

AT FRENCH LANGUAGE COURSE OUTLINE

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PREREQUISITES: The successful completion of Level 4 Honors and teacher recommendation. Students who enroll should already have a basic knowledge of the language and culture of the French speaking world, and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. Although these qualifications may be attained in a variety of ways, it is assumed that most students will have had substantial course work in the language.

COURSE DESCRIPTION AND GOALS: This course covers the equivalent of a third-year college course in advanced French composition and conversation. The Advanced Topics Program in French Language is intended for those interested and motivated students who have chosen to develop their proficiency in all four language skills. This class is conducted exclusively in French; Within the framework of the French level 5 program, this course focuses on increasing the ability to comprehend formal and informal spoken French; on the acquisition of vocabulary and a grasp of structure to allow the easy accurate reading of newspaper and magazine articles, as well as of modern literature in French; on developing the ability to compose expository passages; and on strengthening the ability to express ideas orally with reasonable accuracy and fluency. This course will examine contemporary French and Francophone culture through literature and film. The literary works and films to be analyzed will revolve around several themes: **La Provence** will provide opportunity to discuss life in a provincial town, family values, relationships, customs and traditions; **Le Maghreb** (Algeria, Tunisia, Morocco) will explore the notion of immigration, racism, urban alienation, effects of separation on family relationships, status of women, religion; **Les Antilles** (Guadeloupe, Martinique, Haiti, French Guyana) will examine education, autonomy, identity, freedom, post-colonial life and status, and the islands' relationship with France); and **Un regard sur le vingtième siècle en France** will peak at Surrealism, the theater of the Absurd, and Existentialism (if time). The course examines literature written in French by writers from Provence, the Maghreb (North Africa), Les Antilles (the French-Caribbean), and makes references of writers from French sub-Saharan Africa read the previous year, in Level 4 honors, and finally various authors from the surrealist period, the Theater of the absurd, and Existentialism. This course will study character, style, themes, representation of class, gender, the role of language, how authors reflect on their particular historical periods while commenting on the social and political situation of their times.

I. LISTENING COMPREHENSION:

A. OBJECTIVES: Students will be able to:

- Comprehend formal and informal spoken French (only French is spoken in the class from the teacher and peers)
- Follow, with general understanding, oral reports and classroom lectures on non-technical subjects
- Understand the main points and some details of conversations between native speakers
- Follow the plot of French movies, news, documentaries, and understand the main ideas in character dialogues
- Analyze and synthesize ideas and knowledge

B. ACTIVITIES:

- Songs and readings for which students will supply missing information as they listen carefully.
- Interviews from Champs Elysées CD program will be used to strengthen the students' listening comprehension. In addition this series provides a good initial review of vocabulary and an opportunity for follow-up or short-answer questions, paragraph writing, and discussion.
- Mini-lectures introducing authors, historical, geographical, or cultural background.
- A mystery series of 12 episodes will be used throughout the year to help build up vocabulary and train the students' ear.
- Current and social events happening in the school, the community, the world, etc, as well as on French TV programs and radio broadcasts.
- Students' presentations to the class (dialogues, mini-lectures, research, interpretation of literature, etc.).
- Videoconferencing with Guadeloupe
- Teacher-read scripts from various sources, magazine or newspaper articles, anecdotes, cultural or historical narratives, radio broadcasts. The material will allow for follow-up questions and cultural discussions.
- Students will have the opportunity to practice listening AP Language exam tapes throughout the year if they choose to do so.
- Excerpts from full length feature films will be shown in conjunction with the curriculum reading and will also reinforce the listening skills.

C. MATERIALS:

Songs, YouTube videos, Drôle de mission or Poursuite Inattendue tape series(alternate every year)(12 episodes each), Champs Elysées CD program, teacher-read scripts, CDs sent from our pen pal school in

Sénégal, AP Language Exam practice tapes (optional after school), movies (Fanny, Jean de Florette, Manon des Sources, Inch'Allah Dimanche, 100% Arabica, La Graine et le mulet), TV5, France 2 (on line), French-speaking TV and radio, live plays, live French singers/speakers (upon availability)

II. SPEAKING:

A. OBJECTIVES: Students will be able to:

- Communicate facts and ideas with an accent that is accurate enough not to interfere with comprehension
- Discuss topics of current interest and express personal opinions, while demonstrating a good command of grammatical forms and syntactic patterns
- Participate daily in class discussions in the target language (English is not permitted in the class at all)
- Practice their French informally with teacher and peers in and out of the classroom
- Narrate, summarize, describe, explain, analyze, and create using a variety of verb tenses correctly
- Have immediate recall of a fairly broad range of vocabulary in order to speak with a level of fluency and accuracy that does not impede communication
- Be prepared for effective participation in an interdependent world
- Apply knowledge to new situations

B. ACTIVITIES:

- Describe a story suggested by a picture sequence
- Respond spontaneously to questions about everyday topics (in class and in the lab)
- Initiate and participate actively in class discussions, debates, oral presentations, etc
- Role-playing dialogues and scenes of French plays/novels/tales as well as their own created dialogues (e.g. Imagine Fanny in our society, in Scarsdale, announcing to her parents she is expecting).
- Interview a French-speaking student or adult from our community who has immigrated to this country
- Summarize a reading passage on a selected topic
- Discuss readings and analyze literary themes
- Improvise short dialogues on given situations or using random objects
- Pronounce out loud tongue twisters
- Student-led debates on varied topics of interest

C. MATERIALS: Overhead transparencies pictures, picture sequences, bag full of random objects, language lab, webcam and SKYPE

III. WRITING

A. OBJECTIVES: Students will be able to:

- Write a narration or description, several paragraphs in length on cultural and literary topics
- Present, organize and defend ideas and points of view
- Illustrate appropriate examples, and draw conclusions from them
- Provide introductory remarks, transitions, and a conclusion in an essay
- Demonstrate grammatical and syntactical accuracy, appropriate vocabulary and idioms and general stylistic quality
- Analyze and synthesize literary themes
- Create imaginary caligrams and surrealist stories

B. ACTIVITIES:

- Students will review, and correct each other's essays which will help students to look at their own writing with a more critical eye.
- Students will analyze and edit their own writing by using a method of self-correction.
- In order to improve the students' writing skills, in class or out of class writing assignments will be assigned once a week. These assignments will include literature-related topics, personal views on contemporary issues, responses to audiovisual stimuli, letters, recounting of past experiences, reaction papers, short stories, fairy tales, science fiction stories, first-person narrations with an assumed identity, a research paper, dialogues (see examples above in the speaking activities), summaries and thematic essay topics.
- Letter/email correspondence with students from Guadeloupe and France (French Exchange)
- Journal entries on daily topics
- Grammar review: (Q stands for Quarter)
 - The noun (Q1)
 - Articles (Definite, Indefinite, Partitive) (Q1)
 - Adjectives (Q1)
 - Personal Pronouns; Possessive Adjectives & Pronouns (Q2)
 - Relative Pronouns; Interrogative Adjectives & Pronouns(Q3)

- Demonstrative Adjectives & Pronouns; Indefinite Adjectives & Pronouns (Q3)
- The Indicative (Q2)
- All compound tenses; Pronominal Verbs; Agreements of the past participle (Q2)
- Negation (Q2)
- Adverbs (Q1)
- Conditional sentences; Passive Voice; Auxiliary Verbs (Q3)
- The Infinitive (Q4)
- The Subjunctive (Q3)
- Prepositions & Conjunctions (Q4)
- Indirect Style (Q4)
- Sequence of tenses (all year)
- Idiomatic Phrases (all year round-one daily)
- Comparative & Superlative (Q4)

C. MATERIALS:

Sample graded essays, error code teacher-made rubric, teacher-made essay topics and questions related to the works of literature read in class, teacher-made journal topics for journal writing

IV. READING COMPREHENSION

A. OBJECTIVES: Students will be able to:

- Understand magazine articles on various topics of general interest
- Separate main ideas from subordinate ones
- Draw inferences from material read, although recognition of subtle nuances may be limited
- Develop successful strategies for interpretation of unfamiliar words, idioms, or structures, based on broad general vocabulary and solid knowledge of grammatical forms and structures
- Discriminate between different genres of language (e.g. formal/informal, literary/conversational) to recognize many of their important cultural implications
- Appreciate some figurative devices, stylistic differences, and humor
- Read, comprehend and appreciate selected literary works in French
- Engage in literary analysis of poems and prose selections
- Broaden his/her overall knowledge of French literature with an emphasis on the current literary scene
- Broaden his/her vocabulary sufficiently to become comfortable with his/her reading assignments
- Analyze and synthesize literary themes

B. ACTIVITIES:

1. Selected short stories:

- La Chèvre de Monsieur Seguin, Lettres de Mon Moulin (Q1)
- Légende du Pont d'Avignon (Q1)
- Contes et légendes de Provence (Q1)
- Femmes d'Islam, Yamina Benguigui (Q2)
- Contes des Mille et Une Nuits: Ali Baba et les quarante voleurs, Le Cheval Enchanté, Sinbad le Marin (Q2)
- Bonjour, Maman ! Bonne fête, Maman !, Marie-Thérèse Colimon-Hall (Q3)
- L'hôte, Albert Camus (Q4 if time)

2. Novels:

- Les Hirondelles de Kaboul, Yasmina Khadra (Q2)
- Le thé au harem d'Archi Ahmed (excerpt), Mehdi Charef (Q2)
- L'enfant de sable (excerpt), Tahar Ben Jelloun (Q2)
- Shérazade, 17 ans, brune, frisée, les yeux verts (excerpt), Leila Sebbar (Q2)
- La jeune fille au balcon (excerpt), Leila Sebbar (Q2)
- Rue Cases-Nègres (excerpts), Joseph Zobel (Q3)
- Le cœur à rire et à pleurer, Maryse Condé (Q3)
- Chemin-D'Ecole (excerpt), Patrick Chamoiseau (Q3)

3. Selected Poetry

- Negritude Movement : René Maran, Aimé Césaire, Léon Gontran Damas, Léon Laleau, René Depestre, Guy Tirolien (Q3)
- Le Pont Mirabeau, La Cravate et la Montre, Les Colchiques, Calligrammes, Guillaume Apollinaire (Q4)
- Manifestes du Surréalisme (excerpt), André Breton (Q4)
- Louis Aragon (Q4)
- Paul Eluard (Q4)
- La Fourmi, Robert Desnos (Q4)
- Les enfants qui s'aiment, Pour faire le portrait d'un oiseau, Le désespoir est assis sur un banc, Jacques Prévert (Q4)

4. Plays:

- Marius, Marcel Pagnol (Q1) (summer optional reading)
- Fanny, Marcel Pagnol (Q1)
- En Attendant Godot (excerpt), Samuel Beckett (Q4)
- La Cantatrice Chauve (excerpt), Eugene Ionesco (Q4)

5. Essais:

- La France aux Français? Chiche!, Malek Boutih, SOS Racisme (Editions Mille et Une Nuits, 2001) (Excerpt) (Q2)
- La France et les Beurs, Zair Kédadouche (Editions de la Table Ronde, 2002) (excerpt) (Q2)
- Le Voile islamique, Fawzia Zouari (Edition Favre, 2002) (excerpt) (Q2)

6. Periodical Articles:

- Le Point, L'Express, Le monde, Les Clés de l'Actualité, Libération, Le Monde de l'Education, Le Journal Français d'Amérique
- De Fil en Eguilles (Provence), Aix Actualité

C. COMPLIMENTARY MATERIALS:

- *Une Foix Pour Toutes, Deuxième Edition* (Sturges II, Nielsen, Herbst, New York: Longman, 1992)
- *Reprise*, NTC
- *Cours Supérieur* (Eli Blume, New York: Amsco School Publications, 1970)
- *The French Review*, La Vie des Mots (Colette Dio)
- *AP French: Preparing for the Language Examination, Second Edition* (Richard Ladd, Colette Girard. New York: Longman, 1998)
- *Triangle* (Carolyn F. Demaray & Josette J. Smith. Wayside Publishing, 1990)
- *Sky my husband! Ciel mon mari!* (Jean-Loup Chiflet. Editions du Seuil, 1994)
- *Guide to French Idioms* (P. Lupson & M.L. Pélissier. Passport Books, NTC, 1975)
- *Prendre au mot, Vocabulaire Thématique* (Evelyne Siréjols. Alliance Française. Paris: Hatier/Didier, 1989)
- *Conversation Sans Fin* (George Rooks)
- *Drôle de mission* (Christiane Szeps-Fralin. EMC Publishing, 1984)
- *Poursuite Inattendue* (Christiane Szeps-Fralin. EMC Publishing, 1984)
- *A picture is worth a thousand words: Image-Driven Story Prompt & Exercises for Writers* (Phillip Sexton)

Useful websites

FRENCH MEDIA

www.tv5.org –TV5

www.france2.fr – France 2

www.lemonde.fr -- French newspaper, *le Monde*

www.liberation.fr --French newspaper, *Libération*
www.rfi.fr-- French Radio Station, Radio France Internationale
<http://www.france-amerique.com> -- See “Actualité”
<http://www.lefigaro.fr> – Le Figaro
lequipe.fr – L’Equipe
humanite.fr – L’Humanité
[latribune](http://latribune.fr) –La Tribune
frmgiga-presse.com

www.france.com -- See “Agenda New York”
French News, *Le Journal*, every evening from 7 – 7: 30 p.m. on WNYE, channel 25.

FOR FRENCH EVENTS IN NYC THE TRI-STATE AREA

<http://frenchculture.org/events/newyork> --Links to French events in NYC and the Tri-State area

www.fiaf.org -- French Institute/Alliance Française of New York
<http://www.nyu.edu/gsas/dept/french/Mbase.html> - NYU, Maison Française
<http://www.columbia.edu/cu/french/maison/> Columbia University, Maison Française
http://www.mri.gouv.qc.ca/usa/en/new_york/affaires_publicques/publications.asp - Quebec Update, newsletter of the Délégation Général du Québec
www.bam.org -- Brooklyn Academy of Music

V. COMPLIMENTARY CULTURAL TOPICS

1. La Provence: La Pétanque, le Pastis, la Cigale, le Mistral, Gastronomy (La Bouillabaisse, la ratatouille, tapenade, aioli, Pieds paquets, soupe au pistou, navettes, oreillettes, ...), la Camargue, les santons, customs and traditions of Provence, feast days and festivals (fishermen’s feast day in Martigues, ranchers’ festivals & ferias in Camargue, les Olivades, la Transhumance, the International of Lyric Arts of Aix-en-provence, International piano festival in la Roque d’Anthéron, Jazz festival in Salon, Christmas in Provence...) la Provincia Romana, les Calanques, and the Provençal language. Research and short oral presentation projects on famous Provençal figures (E. Zola, F. Mistral, A. Daudet, M. Pagnol, Mirabeau, le Roi René, Nostradamus, P. Cézanne, V. Van Gogh, V. Vazarely, Bizet’s Daudet’s Arlésienne, Gounod’s Mistral’s Mireille, Fernandel)

2.Le Maghreb:

Immigration and Racism in France; Young, Muslim, and France: Stories of Assimilation and Defiance (Documentary).

100% Arabica directed by Zemmouri is a scornful satire against the religious fundamentalists whose narrow interpretation of Islam pits them against the winning life force of music.

Inch’Allah Dimanche directed by Yamina Benguigui is the immigrant story of a woman struggling against old world traditions, and trying to adjust to her life in exile.

La graine et le mulet by Abdellatif Kechiche, 2007: The family of a sixty-year-old disillusioned shipyard worker rallies round to help him realize his dream of setting up a restaurant; a heartbreaking story of one man's struggle to save his immigrant family from poverty.

3.Les Antilles: the Negritude Movement was born out of the Paris intellectual environment of 1930's and 1940's. It is a product of black writers joining together through the French language to assert their cultural identity. Negritude responded to the alienated position of blacks in history. From a political standpoint, Negritude was an important aspect to the rejection of colonialism.

4.Regards sur le vingtième siècle en France: Surrealism (1918-1939), Theater of the Absurd, Existentialism (1940-1960).

5. Miscellaneous news, political parties, present governments, current political issues, current economic issues, general description of society, executive, legislative and judicial, status of the economy, trends in the economy (social classes and their relationship), social programs, current social issues, arts (theater/cinema/music), people in the arts, special events, institutions/facilities, historical and artistic sites, folklore, trends, opportunities for exchange, influence of one country on another, cultural links, economic relations, governmental relations, individual perceptions.

2. EVALUATION: FORMATIVE AND SUMMATIVE

- Teacher-made tests on each Unit of grammar and literary readings
- Weekly quizzes on idioms, vocabulary, cultural readings....
- Research and oral reports/power-point presentation on Provence (Q1), on Islam (Q2), on traditional music and dance from Guadeloupe (Q3)
- Interview of a French –speaking immigrant (Q2)
- Short answers compositions, literary essays
- Daily class participation
- Cooperative learning class work
- Oral presentations on current events
- Creation of surrealist stories, and calligrams (Q4)
- Listening and speaking tasks in language lab
- Creative skits and role-play
- Round-table discussions
- Student-led debates : Les Survivants (Q1); Women in the Muslim World(Q2); Literary discussions/videoconferences with Guadeloupe (Q3)
- Portfolio