

Orange Unified School District

FRENCH IV

Year Course

GRADE LEVEL: 12

PREREQUISITES: French III with a grade of C or better

INTRODUCTION TO THE SUBJECT:

The French IV Language class is designed to prepare students for the Advanced Placement French Language exam. Students enrolled in the class have successfully completed three years of prior study and possess a strong command of the language. The class is taught in French and is the equivalent of a third-year college course which develops students' reading, writing, listening, and speaking skills.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

The goal of the French IV Language course is to strengthen a student's ability in the following areas:

Reading:

- Students will read with understanding authentic French texts such as newspaper and magazine articles, novels, poetry, advertisements, short stories, essays, plays, and other non-technical writings.
- Students will discern and extract from the readings main ideas, hypotheses, opinions, and facts.
- Students will ascertain the differences between formal, informal, literary, and colloquial written language.
- Students will grasp the meaning of written idiomatic expressions.
- Students will develop strategies to decipher and decode unfamiliar terms (i.e. parsing a word into smaller parts of speech, using Greek and Latin roots to deduce meaning).

Writing:

- Students will write compositions in French on a wide variety of topics which will show mastery of grammar, vocabulary, idiom, and syntax.
- Students will present, argue, defend, and organize their personal views, weltanschauung, opinions, and ideas in writing.
- Students will write an essay which incorporates an introduction, a main body with examples supporting their premise, and a conclusion.

Students will learn essential idiomatic expressions that allow for smooth transitions and express opinions (i.e. “de plus, quant à, par contre, néanmoins, à mon avis, il me semble que,” etc.).

Listening:

- Students will listen to and understand native French speakers in authentic situations presented through radio and television programs, movies, songs, educational tapes and CDs.
- Students will follow with comprehension conversations between two or more native speakers.
- Students will grasp patterns of intonation and colloquial expressions used by native speakers.
- Students will differentiate between and comprehend disparate accents used by native speakers (i.e. French spoken by a Parisian, a Canadian, a Martinican, a West African, etc.).

Speaking:

- Students will learn correct pronunciation and intonation in order to be understood by a native French speaker.
- Students will speak with accuracy and fluency on a wide variety of subjects (i.e. daily life, current topics, personal opinions, hypothetical situations).
- Students will narrate, describe, and explain a sequence of pictures using a variety of verb tenses (i.e. present, past, imperfect, conditional, future, subjunctive, etc.).
- Students will learn effective speaking strategies to convey meaning (i.e. paraphrasing, approximation, word coinage, circumlocution, etc.).
- Students will learn to speak in formal and informal situations.

Culture:

- Students will read about and gain an appreciation for Francophone cultures around the world.
- Students will compare and contrast American culture to Francophone cultures.

Primary Texts

Blume, Eli and Stein, Gail. (2006). French Three Years (Second Edition). New York: Amsco School Publications, Inc.

Ladd, Richard and Girard, Colette. (1992). AP French: A Guide for the Language Course. New York: Longman

Secondary Materials

Kendris, Christopher. (1996). 501 French Verbs (Fourth Edition). New York: Barron's
Steiner, Roger J. (1991). The Bantam New College French & English Dictionary. New

York: Bantam Books

Lenard, Yvone. (1997). Trésors du Temps (Niveau Avancé). New York: Blencoe McGraw-Hill

Amiry, Laila. (2004). Barron's: How to Prepare for the AP French Advanced placement exam (Second Edition). New York: Barron's Educational Series, Inc.

Capretz, Pierre J. and Abetti, Béatrice and Germain, maire-Odile. (1987). French in Action: The Capretz method (Second edition). New Haven: Yale University Press

Capretz, Pierre J. (1987) French in Action: video tapes (leçons 1-52)

Hemingway, Annie. (2003). Better Reading French (A Reader and Guide to Improve Your Understanding of Written French). New York: McGraw-Hill

Sempé-Gosciny. (1960). Le Petit Nicolas. France: Éditions Denoël

De Saint-Exupéry, Antoine. (1949). Le Petit Prince. France: Hérissé à Evreux

Mary Glasgow Magazines. *Ça Va ?*. Jefferson City, Mo: Scholastic

Mary Glasgow Magazines. *Chez Nous*. Jefferson City, Mo: Scholastic

Reader's Digest Magazines. *Sélection*. Montréal, Canada: Périodiques Reader's Digest Canada Limitée

Web sites: www.lemonde.fr www.tv5.org www.paroles.net www.selection.ca

Movies: « La Gloire de Mon Père » ; « Le Château de Ma Mère » ; « Au Revoir, Les Enfants » ; « Cyrano de Bergerac »

Music CD's: Plastic Bertrand, Céline Dion, Francis Cabrel, France Gall, MC Solaar, etc.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

I. French Three Years (Second Edition):

Part One (Verb Structures), chapters 1-17: [present tense; imperative; *passé composé*; imperfect tense; *passé composé* and imperfect tenses compared; *passé simple*; future tense; conditional; pluperfect, future perfect, and past conditional tenses; present and perfect participles; reflexive verbs; passive constructions; subjunctive; special uses of verbs and verbal idioms; negation]

Part Two (Noun/Pronoun Structures; Prepositions), chapters 18-23: [articles and nouns; partitive; subject and stress pronouns; object pronouns; relative pronouns; prepositions]

II. AP French (A Guide for the Language Course):

Unit 1 (Listening Comprehension: Rejoinders): Série n° 1-5, pp. 1-6.

Unit 2 (Extended Listening Comprehension: Dialogues): Dialogue Numéro 1-12, pp. 11-15.

Unit 3 (Grammar: One-word Completion): Série Numéro 1-13, pp. 20-32.

Unit 4 (Grammar: Verb Sentences): Série Numéro 1-8, pp. 45-53.

Unit 5 (Grammar: Verb paragraphs): Numéro 1-13, pp. 61-67.

Unit 6 (Reading Comprehension): Lecture Numéro 1-15, pp. 78-99.

III. Five Essay Questions:

1. Qu'est-ce que vous attendez de la vie, et que feriez-vous pour en changer le cours?
2. Les mauvaises expériences nous enseignent toujours quelque chose. Écrivez au sujet d'une mauvaise expérience qui a influencé votre vie.
3. «Ah! si j'avais su à cette époque-là ce que je sais maintenant, j'aurais tout fait différemment.» Si vous pouviez retourner dans le passé pour changer une action personnelle ou un événement historique, que feriez-vous et pourquoi?
4. En fouillant dans une boîte, vous tombez sur une vieille photo de vous et de votre meilleur(e) ami(e) de l'époque. Racontez les circonstances dans lesquelles cette photo a été prise.
5. Vous venez d'écrire votre autobiographie. Partagez ici la fin du huitième chapitre avec nous. Cette rédaction peut raconter un épisode de votre vie ou tracer des sentiments.

• One Novel with Comprehension Questions: Sempé-Goscinny. (1960). Le Petit Nicolas. France: Éditions Denoël

• Two Films with Comprehension Questions: « La Gloire de Mon Père » ; « Le Château de Ma Mère ».

• Two Cultural Participation and Research Projects (CPR).

SECOND SEMESTER (or QUARTER)

I. French Three Years (Second Edition):

Part Three (Adjective/Adverb and Related Structures), chapters 24-31: [adjectives and adverbs; comparison; numbers; time; dates; interrogatives; exclamations; possession; demonstratives; indefinites]

Part Four (Word Study), chapters 32-33: [synonyms; antonyms; thematic vocabulary]

Part Five (Civilization), chapters 34-42: [la langue française; la francophonie; la géographie; Paris; autres villes importantes; l'histoire de la France; l'agriculture; l'industriel; le commerce; la vie quotidienne; la littérature; les beaux-arts; la musique; le cinéma; les sciences]

II. AP French (A Guide for the Language Course):

- Unit 1 (Listening Comprehension: Rejoinders): Série n° 6-10, pp. 7-10.
Unit 2 (Extended Listening Comprehension: Dialogues): Dialogue Numéro 13-23, pp. 16-19.
Unit 3 (Grammar: One-word Completion): Série Numéro 14-25, pp. 33-44.
Unit 4 (Grammar: Verb Sentences): Série Numéro 9-15, pp. 54-60.
Unit 5 (Grammar: Verb paragraphs): Numéro 14-25, pp. 68-77.
Unit 6 (Reading comprehension): Lecture Numéro 16-30, pp. 100-121.

III. Five Essay Questions:

1. Y a-t-il des circonstances où il est justifiable que l'on dise des mensonges? Quand serait-il acceptable de ne pas dire la vérité? Expliquez avec un exemple tiré de votre expérience personnelle.
 2. Chaque saison de l'année a ses avantages et ses inconvénients (le temps, les distractions, etc.). Écrivez au sujet de la saison que vous aimez le mieux.
 3. Le permis de conduire est devenu un rite de passage chez les jeunes. Imaginez comment serait la vie des adolescents sans voiture.
 4. «Il vaut mieux être avare que dépensier.» Êtes-vous d'accord? Justifiez votre opinion et donnez un exemple personnel ou connu.
 5. Croyez-vous que le climat exerce une influence sur le caractère et les habitudes du peuple qui y habitent? Expliquez en citant des exemples précis.
- One Novel with Comprehension Questions: De Saint-Exupéry, Antoine. (1949). Le Petit Prince. France: Hérissé à Evreux
 - Two Films with Comprehension Questions: « Au Revoir, Les Enfants » ; « Cyrano de Bergerac ».
 - Two Cultural Participation and Research Projects (CPR)

DATE OF LAST CONTENT REVISION: December 1982

DATE OF CURRENT CONTENT REVISION: March 2008

DATE OF BOARD APPROVAL: