

AP French Four

Students who enroll in AP French Four must have fulfilled the requirement of having successfully completed French One Through French Three. Beginning in the school year 2007/2008, students in French 1 through 3 at our high school will use the texts Espaces (levels 1 and 2), and Imaginez (level 3) published by Vista Higher Learning. These new textbooks have a substantial array of activities both on the internet and in the texts themselves and they use a communicative approach to language learning.

Students enrolled in AP French Four must have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing. Generally, AP French Four students are in their final year of French study at our high school.

The Course

AP French Four emphasizes the use of the French language for active communication. The course is designed to :

- A. refine the students' ability to understand spoken French in various contexts.
- B. develop a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other nontechnical writings without dependence on a dictionary.
- C. develop the students' ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.
- D. focus on using the four French language skills of listening, speaking, reading, and writing.
- E. help prepare students to take the French Language Advanced Placement Exam in May.

The class is conducted almost entirely in French, and students are encouraged to use French when they communicate with one another and with the teacher while in class.

Course Materials

Trésors du Temps, Yvonne Lenard, Glencoe McGraw-Hill 1997

The History of French Civilization with literary and historical readings and grammar and vocabulary in context.

Une Fois Pour Toutes--Une Révision des Structures Essentielles de la Langue

Française, Hale Sturges II, Linda Cregg Nielsen, Henry Herbst, Pearson Prentice Hall, 1992

A comprehensive review of essential French Grammar

Schaum's Outlines, French Grammar, Mary Coffman Crocker, McGraw-Hill, 1999

Used to supplement the Une Fois Pour Toutes text

Workbook in French Three Years, Eli Blume, Amsco, 1990

Used to supplement the Une Fois Pour Toutes text

l'Étranger, Albert Camus, Éditions Gallimard, 1942

Huis Clos, Jean-Paul Sartre, Éditions Gallimard, 1947

Douze Contes de Maupassant, Guy de Maupassant, Collection by Eli Blume, Amsco School Publications, 1973

Jean de Florette and Manon des Sources, Films by Claude Berri, Antenne 2, 1986

Cyrano de Bergerac, Film by Jean-Paul Rappeneau, Antenne 2, 1990

Les Enfants du Paradis, Film by Marcel Carné, Pathé, 1945

La Grande Illusion, Film by Jean Renoir, Canal +, 1938

L'Argent de Poche, Film by François Truffaut, Les Films du Carosse, 1976

Les Parapluies de Cherbourg, Film by Jacques Demy, Antenne 2, 1964

Various articles downloaded from the internet--see links on the class web site:
<http://www.kentporter.net>

Various oral selections including songs, speeches, dialogues--also see links on the class web site.

Various video clips in French downloaded from the internet

Pacing

First quarter:

Material from Trésors du Temps--Chapitres 1-3

Material from Une Fois Pour Toutes (supplemented with Schaum's Outline French Grammar and Workbook in French Three Years)--Leçons 1-3

Outside Reading required--Douze Contes de Maupassant--Contes 1-12

One French Movie
Five essays assigned
Daily discussion, vocabulary development, and grammar explanations
Two formal oral presentations by students

Second quarter:

Material from Trésors du Temps--Chapitres 4-6
Material from Une Fois Pour Toutes (supplemented with Schaum's Outline French Grammar and Workbook in French Three Years)--Leçons 4-6
Outside Reading required--l'Étranger
One French Movie
Five essays assigned
Daily discussion, vocabulary development, and grammar explanations
Two formal oral presentations by students

Third quarter:

Material from Trésors du Temps--Chapitres 7-9
Material from Une Fois Pour Toutes (supplemented with Schaum's Outline French Grammar and Workbook in French Three Years)--Leçons 7-9
Outside Reading required--Huis Clos, Jean-Paul Sartre
Comprehensive Practice using released previous AP exams
One French Movie
Five essays assigned
Daily discussion, vocabulary development, and grammar explanations
Two formal oral presentations by students

Fourth quarter:

Material from Trésors du Temps--Chapitres 4-6
Material from Une Fois Pour Toutes (supplemented with Schaum's Outline French Grammar and Workbook in French Three Years)--Leçons 4-6
Comprehensive Practice using released previous AP exams
One French Movie
Five essays assigned
Daily discussion, vocabulary development, and grammar explanations
Two formal oral presentations by students

Sample Essay Topics

One Two-Page essay assigned every two weeks, some given in advance as homework assignments, some given during a 45 minute essay-writing session in class (no dictionary allowed). These topics are taken from a variety of sources--previous AP tests, literature that the students read, films that they see, contemporary issues from Francophone newspapers and magazines:

Sample 1:

Qu'est-ce que le travail représente pour les gens qui travaillent? Pour les uns,

c'est une nécessité: il faut travailler pour vivre. D'autres sont motivés surtout par le désir de pouvoir acheter tout ce qu'ils veulent. D'autres encore trouvent dans le travail la possibilité d'exercer leur créativité ou de se consacrer à l'amélioration du monde et de la société. Quelle conception du travail vous attire le plus? Répondez à cette question dans un essai organisé où vous donnez des exemples.

Sample 2:

Après avoir lu l'article qui a apparu dans le journal "Libération", expliquez les candidatures de Ségolène Royal et Nicolas Sarkozy. Quelles sont leurs expériences de vie qui les ont menés à cette campagne électorale? Parlez de leurs positions politiques.

Sample 3:

Dans les films Jean de Florette et Manon des Sources, qu'est-ce qui motive Papet et Ugolin? À votre avis, pourquoi ont-ils cette motivation? Expliquez en donnant des exemples précis du complot.

Sample 4:

Dans une société qui devient de plus en plus technologique, quelle est l'importance des arts (cinéma, danse, littérature, musique, peinture, sculpture, etc.) dans votre vie?

Sample 5

Dans le roman (l'Étranger) que vous avez lu et que nous avons discuté en classe, qu'est-ce que le titre représente? Quel est le double sens du mot étranger, et donnez des exemples tirés du roman qui montre comment Meursault est un étranger.

Sample Oral Presentation Topics

Two oral presentations topics are assigned per quarter. These topics are taken from a variety of sources--literature that the students read, films that they see, contemporary issues from Francophone newspapers and magazines, the history and geography of France and other francophone countries.

Sample 1:

Choisissez une région ou province en France et préparez une présentation orale sur cette région. Vous pouvez augmenter l'intérêt de votre présentation en apportant une affiche, des produits, de la nourriture, des vêtements typiques, etc.

Sample 2:

Parlez d'un film que vous avez particulièrement apprécié. N'oubliez pas de mentionner les faits importants du film-- metteur en scène, acteurs, le complot, la période du film, la date de la sortie du film, etc.

Sample 3:

Parlez d'un passe-temps qui vous intéresse.