

The following

**2007-2008 Advanced Placement® French Language Program Course Description and Course Planner**

has been approved by the College Board.

**Course Title: Advanced Placement® French Language**

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**Academic Year: 2007-2008**

**Required Materials**

- **Textbooks:** a) AP FRENCH, Barron's (2<sup>nd</sup> Edition), by Laila Amiry  
b) **Une fois pour toutes** – Une révision des structures essentielles de la langue française  
c) **Triangle** – Applications pratiques de la langue française
- Three ring binder for organizing notes and handouts
- Pen/pencil
- Notebook paper
- Index card spiral pad for recording vocabulary
- French/English dictionary (either Larousse, Robert/Collins or Oxford/ Hachette)

*This course is designed for self-motivated students, committed to serious study in French. A prescribed course of study including advanced grammar topics, advanced listening comprehension exercises, advanced reading comprehension exercises, advanced spoken practice and extensive essay writing will be presented in order to prepare the student for the Advanced Placement Exam. College credit may be awarded on the basis of the evaluation and the particular colleges' or universities' policies.*

**A) COURSE OBJECTIVES**

According to the College Board ([www.collegeboard.org/ap](http://www.collegeboard.org/ap)),

**“Students who enroll in the AP Program in French Language should already have a good command of French grammar and vocabulary, and have competence in listening, reading, speaking, and writing. The course seeks to develop language skills (reading, writing, listening, speaking) that can be used in various activities and disciplines, rather than to cover any specific body of subject matter. Extensive training in the organization and writing of compositions will be emphasized.**

**The AP French Language Examination is approximately two and a half hours in length. It is not based on any particular subject matter, but instead attempts to evaluate levels of performance in the use of the language, both in understanding written and spoken French, and in responding in correct and idiomatic French. Listening and reading are tested in the multiple choice section; writing and speaking, are tested in the free response section. The portion of the examination devoted to each skill counts for ¼ of the final grade on the examination. Use of dictionaries or other reference works during the examination is not permitted.**

therefore, the AP French Language program, has for its objectives the development of:

**A. the ability to understand spoken French in a variety of contexts;**

- B. a French vocabulary sufficiently ample for reading magazine and newspaper articles, literary texts, and other non-technical writings without dependence on a dictionary; and**
- C. the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.**

The class will be taught entirely in French. The use of English is not permitted in the AP French Language class.

Students are expected to participate in the National French Exam, *Le Grand Concours* (4<sup>th</sup> and 5<sup>th</sup> levels), and strongly encouraged to take the *Test de Français International*, developed by the Educational Testing Service in Princeton, New Jersey. The test duration is 2.5 hours. The TFI is a multiple choice test of listening and reading comprehension.

### **Section 1- Listening**

**Listening skills are tested in two ways on the examination. First, candidates listen to a series of brief exchanges between two speakers. The exchanges are spoken twice, after which students choose the most appropriate rejoinder from the four choices printed in their exam booklet. In the second portion of the listening part, students listen to recorded dialogues or brief monologues and then, after each, they are asked questions on the tape about what they have just heard. The questions following the dialogue are spoken twice.**

#### **Listening comprehension activities in the AP French class:**

I. As a fill-in practice with an important listening (and speaking) component, students are provided with teacher created, fill-in *passages de compréhension*, containing scripts taken from:

- a. French films on DVDs: la scène du dialogue entre M. Rachin et M. Mathieu, in Christophe Barratier's *Les Choristes* (pour la pratique du subjonctif, des phrases conditionnelles et du conditionnel de politesse); la scène de la dictée (pour la révision du passé composé/imparfait), in Nicholas Philibert's *Être et avoir*, as well as fragments from Philibert's interview on the making of his film; le sermon du père Jean, in Louis Malle's *Au revoir, les enfants*!, quelques dialogues et la scène de la commande par Minitel in Claude Chabrol's *La Cérémonie*.
- b. French documentaries on DVD: La présentation du musée du Louvre (*Louvre, la visite* – Editions Montparnasse), la présentation du Château de Versailles (*Versailles, la visite* – Editions Montparnasse), (fragments de) la présentation de la ville de Paris (*Paris, la visite privée de la ville lumière* – Editions Montparnasse), présentation de la Joconde, in *La Joconde, Mythe et mystère* (Editions Montparnasse), les témoignages des enfants cachés lors de la Deuxième Guerre Mondiale, témoignages des rescapés de la Shoah, le pardon demandé par le Président de la République française, M. Jacques Chirac, ainsi que par Olivier de Berringer, l'évêque de Saint-Denis, aux victimes du Régime de Vichy, in *La France divisée*, © Barbara P. Barnett and Eileen M. Angelini, 2002.

Students are supposed to fill-in the missing words /both function words and verb forms/ from the *passage* on their handouts. Afterwards, they watch and listen to the same *passage* on DVD (shown without subtitles). They listen recurrently, until they make all necessary corrections on their fill-in handouts. At the end of this activity, they are given the full script of the passage, and they read it out loud (twice), at the same time with the French speaker(s).

### **II. Other materials used for listening comprehension practice**

- c. *L'édition internationale du Journal de TV5* – Students listen (recurrently) to the on-line version of TV5 news (the teacher selects information pertaining to French or American

realities / politics/ culture). Students answer questions and/or make comments on what they have heard.

d. *AP listening practice material* ( sources: *BARRON'S - How to Prepare for the French AP Exam*, Laila Amiry, 2<sup>nd</sup> edition, 2004; *AP French Language*, Ellen Knauer, Research and Education Association ,Inc., 2006; *Rudman's Questions and Answers on the AP French Examination*, National Learning Corporation, 2002; *TRIANGLE – Applications pratiques de la langue française*, Carolyn F. Demaray & Josette J. Smith, Wayside Publishing, 1998.

e. *French songs*

As a warm-up activity, an excellent Portuguese (!) web site will sometimes be used in class <http://www.malhanga.com/musicafrancesa/>. It is devoted to French songs and singers, from Charles Trenet and Jean Gabin to Patricia Kaas. Several *fautes de frappe* have slipped into the otherwise excellent transcription of song lyrics. Students listen to the songs, read the lyrics on the LCD screen, and are supposed to identify the mistakes in the lyrics transcription.

f. *Le français dans le monde* (*Revue de la Fédération Internationale des Professeurs de Français*) – le livret et son CD audio (numéros : 350, 347, 345).

g. *French films*

## **Section II – Writing**

**On this part of the examination, students are asked to demonstrate knowledge of French structure by filling in omitted words or verb forms within paragraphs. They are also asked to show their ability to express ideas in written French, by writing a 40 minute essay on a given topic. The essays are evaluated for appropriateness and range of vocabulary, grammatical accuracy, idiomatic usage, organization and style.**

### **Writing activities in the AP French class**

A fundamental part of language acquisition, writing assignments must be completed on a bi-weekly basis. Students complete the first draft, the teacher makes coded corrections. Students are responsible to correct their essays. (They have one week to do so, and complete the final version of their essay). Extra points are earned for the correct use of more than 5 different tenses, and 5 transition terms. The final version of the written essays is graded according to the official rubric for evaluating AP compositions.

Students write film critique essays (based upon class discussion, and materials provided by the teacher – *example*: for their essay on Christophe Barratier's *Les Choristes*, they are given handouts of *Les Choristes –L'Histoire d'une vie, l'émotion d'une voix* , an article published in *Le Journal français, février, 2005*).

Written assignments, preceded by brainstorming sessions, during which each student must contribute an idea, also include essays suggested under the chapter *Sujets de redaction* (*TRIANGLE – Applications pratiques de la langue française*, Carolyn F. Demaray & Josette J. Smith, Wayside Publishing, 1998.)

Besides fill-in practice based upon College Board and class materials, other (shorter) written assignments include brief presentations of the students' personal point of view on articles published in French newspapers and magazines, such as the one page article published on the last page of *Paris Match*: *Le jour où ... (... j'ai assisté à mon premier bal parisien/ ... j'ai rencontré les cerveaux du 11 septembre/ ... j'ai échappé à l'esclavage/... une intuition m'a sauvé des Twin Towers/...les Khmers rouges ont tué mon bébé/...j'ai assisté à l'exécution d'un innocent)* and ask the students to write three, well developed paragraphs, in which to express their opinion on the article in question.

As a warm-up writing activity with a listening practice component, students are given very brief *dictées* usually taken from the following bilingual editions of French Poetry:

- *BESTIARY*, *Guillaume Apollinaire*, A Pocket Paragon Book, 1980
- *THE PENGUIN BOOK OF FRENCH POETRY*, Selected by *William REES*, Penguin Books, 1990
- *LES FLEURS DU MAL- THE FLOWERS OF EVIL*, translated by *Richard HOWARD*, David R. GODINE, Publisher, Boston, 1982

- THE YALE ANTHOLOGY OF 20<sup>th</sup> CENTURY FRENCH POETRY, edited by Mary Ann Caws, Yale University Press, 2004

Students write after dictation, compare their *dictée* with the original poem, and edit or peer-edit their *dictée*. We do not read the English translation in class (it is usually printed alongside the French version).

### **Section III – Reading**

This portion of the examination presents a series of reading passages selected from a wide variety of sources: poems, letters, short stories, magazines, newspapers, etc., followed by multiple choice questions on their content.

#### **Reading activities in the French AP class**

Reading comprehension passages are correlated with the grammar points studied/revised.

Examples:

- For the study of the passé simple, as well as for the proper usage of past tenses, we study a lengthier passage from Guy de Maupassant's *Lui?*, in *Contes et nouvelles*, Albin Michel, Paris, 1956 -1957.
- Conditional sentences in context Ø *La Chronique de Bernard Guetta*, *La France, le Gulliver de L'Europe?*, in L'Express, du 23 août 2004, as well as excerpts from Guy de Maupassant's *La Parure*, and George Bernanos' article *De Gaulle face aux médiocres*, in *L'Aventure du XXème siècle, Le monde contemporain, 1946-1991*, sous la direction d'Alain Peyrefitte, Hachette, Paris, 1992.
- Uses of the subjunctive Ø the French translation of a poem sent to President Kennedy, by the Irish Ambassador to the United States, on the occasion of the birth of the President's son, in *Jackie – Les Années Kennedy*, Frédéric Lecomte, L'Archipel, Paris, 2004.

Students also work on reading passages taken from various sources:

#### **Examples:**

- literary sources – authors: Albert Camus, Nathalie Sarraute, Jean de la Fontaine, François Mauriac, Marcel Pagnol, François René de Chateaubriand, Victor Hugo, Georges Simenon, Jean Cocteau, Guy de Maupassant.
- Teacher prepared material. Sources: Jean-François Revel, *Mémoires*, Plon, 1997 (the chapter on the role of teachers in the intellectual formation of their students), and *L'obsession anti-américaine*, Plon, Paris, 2002 (the chapter on the French attitude towards the U.S. in the aftermath of 9/11); as well as Bernard Henri Lévy's recent best seller *American Vertigo*, Grasset, Paris 2006 (the chapter on my students' hometown).
- French media (Le Figaro Magazine, Le Monde, L'Express, Paris Match, Elle)
- Textbooks and supplementary course material: *BARRON'S - How to prepare for the French AP Exam*, Laila Amiry, 2<sup>nd</sup> edition, 2004; *AP French Language*, Ellen Knauer, Research and Education Association, Inc., 2006; *Rudman's Questions and Answers on the AP French Examination*, National Learning Corporation, 2002; *TRIANGLE – Applications pratiques de la langue française*, Carolyn F. Demaray & Josette J. Smith, Wayside Publishing, 1998; Richard Ladd, Colette Girard, Second edition *AP French – Preparing for the Language Examination*, A.W Longman, 1998.

As a rule, students are given the following instructions as they work on a comprehension passage:

- **Lisez les passages de compréhension, le crayon à la main.**
- **Mots inconnus/ nouvelles expressions/ tournures intéressantes, élégantes, inattendues : Soulignez-les ! Recopiez-les sur une feuille de papier ! Cherchez-les dans un Robert ou dans un Larousse. Etudiez les différents contextes dans lesquels apparaissent ces mots.**

- Formez des **phrases complètes et bien développées** avec 10 (dix) de ces nouveaux mots/nouvelles expressions.
- Ajoutez-en une autre question de compréhension (ainsi que les quatre choix qui s’y rattachent).

#### **Section IV – Speaking**

On this part of the examination, students tape record their responses to questions based on some visual stimulus (a picture, or a series of pictures). The questions are printed in the test booklet, and are also heard on a master tape. Students are given 90 seconds to prepare their answers, and are given 60 seconds to respond to each question. Students begin to speak as soon as they hear the tone-signal on the tape. The response tapes are later scored by school and college French teachers.

#### **Speaking activities in the AP French class:**

Besides the oral brainstorming activities that precede essay-writing assignments, weekly speaking practice is articulated around answering questions based on picture sequences, and comparing and contrasting two pictures. The students’ answers are timed (they are given 60 seconds for their answers).

I sometimes ask my students to find a title for an unusual (teacher provided) photograph, (such as Thomas Barbèy’s black and white collages) or to comment on a French commercial found in French newspapers or magazines.

#### **Other speaking activities:**

- Students discuss current events (Le Journal de TV5);
- Students read their essays to the class;
- Students critique the French films watched in class during the *séances de film français* (*Les Choristes*, *La Cérémonie*, *Ponette*, *Être et avoir*), or at the French Club (*Adieu, les enfants!*, *Opération Ciceron*, *Peau d’âne*, *Le retour de Martin Guerre*, *Serpico*, *Les quatre cent coups*, etc.)

**Examples:** compare and contrast French film characters, such as the two teachers in *Les Choristes* and *Être et avoir*; discuss father Jean’s definition of *la bonne, la vraie, éducation*, in L. Malle’s *Adieu, les enfants!*; discuss the motivations of Claude Chabrol’s characters in *La Cérémonie*, etc.)

#### **Materials used for speaking practice**

- Photographs
- French commercials and posters
- French films
- Reproductions of French works of art
- AP Speaking practice activities in *BARRON’S - How to prepare for the French AP Exam*, Laila Amiry, 2<sup>nd</sup> edition, 2004; *AP French Language*, Ellen Knauer, Research and Education Association, Inc., 2006; *TRIANGLE – Applications pratiques de la langue française*, Carolyn F. Demaray & Josette J. Smith, Wayside Publishing, 1998; Richard Ladd, Colette Girard, *AP French – Preparing for the Language Examination*, Second edition, AW Longman, 1998.

#### **MAIN TEXTBOOKS:**

- Hale Sturges II, Linda C. Nielsen, Henry L. Herbst, *UNE FOIS POUR TOUTES*, Pearson-Prentice Hall, 2004 (and the related *TEST BOOK* for grammar quizzes).
- Carolyn F. Demaray & Josette J. Smith *TRIANGLE – Applications pratiques de la langue française*, Wayside Publishing, 1998
- Laila Amiry, *BARRON’S - How to Prepare for the French AP Exam*, 2<sup>nd</sup> edition, 2004; *AP French Language*.

#### **SUPPLEMENTARY TEXT:** (for vocabulary practice and revision)

- Renée White, *EN D'AUTRES TERMES*, Wayside Publishing, 1995
- Christiane Szeps-Fralin, *POURSUITE INATTENDUE – Une histoire policière*, EMC Corporation and its WORKBOOK (pour la révision du début de l'année).

#### **USEFUL WEBSITES:**

<http://bonjourdefrance.com/>  
<http://www.malhanga.com/musicafrancesa/>  
<http://www.tv5.fr/>  
<http://www.uni.edu/becker/french31.html>  
<http://www.leconjugueur.com/>  
<http://fleursdumal.org/audio.php>  
<http://rfi.fr>

#### **GRADING**

<b>Class participation (always in French):</b>	<b>10%</b>
<b>Homework:</b>	<b>20%</b>
<b>Quizzes:</b>	<b>20%</b>
<b>Essays (written assignments)</b>	<b>25%</b>
<b>Final (AP-Type) exams</b>	<b>25%</b>

Courses labeled AP® include an 8 point addition in the final numeric average, and require an \$80 fee for the AP exam that is administered in May. Students enrolled in AP courses are expected to take the AP exam.

#### **YOUR GRADES ON-LINE**

All students and parents will have the ability to check grades throughout the semesters via **NetClassroom**. Detailed instructions and information regarding passwords, scheduled grade posting dates and access will be provided by the Dean of Academics office. Teachers are required to post grades by certain dates and at no other time.

### **B) COURSE PLANNER (FALL SEMESTER)**

#### **UNIT I – Révision**

##### **Weeks 1 and 2**

- Review of main grammar structures and verb tenses with *Poursuite inattendue* detective story and its 12-episode workbook on: irregular verbs (present tense), passé composé, negative expressions, adverbial expressions, passé simple, reflexive verbs, tenses of the future and conditional, conditional sentences, and vocabulary practice.
  - *Assessment:* vocabulary quiz + grammar quiz on the grammar points revised.

#### **UNIT II - Le présent, l'impératif, les temps du passé**

##### **Week 3 Le présent et l'impératif**

- UNE FOIS POUR TOUTES Leçon 1, Chapitre I
- Passages de compréhension
- Fill-ins (verbes au présent et à l'indicatif)
  - *Assessment:* UFPT Test Book

**Weeks 4 and 5 - Les temps du passé : le passé composé, le passé simple, l'imparfait, le plus que parfait, l'accord du participe passé :**

- UNE FOIS POUR TOUTES Leçon 2, Chapitres I, II, III, IV, V, et VI.
- oral practice : narration au passé
- chanson française : *Une mèche de cheveux, Adamo*
- passages de compréhension (Maupassant, presse française)
- listening practice + fill-ins *Cendrillon*, TRIANGLE
  - Assessment: UFPT test book (quizzes), and teacher created testing materials with reading comprehension and essay components for the end of Unit 2 Test).

### **UNIT III – Les temps du futur et du conditionnel**

#### **Week 6 : Le futur simple, le futur proche, le futur antérieur**

- UNE FOIS POUR TOUTES Leçon 3, Chapitres I, II, III
- Passages des compréhension
- Verb fill – ins
- Pratique orale/écrite : Mes plans pour l'avenir
  - Assessment: UFPT Test book

#### **Weeks 7, 8 : Les temps du conditionnel et les phrases conditionnelles**

- UNE FOIS POUR TOUTES Leçon 3, Chapitres IV – VI.
- Chanson française : *Et si tu n'existais pas*, Joe Dassin
- Pratique du français oral/écrit : Remplacez le tu du titre de la chanson de Joe Dassin, par : *les vacances, l'argent, les voyages, l'école, les profs*, et, dans un paragraphe bien développé, exprimez votre opinion là-dessus !
- Passages de compréhension (La Chronique de Bernard Guetta)
- Verb and function words fill-ins + listening practice (passages extraits de *La Cérémonie*)
  - Assessment: UFPT Test book quizzes, oral quiz (*Si j'étais français.../...actrice de cinéma... le proviseur de mon école l...seul au monde*), end of Unit 3 Test (teacher created, adapted from TRIANGLE.)

#### **Week 9**

#### **INTERLUDE CULTUREL - Séance de films français: Les Choristes, Être et avoir**

- Pratique du français oral : discussions en classe – critique de film
- Teacher created study guides
- Listening and fill-in practice ( listening comprehension passages (fill-ins) taken from the 2 films)
- L'interview de Nicholas Philibert ) listening, fill –ins, speaking practice)
  - Assessment: Composition : *Le prof idéal (I)*

### **UNIT IV – Le subjonctif**

#### **Weeks 10, and 11**

- UNE FOIS POUR TOUTES Leçon 4, Chapitres I, II, et III
- Reading comprehension: J-F Revel, *Mémoires*
- Composition 1 et 2 : *Le professeur idéal*
- Listening comprehension + fill-ins : Chanson française : *Attendez que ma joie revienne*, Marie-Paule Belle.
- Discussion en classe : Mon prof favori/ Je veux que les prof soient.../ fassent.../ puissent.../veillent.../donnent.../
  - Assessment: Participation orale : Le prof idéal, l'élève idéal, UFPT Test book (grammar quizzes), Composition I et II (in class essay writing), reading comprehension quiz, end of UNIT 4 Test (essay writing + fill-ins, reading comprehension, and listening comprehension component).

### **UNIT V –Pronoms compléments, pronoms accentués, pronoms relatifs. Négations et expressions indéfinies, possessifs et démonstratifs**

### **Week 12 : Les pronoms compléments et les pronoms accentués**

- UNE FOIS POUR TOUTES Leçon 5, Chapitres I et II
- Dictée
- Fill –ins
- Pratique du français oral (*Le Journal de TV5*)
- Picture story/ questions et réponses
  - Assessment: UFPT Test book (quizzes), participation orale.

### **Week 13: Les possessifs et les démonstratifs :**

- UNE FOIS POUR TOUTES Leçon 6, Chapitres I et II
- Dictée
- Fill-ins (TRIANGLE)
- Pratique du français oral (*Le français dans le monde*)
- Passages de compréhension
- Questions pour un champion ! Écoutez la chanson, regardez les paroles, trouvez l'erreur/les erreurs dans 5 minutes.
  - Assessment: UFPT Test Book, fill-in quiz

### **Week 14: Les pronoms relatifs**

- UNE FOIS POUR TOUTES Leçon 8, Chapitres I, II, et III
- Fill-ins (AP BARRON'S)
- Dictée
- Picture story
- Questions sur l'actualité (*Le Journal de TV5*)
- Passages de compréhension
  - Assessment: UFPT Test Book, Composition

### **Week 15: Les négations et les expressions indéfinies**

- UNE FOIS POUR TOUTES Leçon 9, Chapitres I jusqu'à VIII
- Fill-ins w/listening/ speaking component
- Passages de compréhension
- Oral practice: Au bureau des réclamations (skit)
- Oral practice : Le monologue du pessimiste
- Chansons françaises : *Non, je ne regrette rien*, Edith Piaf ; *Je sais, je sais...*, Jean Gabin.
  - Assessment: UFPT Test book, Présentation orale/écrite: *Le monologue du pessimiste* ; end of Unit V Test, with fill-ins, reading comprehension and listening components, taken from actual AP exams.

### **Week 16 and 17: Les expressions interrogatives**

- UNE FOIS POUR TOUTES Leçon 7, Chapitres I, II, III, et IV.
- Pratique du français oral : picture story/ questions et réponses
- À la une de l'actualité : *Le journal de TV5*
- Passages de compréhension
- Dictée
- Interview avec Sabine Azéma. Reformulez les questions du journaliste.
  - Assessment: UFPT Test book, Présentation orale/écrite: l'interview avec Sabine Azéma.

### **Week 18: Listening comprehension and speaking practice**

- Released AP exams
- Test de français international
- TRIANGLE
- BARRON's AP French

### **Week 19: Writing (transition words) and frequent mistakes**

- BARRON's AP French
- Released AP exams

### **WEEK 20: Four-day final exam (with speaking, listening, reading comprehension and essay components taken from previous AP exams).**

### **END OF THE FALL SEMESTER**

### **SPRING SEMESTER**

### **Week 21 : Les adjectifs, les adverbes, les comparatifs, et les superlatifs**

- UNE FOIS POUR TOUTES Leçon 10, Chapitres I, II et III
- Fill-ins (adjectifs, adverbes, et leur degrés de comparaison)
- Listening practice (Les Aristochats)
- Passages de compréhension
- Composition 1 : Le meilleur des mondes possibles
  - Assessment: UFPT Test book (grammar quizzes with fill-in component)

### **Week 22 : Les prépositions et les conjonctions**

- UNE FOIS POUR TOUTES Leçon 11 Chapitre I et II
- Fill-ins (with listening and speaking component)
- Passages de compréhension
- Essay writing : composition 2 (présentation orale et écrite)
  - Assessment: UFPT Test book (grammar quizzes); Composition 2

### **Week 23 : L'infinitif, le participe présent, le discours indirect**

- UNE FOIS POUR TOUTES Leçon 12, Chapitres I, II, III
- Passages de compréhension
- Fill – ins
- Le Journal de TV5
  - Assessment: UFPT Test book (grammar quizzes)

### **Week 24: INTERLUDE CULTUREL – Séance de film français : *Ponette***

- Composition 1 – *Votre définition du bonheur. Le bonheur est-il un choix que l'on fait, ou un don qui nous a été fait par la vie ?*
- Discussion en classe : La petite Victoire Thivisol a reçu le prix d'interprétation féminine au Festival de Venise. L'a-t-elle mérité ? Pourquoi ou pourquoi pas ?
- Fill-in practice with listening and speaking components (several film dialogues)
  - Assessment: Participation orale, Composition 1

### **AP EXAM PRACTICE**

#### **Week 25**

- Listening practice packet (released AP exams, and *Le Louvre, la visite*)
- Le Journal de TV5
  - Assessment: Composition 2, listening practice quiz

#### **Week 26**

- Reading comprehension packet (released AP exams and Bernard-Henri Lévy, *American Vertigo* – fragments)
  - Assessment: Questions de compréhension (B-H Lévy) and reading comprehension quiz

#### **Week 27**

- Fill-ins packet (Verb forms and function words) – released AP exams
  - Assessment: Fill-ins quiz

### **Week 28**

- Essay writing
- Sujets de rédactions (TRIANGLE)
- Qu'est-ce que vous en pensez ? Brefs commentaires écrits sur *Le jour où...* (articles tirés du Paris Match).
  - Assessment : Rédactions

### **Week 29**

- Speaking practice
- Picture description
- Picture story
- Released AP exams/Triangle
  - Assessment : Speaking quiz

### **Week 30**

- Le Grand Concours
- Comprehensive AP exam (with speaking, listening, reading comprehension, and essay writing components)

### **Week 31**

- Listening comprehension practice packet (AP released exams and *Versailles - la visite*)
- Le Journal de TV5
- Le français dans le monde ( audio CD)
- Chansons françaises: Trouvez les mots qui manquent/trouvez l'erreur
  - Assessment : Listening comprehension quiz

### **Week 32**

- Reading comprehension packet (released AP exams and *Témoignages - Les Étudiants à dure école*, in *Elle*, du 2 octobre 2006)
  - Assessment: reading comprehension quiz.

### **Week 33**

- Fill-ins packet (AP released exams)
- TRIANGLE (Passages à compléter)
- AP BARRON'S (fill-ins practice)
  - Assessment: Fill in quiz

### **Week 34 and 35**

- Speaking practice (AP released exams)
- Picture story/ Questions/ réponses
- À la une de l'actualité (*Le journal de TV5*) Students discuss current events.
- La pub et son langage : une image vaut-elle vraiment mille mots ? Pourquoi ?
  - Assessments: Speaking quiz /Composition : La publicité : maladie du siècle ou témoignage de ses prouesses technologiques ?

### **Week 36 and 37**

- Last comprehensive AP Exam (with listening, speaking, reading comprehension, essay writing and fill-in components), and final revision.

## **Week 38 THE FRENCH LANGUAGE AP EXAM**

**PLEASE READ THIS SYLLABUS WITH YOUR PARENTS AND SIGN BELOW.  
KEEP IT IN YOUR NOTEBOOK.**

**I have read the syllabus and I understand the requirements for AP® FRENCH.**

**Your parent's name (please print):**

**Your name (please print):**

**(Parent signature):**

**(Student signature):**

**Date:**