and representing a variety of francophone cultures.
8. Achieve a level of oral and written expression that would be comprehensible to a native listener or reader who doesn't necessarily know any English.

### Textbooks/Course Materials:

*Trésors du Temps* and workbook(Glencoe McGraw-Hill)

*Moments littéraires*(Houghton Mifflin)

*French Four Years Advanced French with AP Component*(AMSCO): abbreviation for syllabus: (FFY)

*Réflexions*(Teacher's Discovery)

Released AP Exams

Various sources of reading materials, such as novels, short stories, plays, poetry, internet newspaper articles, magazines and anything else written in French that we can get our hands on.

## Supplemental material and useful web sites:

*Champs-Elysées* Audio magazines

*France-Amérique*: <http://www.france-amerique.com>

Radio France Outre-Mer: <http://www.rfo.fr>

TV5: <http://www.tv5.fr>

Télévision Française: <http://www.tfl.fr>

M6: <http://fr.news.yahoo.com/m6-6minutes.html>

Le Monde: <http://www.lemonde.fr>

Le Figaro: <http://www.lefigaro.fr/international/>

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

<http://www.wordreference.com/fr/>

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

<http://www.thisfrenchlife.com/>

[http://www.lexilogos.com/francais\\_langue\\_dictionnaires.htm](http://www.lexilogos.com/francais_langue_dictionnaires.htm)

<http://www.collegeboard.com/student/testing/ap/about.html>

<http://www.francparler.com/>

<http://french.about.com/>

[http://filmsdefrance.com/homepage\\_eng.html](http://filmsdefrance.com/homepage_eng.html)

## Course Requirements:

Class attendance and participation policy: students are expected to attend class every day, to participate in class discussions, to complete all homework, to submit compositions/ assignments on time. They will be strongly encouraged to take the AP exam.

Students are required to review chapters 2, 3, 4, 5(section 1 le passé composé), 6, 7, 9, 12, 13 and 15 from the book, *French Four Years Advanced French with AP Component* **during the summer prior to the AP class!**

Students will write one essay every three weeks on the topic or type of composition assigned. These are the major writing activities, but students will do smaller writing activities every week and will be expected to keep a journal as well as write their own dictionary, which will include words from every text that they read throughout the semester.

Students are expected to use the computers in the library or at home to read online magazines and newspapers on their own time.

## Course Planner:

## Review & new grammar(*French Four Years*)

### **Week 1**(4 jours)

*Trésor du Temps*: Étape 1  
*Moments Littéraires*: reading  
Newspaper/Magazine article

Present: reg. & irreg. verbs(Ch. 2, pp 13-23)  
Passé composé(Ch. 5, pp 40-46)  
Imparfait(Ch. 6, pp 52-61)  
Present: reg. & irreg. verbs(examen: vendredi)

### **Week 2**(5 jours)

*Trésor du Temps*: Étape 2  
*Moments Littéraires*: reading  
Newspaper/Magazine article  
Dictée 1/practice dictée 1  
Two French Songs(Fill in missing words)

Passé composé(interro: lundi)  
Imparfait(interro: mercredi)  
Impératif(Ch. 3, pp 24-31)  
Futur(Ch. 4, pp 32-39)

### **Week 3**(5 jours)

*Trésor du Temps*: Étape 3  
*Moments Littéraires*: reading  
Dictée 2/practice dictée 2  
Two French Songs(Fill in missing words)  
Composition #1 due

Futur(interro: mardi)  
Conditionnel(Ch. 7, pp 62-69)  
Conditionnel(interro: vendredi)

### **Week 4**(5 jours)

*Moments Littéraires*: reading  
Newspaper/Magazine article  
Dictée 3/practice dictée 3  
Two French Songs(Fill in missing words)

Temps composés(plus-que-parfait, futur antérieur, conditionnel passé)Review from *Fr. Three Years*  
Temps composés(interro: vendredi)

### **Week 5**(5 jours)

*Trésor du Temps*: Étape 4  
*Moments Littéraires*: reading  
Two French Songs(Fill in missing words)

Subjonctif(Ch. 8, pp 70-83)  
Subjonctif(interro: vendredi)

### **Week 6**(5 jours)

*Trésor du Temps*: Étape 5  
*Moments Littéraires*: reading  
Dictée 4/practice dictée 4  
Two French Songs(Fill in missing words)  
Composition #2 due

Passé simple(Ch. 5, pp 46-51)  
Passé simple(interro: vendredi)

### **Week 7**(3 jours)

*Trésor du Temps*: Étape 6  
*Moments Littéraires*: reading  
Newspaper/Magazine article  
Dictée 5/practice dictée 5  
Two French Songs(Fill in missing words)

Constructions impersonnelles(Ch. 10, pp 93-107)  
Exercices de Révision(Ch. 11, pp 108-132)

**Week 8**(5 jours)

*Moments Littéraires*: reading  
 Newspaper/Magazine article  
 Dictée 6/practice dictée 6  
 Two French Songs(Fill in missing words)

Exercices de Révision(Ch. 11, pp 108-132)  
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 Pronom personnels(Ch. 14, pp 159-170)

**Week 9**(4 jours)

*Trésor du Temps*: Étape 7  
*Moments Littéraires*: reading  
 Newspaper/Magazine article  
 Two French Songs(Fill in missing words)  
 Composition #3 due

Pronoms relatifs(Ch. 16, pp 184-192)

**Week 10**(4 jours)

*Trésor du Temps*: Étape 8  
*Moments Littéraires*: reading  
 Newspaper/Magazine article  
 Dictée 7/practice dictée 7  
 Two French Songs(Fill in missing words)

Constructions interrogatives/Discours indirect(Ch. 17, pp 193-203)

**Week 11**(5 jours)

*Trésor du Temps*: Étape 9  
*Moments Littéraires*: reading  
 Newspaper/Magazine article  
 Dictée 8/practice dictée 8  
 Two French Songs(Fill in missing words)

Conjonctions(Ch. 18, pp 204-211)  
 "Le laboureur et ses enfants"(FFY)  
 "Inscrivez-vous"(FFY)  
 "Le franglais et...vice-versa"(FFY)  
 "Paris, New York, Pékin"(FFY)  
 Bande Dessinée A(parler)

**Week 12**(5 jours)

*Moments Littéraires*: reading  
 Newspaper/Magazine article  
 Dictée 9/practice dictée 9  
 Two French Songs(Fill in missing words)  
 Composition #4 due

Prépositions(Ch. 19, pp 212-223)  
 "Cannes"(FFY)  
 "La mode"(FFY)  
 "Comment voyager?"(FFY)  
 "L'Académie française"(FFY)  
 Bande Dessinée B(parler)

**Week 13**(7 jours)

*Trésor du Temps*: Étape 10  
*Moments Littéraires*: reading  
 Newspaper/Magazine article  
 Two French Songs(Fill in missing words)  
 AP French Language Released Exam

Adverbes; Constructions négatives(Ch. 20, pp 224-235)  
 "La tour Eiffel et le viaduc de Millau"(FFY)  
 "Le Minitel"(FFY)  
 "Les repas d'hier et d'aujourd'hui"(FFY)  
 "Au cinéma"(FFY)  
 "La vie à Combourg"(FFY)  
 "Les ordinateurs"(FFY)  
 Bande Dessinée C(parler)

**Week 14**(5 jours)

*Trésor du Temps: Étape 11*  
AP grammar fill-in packet  
*Moments Littéraires: reading*  
Newspaper/Magazine article  
Dictée 10/practice dictée 10  
Two French Songs(Fill in missing words)

“Savez-vous ce que c’est qu’un vide-grenier?”(FFY)  
Exercices de Révision(Ch. 21, 1,2)  
“Lascaux”(FFY)  
Exercices de Révision(Ch. 21, 3,4)  
“Montréal”(FFY)  
Exercices de Révision(Ch. 21, 5,6)  
“Le concours Lépine”(FFY)  
Exercices de Révision(Ch. 21, 7,8)  
Bande Dessinée D(parler)

**Week 15(5 jours)**

*Trésor du Temps: Étape 12*  
AP grammar fill-in packet  
*Moments Littéraires: reading*  
Newspaper/Magazine article  
Dictée 11/practice dictée 11  
Composition #5 due  
Two French Songs(Fill in missing words)

“Les secrets de la Joconde”(FFY)  
Exercices de Révision(Ch. 21, 9,10)  
“Paris Ville Lumière”(FFY)  
Exercices de Révision(Ch. 21, 11,12)  
“La pollution”(FFY)  
Exercices de Révision(Ch. 21, 13,14)  
“Environnement: Les sacs plastique en voie de disparition”(FFY)  
Exercices de Révision(Ch. 21, 15,16)  
Bande Dessinée E(parler)

**Week 16(5 jours)**

*Moments Littéraires: reading*  
Newspaper/Magazine article  
Dictée 12/practice dictée 12  
AP grammar fill-in packet  
Two French Songs(Fill in missing words)

“Les retraités migrants”(FFY)  
Exercices de Révision(Ch. 21, 17,18)  
“La baguette à l’honneur”(FFY)  
Exercices de Révision(Ch. 21, 19,20)  
“Les championnats mondiaux d’athlétisme: L’exploit de Paris”(FFY)  
Exercices de Révision(Ch. 21, 21,22)  
“Un <<inconnu>> nommé Sembène Ousmane...”(FFY)  
Exercices de Révision(Ch. 21, 23,24)  
Bande Dessinée F(parler)

**Week 17(5 jours)**

*Moments Littéraires: reading*  
AP grammar fill-in packet  
Newspaper/Magazine article  
Two French Songs(Fill in missing words)  
Composition #6 due

“Saint-Exupéry”(FFY)  
Exercices de Révision(Ch. 21, 25,26)  
“La Fayette”(FFY)  
Exercices de Révision(Ch. 21, 27,28)  
Exercices de Révision(Ch. 21, 29,30)  
Bande Dessinée G(parler)

**Week 18(4 jours)**

*Moments Littéraires: reading*  
Newspaper/Magazine article  
AP French Language Released Exam  
AP French Language Released Exam

Bande Dessinée H(parler)

**Teaching Strategies:**

--Every effort is made to have students actively practicing all skill areas every week.

--Students are encouraged to use new vocabulary when they are writing and speaking.

--Students are encouraged to use recently reviewed verb tenses and grammar when they are writing and speaking.

## **To enhance listening comprehension:**

Communication in the AP French Language class is carried out in French exclusively, except when English is necessary for student translation of French materials. Student participation grades reflect a strong requirement that they use French consistently in the classroom. As a result, listening is being practiced every day in class when the teacher is speaking and when other students are speaking. Students will also be exposed to a wide variety of listening opportunities (other than the teacher and fellow students). Some of these include: French songs; films both in class, during French Club and at home; French language television and audio clips; and any other opportunities that present themselves.

## **To enhance reading comprehension:**

Reading is a daily activity. Texts come from a variety of sources: former AP exams, textbooks, newspapers and magazines, the internet and literature. Students will be required to read aloud with a partner and in small groups. Sometimes they will have to pronounce a passage for the class as a whole or the teacher in particular. They will be required to summarize some texts and answer multiple choice questions about others.

### **Reading Reciprocal Teaching:**

I would like to use this technique to help my students become better readers who are less dependent on the teacher. There are five steps in reciprocal teaching: read, clarify, summarize, question, and apply. In order to use reciprocal teaching, the instructor must first select and divide a text into small sections of 6 to 10 lines each, compile a list of difficult/new vocabulary, and review the new vocabulary with the students before reading the selection. The instructor should also provide pre reading background or contextual information necessary for students' comprehension of the text. The students then read the text aloud in pairs, completing each of the following steps before going on to the next one:

1. Student A reads the first section aloud to student B, and stops.
2. Student B tells student A 3 to 4 things s/he understood/remembers from the first section read.
3. Student B reads the next section to student A, and stops.
4. Student A tells student B 3 to 4 things s/he understood from the section.
5. At the end of the reading, students discuss/list any vocabulary words they didn't know, and attempt to clarify the vocabulary for each other using context clues if possible.
6. Students write a brief summary of the reading.
7. Students write 3 to 5 questions about the reading they will share with the group.
8. Students apply the information gleaned from the readings by using it in a writing assignment, debate, skit, or oral presentation.
9. Students are evaluated with a multiple-choice quiz on the reading.

At first, I assume that reciprocal teaching can be extremely time consuming, and working with such limited time as the block schedule affords us, that does worry me. However, if students eventually become more independent, self-directed learners, it will have been well worth it. Hopefully, students

will begin to clarify, summarize, question, and apply the reading on their own...with the end goal being that they do these things somewhat automatically.

## **To enhance writing:**

Students in the AP French Language course will write formal compositions every three weeks. These are the major writing activities, but students will do smaller writing activities every week and will be expected to keep a journal as well as write their own dictionary, including words from every text that they read throughout the semester. At the beginning of the semester, the major compositions will be returned with corrections codes written on them. The students will be responsible for making corrections and turning both the original composition and the rewrites in. As the semester continues, the corrections codes will be eliminated and students will be responsible for figuring out what they did incorrectly and fixing it. Whenever I grade compositions or dictées, I keep a notepad handy where I jot down common mistakes that many students are making, as well as especially egregious mistakes. We go over these in class.

## **To enhance speaking:**

This course provides students with daily opportunities in class to develop their speaking skills in a variety of settings, types of discourse, and topics. The course includes numerous partner activities and small group activities so that students are speaking often and with a variety of their peers. Students will often be given a picture to describe or a picture story which they have not previously seen. These will be partner and small group activities. The listeners will jot down errors and sometimes interrupt to ask questions or for clarification. Students will also be required to record these from time to time. Throughout my years of teaching French, I have found that the vast majority of students simply do not believe me when I tell them that they will learn to speak by speaking itself, and that it is a long, arduous process in which one must make thousands, if not millions of mistakes! This daily practice is extremely frustrating for most students, but it is only through this practice that they eventually feel comfortable speaking.

## **Technology in the Classroom:**

The most valuable technology accessible to the students is clearly the internet. Students are encouraged to use the internet to enhance what we do in class. They are expected to research sites independently and responsibly. They are provided a short list of worthwhile sites, but they are primarily on their own when doing internet research.

I have available to me in my classroom the following technology: Two computers, an LCD projector, a VCR/DVD player, a CD player and a stereo system. I typically hook my i-pod up to the stereo system so that the students can all hear the French music. The computers and VCR/DVD player also play their audio through the stereo system. All video is displayed on the big screen in the front of my classroom.