**Course Overview**

The goal of this course is to improve students’ reading, writing, speaking, and listening skills in the French language in preparation for the French Language AP Exam. Students use French in ways that reach a high level of proficiency. The emphasis for all class activities is on authentic practice. Students are expected to read and understand authentic French texts, including but not limited to literature, newspaper and magazine articles, and letters. They must listen to and understand a variety of authentic auditory media, such as conversations between native speakers, news reports, films, and plays. Daily writing activities are typically linked to the reading and/or listening materials that are being covered in class. Students write on a variety of topics and in a variety of formats that require them to employ proper grammar, vocabulary, rhetorical devices, and structure depending on the nature of the assignment. Students must also discuss class material orally, participate in debates, hold conversations in groups, describe images, give presentations where they must present a current events article and teach the class new vocabulary. Throughout the course, students are exposed to and expected to accurately use new vocabulary and grammatical structures. They periodically take released AP exams, either in sections or in their entirety. A secondary goal of the course is to deepen students’ understanding of French and Francophone culture. The course is taught entirely in French, and students are not permitted to use English.

Because we are on the semester block schedule, this course moves very rapidly. Students are expected to turn in all materials on time and to complete reading assignments within the given time-frame. The AP exam is May 10, 2011 at noon.

**Course Materials and Resources**

**Textbooks**

*Trésors du temps*

*Une fois pour toutes*

*AP French: A Guide to the French Language Examination*, including CD for listening exercises

**Other Sources and Materials**

Released AP Exams

French Media websites (TV5, Le Monde, La Libération, Le Figaro, BBC Monde, etc.) for listening and reading comprehension

Online texts (“La Ficelle” by Maupassant; La Fontaine; Molière; Montaigne, etc.)

**Pacing**

Students read, write, speak and listen on a daily basis. A typical class day starts with a discussion (either whole-class or in groups) using vocabulary and/or grammar learned in previous lessons. This discussion is frequently centered on recent reading assignments, listening activities, news stories read or viewed in class, etc. After the class discussion, students complete listening-comprehension exercises from the AP Exam or news reports. Next, students are given a reading assignment, either continued from a previous reading, or a short excerpt similar to the length of an AP reading comprehension exercise. Once the reading is finished, students must complete a writing assignment that corresponds with the reading comprehension exercise (summary, opinion, persuasive, an original passage in the style of the reading passage, etc.) New vocabulary and grammatical structures are mostly acquired from reading and listening exercises, as well as from *Une fois pour toutes*. Students are expected to employ the new vocabulary and grammar in their writings.

Students complete exercises taken from released AP tests at least once per week.

Students must complete a timed writing assignment in class 2-4 times per month.

They have a “reading under pressure” assignment in class 3-4 times per month.

Students must complete oral presentations 1-2 times per month. These are prepared at home and will mostly consist of explanations of articles that students find on their own. They must orally present the article, as well as introduce new vocabulary words.

Students complete a speaking exercise from released AP tests at least two times per month, which helps them practice using the equipment that they will have to use during the test.

The class views a French film or play (without subtitles) at least once per month.

**Course Planner**

**January**

Grammar: Révision grammaticale (les articles, le présent, le passé composé, l’imparfait, le future proche, l’impératif, le futur simple, la conditionnel, les clauses « si », les adjectives possessives, les adjectifs réguliers et irréguliers, les prépositions, les adverbes, les pronoms d’objets directs et indirects, les pronoms accentués, le négatif, les interrogatifs) ; Exercises and assessment from *Une fois pour toutes*

Reading: Articles chosen by individual students for oral presentations; AP exam exercises; “Le corbeau et le renard” by Jean de la Fontaine ; Excerpt from “L’Ecole des femmes,” by Molière in *Tresors du temps*

Writing: Instruction on structure of an essay and various forms of essays; AP essay rubric; Writing sections from AP exams (timed); Write a fable that teaches a lesson inspired by “Le corbeau et le renard”; Opinion piece on “L’Ecole des femmes”; Tell a story about a time when you (or a fictional character) disobeyed a rule that you believed to be absurd like in “L’Ecole des femmes.”

Speaking: Discussions in class; Article presentations; Speaking section from AP exam

Listening: Exercises from AP exam; Current event videos; Film *Moliere*

**February**

Grammar: Le passif, le passif au passé, le plus-que-parfait, les pronoms compléments, les démonstratifs ; Exercises and assessment from *Une fois pour toutes*

Reading: Articles chosen by individual students for oral presentations; AP exam exercises; Excerpt from “Candide ou l’optimise” by Voltaire in *Trésors du Temps*; “Le ruban volé” by Rousseau in *Trésors du Temps;* “La Ficelle” by Maupassant

Writing: Writing sections from AP exams (timed); Persuasive writing: Imagine that you are the main character in “La Ficelle,” and plead your case; Tell a story in which you (or a fictional charter) were wrongly used of something; Opinion on the ending of “Candide”

Speaking: Discussions in class; Article presentations; Speaking section from AP exam

Listening: Exercises from AP exam; Current event videos; Film *Cyrano de Bergerac*

**March**

Grammar: Le subjonctif, les pronoms relatifs, plus d’expressions négatives ; Exercises and assessment from *Une fois pour toutes, AP French*, and released AP French exams

Reading: Articles chosen by individual students for oral presentations; AP exam exercises; “Misère dans la champagne de France sous Louis XIV” in *Trésors du Temps;* “La prise de la Bastille racontée par un de ses défenseurs”in *Trésors du Temps;* “Histoire de la Révolution par deux amis de la Liberté” in *Trésors du Temps ;* “Le Retour de Russie” by Victor Hugo in *Trésors du Temps; “*La mort de Gavroche*”* by Victor Hugo in *Trésors du Temps;*

Writing: Writing sections from AP exams (timed); Informative essay on how the conditions in France led to the Revolution; Give Louis-Philippe some advice that could prevent the revolution; Describe what you would have done if you were Gavroche

Speaking: Discussions in class; Article presentations; Speaking section from AP exam

Listening: Exercises from AP exam; Current event videos; Film *Les Misérables*

**April**

Grammar: Le gérondif, le futur antérieur, le conditionnel passé, plus de pronoms relatifs ; Exercises and assessment from *Une fois pour toutes, AP French*, and released AP French exams

Reading: Articles chosen by individual students for oral presentations; AP exam exercises; “Le Dormeur du val”by Rimbaud in *Trésors du Temps ;* Excerpt from *La Peste* by Camus in *Trésors du Temps*; Excerpt from *Huis Clos* by Sartre (if possible) ; Excerpts from *Le Petit Prince* by Saint-Exupéry

Writing: Writing sections from AP exams (timed); Re-write “Le Dormeur du val” in prose and in your own words; Talk about “une peste” that threatens our culture/way of life; Do you agree with the doctor or the preacher in *La Peste?;* Talk about a decision that you (or a fictional character) regret and tell what you would have done differently if you had another chance; What will you have accomplished when you are 40 years old?

Speaking: Discussions in class; Article presentations; Speaking section from AP exam

Listening: Exercises from AP exam; Current event videos; Film *L’Auberge Espagnol*

**May (AP exam May 10)**

Grammar: Review of all grammatical structures learned in class; Exercises and assessment from *Une fois pour toutes, AP French*, and released AP French exams

Reading: Articles chosen by individual students for oral presentations; AP exam exercises; Excerpts from *Le Petit Prince* by Saint-Exupéry

Writing: Writing sections from AP exams (timed); What do the different planets in *Le Petit Prince* symbolize, and do you agree with these characterizations?

Speaking: Discussions in class; Article presentations; Speaking section from AP exam

Listening: Exercises from AP exam; Current event videos

Entire released AP Exam