Course Overview and Learning Objectives

- To have students become proficient in interpersonal, interpretive and presentational communication in preparation for the AP French Language and Culture Exam instead of AP French Exam.
- To stress reading, writing, speaking and listening through each of the three modes of communication.
- To enrich the students’ cultural knowledge and experience with the Francophone world through a comparison with their own cultural experience of the six course themes.

Class will consist of close reading and extensive discussions (conducted exclusively in French) of the texts with particular attention to stylistic analysis: character development, theme, structure, style, and overall interpretation. Students will be given comprehension questions, to be completed outside of class, which will enable guided discussion and textual analysis in class. The in-class discussions, which are solely in French, encourage students to perform high-level thinking and textual analysis in the target language. Class discussions enable students to closely analyze key passages for style and grammar, as well as to discuss course themes and their relevance to current issues. The discussions also provide a forum for students to make comparisons between the Francophone world and their own. Assessment of the students is done informally, on a daily basis, through the students’ participation in class discussion and their efforts to use French exclusively.

Upon completing the reading, analysis and discussion of texts, students view film adaptations of the literary works. This encourages further cultural comparison and discussion. Additionally, students are required to identify point of view, audience and main ideas through oral and listening comprehension.

Formal assessment involves students writing both expository and persuasive compositions in French that demonstrate both their control of French grammar and vocabulary, as well as their competency in applying the techniques of literary analysis. Students are graded on various non-literature writing assignments that help them demonstrate the connections to the work and culture in the target language. Students also practice the AP exam format through multiple-choice reading and listening comprehension questions, speaking prompts and essay writing. AP exam practice also serves as formal assessment of student progress.

Assessment

Oral performance – based on regular informal in-class participation along with interpersonal speaking assessments and oral presentations on cultural topics, graded using the AP scoring guidelines

Written performance – based on in-class essays and interpersonal writing assignments, graded using the AP scoring guidelines,

Reading and listening performance – based on both informal (comprehension and vocabulary quizzes) and formal (multiple-choice passages in the format of the AP exam) assessments given regularly

Instructional and Teaching Strategies

The following sections demonstrate the variety of activities and strategies that support
and extend understanding and mastery of the target language within the three modes of communication.

**Writing [CR5b]**

AP composition/ essay writing (Presentational, Interpretive)

» Every 2-3 weeks, students will write a formal, well organized analytical or persuasive essay that is evaluated for its content, vocabulary and grammatical correctness.

» Lessons include instruction on thesis writing, brainstorming, organization, transitional terms, actual writing and peer review.

» All essays are written during a class period, in order to best simulate the testing format. The use of dictionaries is prohibited once students reach the AP-level course.

• Once students complete the essay, they are asked to rewrite based on my comments concerning organization and development, grammar, vocabulary and style. During the revision, students are allowed to consult dictionaries, grammar reference or to ask specific questions. In this way, students can take full advantage of all editing opportunities.

• Students also write an essay over all works of literature discussed in class, again enabling students to write an even greater variety of composition topics in French (Interpretive, Presentational).

  » Students answer comprehension questions varying from plot summary to synthesis and analysis level questions.

  » Students support their responses by selecting key passages that exemplify textual elements of plot/character development, structure, style and theme.

  » Students are required to research and include autobiographical information and details pertaining to the work’s literary movement.

• A cultural project is assigned that enhances students’ writing, editing and peer review competencies. Projects include writing and illustrating an original children’s book, translating a well-known children’s story into French, and creating a modern version of a fable based on the works of La Fontaine (Presentational). [CR4b]

Students are required to maintain an electronic dialogue journal (blog, class discussion thread, etc.), which improves writing skills in a real world exchange of ideas. They also learn to elicit information from classmates while being able to provide and support their own opinion (Interpersonal). [CR3b]

**Speaking [CR3a] & [CR5a]**

All oral presentations and brainstorming are conducted solely in French once students reach the AP course level.

• Oral participation in various contexts (Presentational, Interpretive, Interpersonal)

  » class projects
  » involvement in peer review
  » debate/ discussion

• Cultural comparison (oral presentations in class) – practice and peer review:

  » Allow students to reflect on their performance and that of others. Students first make a presentation, then provide one another with feedback, thus gaining both presentational and interpersonal practice, and markedly improving both their speaking and listening skills.

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**CR5b:** The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.

**CR4b:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

**CR3b:** The course provides opportunities for students to demonstrate their proficiency in written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**CR4a:** The course provides opportunities for students to demonstrate their proficiency in spoken Presentational Communication in the Intermediate to Pre-Advanced range.

**CR3a:** The course provides opportunities for students to demonstrate their proficiency in spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.
• Description of pictures from magazines, advertisements, etc. (presentational, Interpersonal, Interpretive) [CR4a]
  » Students are asked to describe, narrate, hypothesize, ask and answer questions.
  » To promote both listening and speaking proficiency, students build onto another student’s story or answer specific topic-related questions.
• Small group or partner dialogs or presentations (Interpersonal, Presentational, Interpretive)
• Play games in small groups or pairs, such as Taboo, Pictionary, Scattergories, etc. (Interpersonal)
• In-class discussions of literary and non-literary texts with respect to themes, explication de texte, literary movements and author biography. (Interpretive, Interpersonal) [CR4b]
• Review vocabulary in the format of class discussion, question and answer, impromptu scenario role-playing, and topical vocabulary review. (Interpretive, Interpersonal)
• Each year students are required to create and present orally an original Mardi Gras mask that reflects an aspect of the French and Francophone culture. Possible topics include: famous person, Francophone country or region, famous monument, region or city in France. (Presentational) [CR5a]

Reading
• Literary and media excerpts are integrated into the coursework in order to give students practice at sight-reading as well as out-of-class reading from authentic text. Once the selections have been read, comprehension is assessed through one or more of the following:
  » in-class discussion
  » textual analysis
  » short presentations by students
  » multiple-choice questions
• The novels and plays listed under course materials are read in their entirety and form the basis for class discussions and/or presentations as well as essays. (Interpretive, Interpersonal, Presentational)
• Excerpts from literary texts of various genres, including romans, poésie, théâtre, and various styles are incorporated in order to expose students to different types of reading from the Francophone world. (Interpretive, Interpersonal, Presentational)
• Articles ranging from news, magazine and online discussion threads are included to broaden the cultural awareness of students. Moreover, these offer students the chance to read varying points of view on many of the course themes. Global challenges, science and technology, and beauty and aesthetics are covered in more detail through current event writings. (Interpretive, Interpretive, Presentational) [CR2b]

Listening
• AP Practice – exercises from AP French (Ladd) with audio texts and with audio and print texts combined (Interpretive)
• Music and video to provide authentic audio for developing listening proficiency (Interpretive, Interpersonal). [CR4a]
  » Activities include dictée, paraphrasing and text completion to promote comprehension, as well as class discussion of the excerpt in order for students to develop their oral presentation of opinions.
Cultural comparisons are made by listening to and viewing various types of music, audio and audio-visual media

- In-class conversations and peer reviews of varied topics (Presentational, Interpersonal)

**Culture and Technology**

- Visit to local museum to view and evaluate French art and artists followed by oral or written presentations in which students describe a particular artist’s work (Interpretive, Presentational).
- Video excerpts from French and Francophone films, news clips, media that are not related to the texts read in class, followed by class discussions and oral or written presentations in which students describe the materials viewed (Interpretive, Presentational, Interpersonal).
- Internet review, using websites for grammar, vocabulary and reading comprehension (the commonly used websites are listed below in supplementary resources).
  - Students are given class time to work independently on the topics with which they are least comfortable. Likewise, students are given the opportunity to work in pairs or small groups in order to answer and analyze their responses. The listed web pages give students the chance to continue reviewing grammar outside of class while receiving immediate feedback.
- Web based research is assigned in class as a method to make authentic sources of text (news articles, current events, author biographies, etc.) readily available for students. Once research has been completed (informally by the student), a formal assessment (either written or orally) is completed for a grade. (Presentational)

**Sample course activities that integrate the modes of communication and the course themes:**

- **In-class presentation and peer review.** While classmates are presenting, all other students take notes in order to provide feedback to the speaker. In addition, all audience members formulate questions over the presented scenario. Thus, the class works to improve speaking and listening proficiency, along with enhancing their vocabulary and grammar usage. (Presentational, Interpersonal)
- **Literary/textual analysis.** For all works of literature (poetry, short story, novel, etc.), students are asked to do the reading of the text on their own, or aloud in class. The reading exercise is followed by written activities, either with a partner or individually, in order to stress the importance of reading comprehension and effectively expressing one's opinions through grammatically and stylistically appropriate writing and dialogue. (Presentational, Interpretive)
- **French in text and audio art.** Students are presented with various songs, poems or short stories through recordings in order to use authentic materials to improve listening proficiency. (Interpretive, Presentational)
  - While listening to the text, students are asked to complete the passage’s script (cloze activity) where key words have been omitted, to write a summary or to perform a dictée. Once students are familiar with the excerpt or piece of literature, they study it as a written text. In order to enhance their analytical reading skills, students are required to analyze French texts for theme, symbolism, poetic devices, etc., as well as to make valid cultural comparisons to the work. [CR8]
  - One unit of study with which this works very well pertains to the fables of La Fontaine. Students listen to recordings, perform cloze activities and then move to a formal, in-class discussion, in French, over the images, theme(s), style, etc. Students are asked to write a modern version based upon a La Fontaine fable. Upon completion of the final draft of the new fable, students present these orally to lower level French classes, thereby allowing them to work on pronunciation, public speaking and intonation in French. Students also study the artistic representations of artists, such as Chagall, in order to further expand their appreciation of the

**CR4a:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audio-visual materials.

**CR8:** The course provides opportunities for students to make comparisons between and within languages and cultures.
relationship between the text and art. After studying the various artists, students will give an oral presentation about one work of art, incorporating the numerous elements they have studied.

- **Internet/primary source based cultural research.** [CR4b] Depending on current events or student interest, students are asked to research and present their findings. Previous topics have included comparing America and France with respect to such practices and perspectives as traffic safety, voting involvement and environmental concerns. [CR8] Depending on the scope of the contemporary topic, students are asked to present orally their comparison, to participate in a debate over the topic or to present a visual representation of their findings. Consequently, students enhance their reading, writing and speaking skills in an integrated format. (Presentational, Interpretive, Interpersonal) [CR7]

- **French in art.** Students are asked to create and present an original art project in a style reflective of various art movements. This often coincides with the viewing of art exhibits and allows students to prepare a project that familiarizes them with a cultural topic and enables them to develop their speaking skills with regards to a broader variety of discourse. (Presentational, Interpretive)

- **Letter writing.** [CR3b] Students choose an author from a current event article, music, novel or film and write a letter or email. This project works as both an extension of research and as a method for students to express themselves through various writing styles. Students gain confidence in their writing through the informal email or letter rather than the formal explication de texte. For Francophone authors, students use this project as a means of increasing their knowledge of the author’s country of origin, thereby extending their appreciation of French as a world language. (Interpersonal) [CR9]

- **Mock newspaper.** Students create a class newspaper based upon discussions of current events, discussions of literature and subjects of interest. The articles are written and revised, and vary in format so that students can master written presentational communication. The final product is a class discussion of various formats for information presentation that results from reading authentic news and magazine articles. (Presentational, Interpersonal) [CR5b] & [CR9]

**Integration of Authentic Materials and Course Themes**

The course is designed in such a way to use various literary and cinematic works to allow students to develop the three types of communication while exploring the six cultural themes. The academic year is divided into units based upon major works of literature or collections of more modern excerpts. Within each unit, students work to improve their competency through formal and informal reading, writing and listening activities (note that these have

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**CR4b:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

**CR8:** The course provides opportunities for students to make comparisons between and within languages and cultures.

**CR7:** The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

**CR3b:** The course provides opportunities for students to demonstrate their proficiency in written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**CR5b:** The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.

**CR9:** The course prepares students to use the French language in real-life settings.
been explained in the instructional and teaching strategies section).

Candide
- Global challenges – war and peace, diversity, health [CR6a]
- Families and Community – family structure, customs and ceremonies, friendship and love [CR6e]
- Personal and Public Identity – beliefs and values, alienation and assimilation, nationalism, language and identity, multiculturalism [CR6d]
- Beauty and Aesthetics – ideals of beauty, world artistic heritage [CR6f]
- Contemporary Life – education, travel, rites of passage [CR6c]

Cyrano de Bergerac
- Personal and Public Identity – alienation and assimilation, gender and sexuality, language and identity [CR6d]
- Contemporary Life – education, rites of passage, professions [CR6c]
- Families and Community – age and class, friendship and love, family structure [CR6e]
- Beauty and Aesthetics – literature, ideals of beauty [CR6f]

la Guerre de Troie
- Global challenges – human rights, diversity, war and peace [CR6a]
- Beauty and Aesthetics – architecture, ideals of beauty [CR6f]
- Personal and Public Identity – patriotism, beliefs and values, gender and sexuality [CR6d]
- Families and Community – age and class, citizenship, customs and ceremonies [CR6e]

Moderato Cantabile
- Personal and Public Identity – alienation and assimilation, beliefs and values, gender and sexuality [CR6d]
- Beauty and Aesthetics – ideals of beauty, architecture, music [CR6f]
- Contemporary Life – education, leisure, rites of passage [CR6c]
- Families and Community – age and class, family structure, childhood, friendship and love [CR6e]

Music (again not limited to the following examples)

MC Solaar (Sauvez le Monde)
- Global Challenges – environmental, human rights [CR6a]
- Science and Technology – social impact of technology, ethical questions [CR6b]
- Families and Community – citizenship, friendship and love [CR6e]
• Personal and Public Identity – alienation and assimilation, beliefs and values, multiculturalism [CR6d]

Francis Cabrel (le Monde est sourde, 100 ans de plus, La corrida, Assis sur le rebord du monde, Octobre)
• Personal and Public Identity – beliefs and values, language and identity, multiculturalism [CR6d]
• Global Challenges – diversity, economic, human rights [CR6a]
• Families and Community – customs, citizenship [CR6e]
• Contemporary Life – holidays and celebrations, leisure and sports [CR6c]

Articles and current news excerpts to emphasize the themes of Science & Technology and Global Challenges (again not limited to the following examples) [CR2b]
Le Monde (le monde.fr)
Sélection (Canadian Reader's Digest) (Piqueries d'État: oui ou non ?, Eau douce : la grande illusion, Le village qui fond, etc.)
• Science and Technology – current research, ethical questions, social impact of technology, future technology, new media [CR6b]
• Global Challenges – health, human rights, diversity, environmental, war and peace [CR6a]
• Personal and Public Identity – beliefs and values, alienation and assimilation, multiculturalism [CR6d]
• Contemporary Life – education, housing/shelter, travel, advertising and marketing [CR6c]
Course Calendar

First Semester

First Quarter
Weekly grammar review
Reading and Writing skills seminar
Candide, Voltaire
Selected Fables, La Fontaine
AP style essays #1-4

Second Quarter
Weekly grammar review
Cyrano de Bergerac, Rostand
Cinema representations based upon Cyrano
Current Events Unit (lemonde.fr, Sélections)
Music Unit
AP style essays #5-7

Second Semester

Third Quarter
Weekly grammar review
Music Unit
La Guerre de Troie, Giraudoux
Film – relevant to topics of la Guerre
Current Events Unit
AP style essay #8-10

Fourth Quarter
Moderato Cantabile, Duras
Current Events Unit
 Literary Excerpts (as unit) with cinematic representations
Intensive review for the AP exam

The 4th quarter concludes with a thematic review of works and topics discussed throughout the year. Students are thus required to bring all pieces they have studied into one body of knowledge wherein they can demonstrate their level of mastery of the various types of communication. Class time is also devoted to AP exam specific practice.

Course Materials and Resources

Primary textbooks [CR2c]
- Une fois pour toutes, 2nd edition, Longman 1992
- La guerre de Troie, Giraudoux
- Cyrano de Bergerac, Rostand
- Candide, Voltaire
- Moderato Cantabile, Duras

Supplementary texts and resources
- Released AP exams
- Point par point, exercices de grammaire française (avancé, intermédiaire, débutant), Didier 2000
- Activités: écrire pour convaincre, Hachette, 1996
- Reprise, college edition, NTC, 1993
- Trésors du temps, Glencoe 2005
- Jouer, communiquer, apprendre, François Weiss, Hachette, 2002
- Internet (grammar review tools)
  » http://laits.utexas.edu/tex
  » www.bbc.co.uk/languages/french
  » www.tv5.org
  » www.lemonde.fr
- Film and film excerpts [CR2a]
  » 8 femmes, 2002
  » Un long dimanche de fiançailles, 2004
  » Jean de Florette, 1986
  » Cyrano de Bergerac, 1950, 1990
- Audio – music and literary excerpts (below is only a sample of audio used in class, in order to demonstrate the inclusion of authentic audio) [CR2a]
  » Gerald de Palmas
  » Francis Cabrel
  » Jean-Paul Sartre, à voix haute, Gallimard-Emen
  » Edith Piaf
  » Yves Montand

CR2a: Instructional materials include a variety of authentic audio and video recordings.

CR2c: Instructional materials include a variety of authentic literary texts.