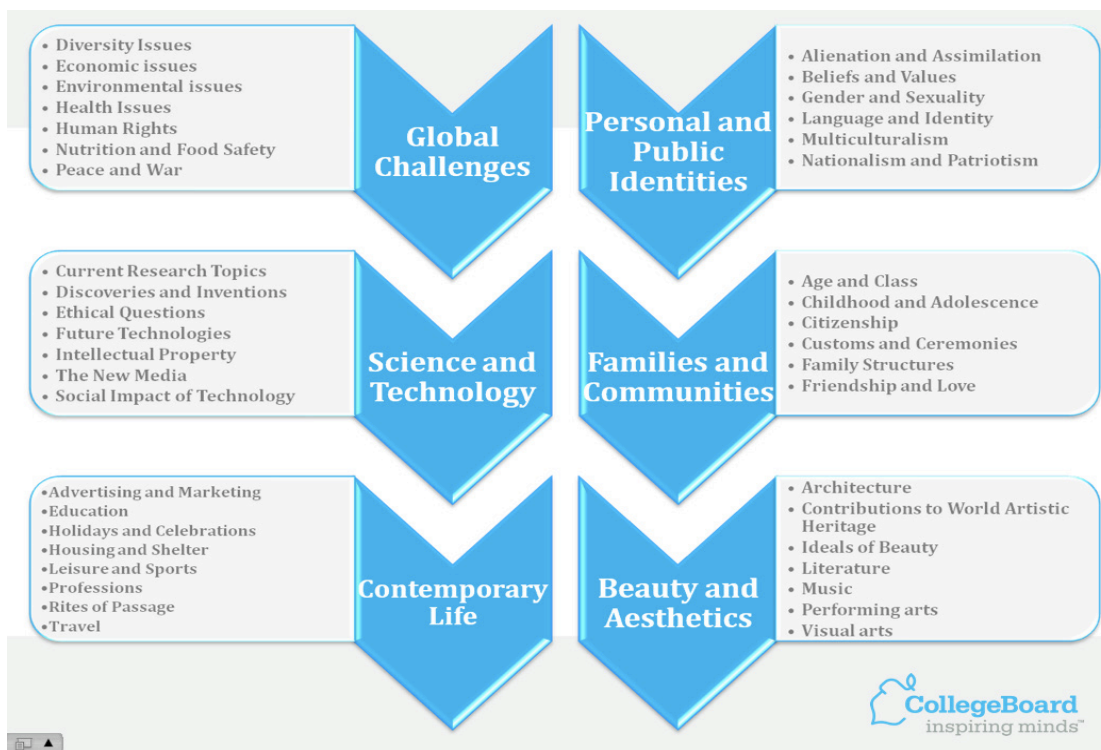


# Advanced Placement® French Language and Culture

## Syllabus

### COURSE DESCRIPTION : **Advanced Placement® French Language and Culture**

The Advanced Placement® (AP) French Language and Culture course is holistically designed to offer students a proficiency-based, rigorous college-level experience to maximize their potential in interpretive, interpersonal, and presentational skills in French. The following graphic displays the six global, overlapping course themes of instruction and their related sub-themes (contexts):



The Advanced Placement® French Language and Culture course actually begins in Level I and continues through their entire course of study of French. Students gradually develop the essential listening, speaking, reading, and writing skills embedded in culturally authentic, meaningful contexts throughout their years of study. Students will build confidence in French by continually developing comprehension and comprehensibility in advanced levels, a rich breadth of vocabulary, language control, communication strategies, and cultural awareness throughout the curricula of study from Levels I–AP. In order to connect the course with the *ACTFL Standards for Foreign Language Learning in the 21<sup>st</sup> Century*, students will be expected to **communicate** entirely in the target language in AP® French Language and Culture as they **compare** and contrast Francophone **cultures** with their personal **communities**, and **connect** their studies with other disciplines in their high school curricula.

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Provided by Frank G. "Tripp" DiNicola, III, Ed.D. National Board Certified Teacher (French), Department Chair of World Languages and Cultures, Broad Run High School, Loudon County, Virginia

## ON PARLE FRANÇAIS!

French will be the dominant language of communication in this course between the teacher and students. Students will learn techniques by which they can use other vocabulary and structures to indicate meaning in situations where specific terminology is not yet known. The goal is to develop a comfortable setting in which there is an appreciation and love for French language learning where students feel free to take risks in order to maximize their level of proficiency.

## INSTRUCTIONAL PRACTICES and ASSESSMENT

AP® French Language and Culture course instructors will design their instructional techniques to set reasonable learning objectives for students. They will also describe acceptable performance at distinct achievement levels as designated in the AP® scoring rubrics, design thematic instruction supported by a variety of interesting, meaningful classroom activities, and then assess student progress towards the initial objectives per unit. Teachers will be responsible for differentiating or redirecting instruction as needed to strengthen proficiency skills. A large majority of the summative assessments in Levels I–AP® will be designed to be similar in style to the AP® French Language and Culture exam.

The following six groups of learning objectives will be used to design activities throughout the scope and sequence of French, Levels I–Advanced Placement®:

- ✚ Spoken Interpersonal Communication
- ✚ Written Interpersonal Communication
- ✚ Audio, Visual, and Audiovisual Interpretive Communication
- ✚ Written and Print Interpretive Communication
- ✚ Spoken Presentational Communication
- ✚ Written Presentational Communication

### College Board Advanced Placement® (AP) French Language and Culture Course Design<sup>1</sup>

- **Align with national standards**  
Course revisions integrate the instructional goals, Communications, Cultures, Connections, Comparisons, Communities, as outlined in [Standards for Foreign Language Learning in the 21st Century](#).
- **Focus on communication**  
Students will demonstrate proficiency in the three modes of communication: Interpersonal, Interpretive, and Presentational.
- **Encourage cultural awareness**  
Students will develop an awareness and appreciation of aspects of the target culture, including products (tools, books, music, laws, conventions, institutions); practices (patterns of social interactions); and perspectives (values, attitudes, assumptions).
- **Incorporate a thematic approach**  
A thematic structure enables students to study a variety of concepts in interesting, meaningful, and engaging contexts.
- **Provide clear learning objectives**  
The learning objectives describe the college-level knowledge and skills students need to succeed on the AP Exam.

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<sup>1</sup> © 2011 The College Board. This information comes from the following publication:  
<http://apcentral.collegeboard.com/apc/public/repository/FrenchKeyGoalsofCourseRevisions.pdf>

- **Provide achievement-level descriptions**

Performance indicators enable teachers to gain insight into students' performance and adjust curriculum and instruction to meet their needs.

The following is a more specific language skill breakdown accompanied by activities which shall be completed by students:

#### LISTENING:



Students will be introduced to new vocabulary, conversational patterns, and grammatical structures via constant target language use by the teacher. There will be opportunities for students to hear a variety of Francophone speakers that provide authentic models, through which students can effectively develop their aural/oral interpretive skills.

It is vital for students to take notes when listening to dialogues or exchanges. They will rely on these notes to provide assistance when answering questions. Students will facilitate their own growth in listening comprehension by working in cooperative learning groups in which they must communicate with each other (expressing messages in response to prompts from their partners). A general list of activities follows, all designed for acquisition of stronger listening comprehension skills:

- ❖ Audio recordings from classroom text publications
- ❖ Authentic recordings/broadcasts from French language media programs (i.e., radio, television, film, podcasts)
- ❖ Classical and popular French music, ranging from traditional compositions to modern top singles in the Francophone world
- ❖ Opportunities to speak with Francophone guests
- ❖ Communicative exercises and games

#### SPEAKING:



Students will continue to develop speaking proficiency in French via a particular sequence. They will first orally reproduce models presented, focusing on style, intonation, and correct pronunciation. Students subsequently will engage in interpersonal conversational exercises to gradually master newly introduced thematic vocabulary and supportive grammatical sequences. By maintaining French as the essential language of communication, students will improve their speaking ability because their thought patterns will be focused on responding in the target language. Students will gain greater confidence in presentational speaking by taking risks in communicative exercises, all in an enriched, supportive academic environment. They will acquire a greater sense of both formal and informal forms of the French language, often times acquiring vernacular expressions from their assigned exercises.

A general list of activities follows, all designed for acquisition of stronger speaking skills:

- ❖ Recycling vocabulary and structures
- ❖ Conversational activities in both direct and cooperative learning settings
- ❖ Dialogue performances / Mini-speeches / Readings / Picture Sequence Descriptions
- ❖ Role-play / Dramatizations / Skits / Songs / Games
- ❖ Interviews / Oral practice drills / Question sequences / Debates



## READING:

Students will improve reading skills, while refining listening and speaking skills. Students will learn additional vocabulary and grammar patterns from context-based readings in individual and collaborative group settings. Readings will be derived from textbook exercises and authentic resources. Students will be formally exposed to samples of classic and modern French literature as part of their studies. Students will read silently and aloud to promote guided literacy skills, supporting the acquired listening/speaking skills. They will learn to effectively read a text, summarize, and offer analysis of various literary elements which drive the theme, content, and style of the reading. Students will also make connections and comparisons to their native cultures via the study of Francophone cultures in their readings. Students will develop critical-thinking skills in the target language in response to both closed and open-ended exercises based on their reading activities. Finally, students will interpret texts to answer related questions, interact with the teacher and classmates orally on the theme(s) associated with the text, and create original presentational responses based upon their reading.

A general list of activities follows, all designed for acquisition of stronger reading skills:

- ❖ French literary excerpts from a variety of sources
- ❖ French Plays
- ❖ Novels
- ❖ Poetry
- ❖ Songs
- ❖ Online Newspaper Articles and Advertisements
- ❖ Journals/Magazines
- ❖ Devinettes
- ❖ Short stories
- ❖ Essays
- ❖ Textbook assigned readings
- ❖ Comics
- ❖ Peer compositions
- ❖ Proverbs / Idiomatic expressions
- ❖ Subtitled films
- ❖ Games



## WRITING:

Students will increase their written proficiency in French by engaging in a variety of directed and open-ended activities, in support of the previously outlined skills of listening, speaking, and reading. Students will respond in informal and formal styles. From the beginning of their course of study, they will begin by writing new vocabulary, extend to patterned exercises of grammatical structure and style, respond to questions / exercises focused on acquisition of new structures and enrichment of previously introduced items, and finally graduate to direct application of learned structures in more composition-based activities. Students will be required to spell French words and use grammatical structures correctly to build language control and support their level of proficiency. They will also learn how to compose an introduction, supportive body, and conclusion to a thematic composition. Various creative writing styles shall be implemented, including descriptive, compare/contrast, persuasive, and critical response formats. Students will make connections from the texts they read and use them as prompts to compose their own work.

A general list of activities follows, all designed for acquisition of stronger writing skills:

- ❖ Responses to textbook-based and teacher-created exercises
- ❖ Vocabulary strengthening exercises
- ❖ Personal journals
- ❖ In-class timed writings
- ❖ Homework-assigned compositions

- ❖ Skits / Dialogues
- ❖ Creative writing essays
- ❖ Poetry
- ❖ Songs
- ❖ Speeches
- ❖ Debate responses
- ❖ Games
- ❖ Dictations
- ❖ Pen pal communicative activities
- ❖ Calligrammes
- ❖ Critiques
- ❖ Essays (descriptive/persuasive/compare-contrast)

### MAIN TEXTS / RESOURCES:

Students will use a variety of textbook-based and authentic resources throughout the year in AP® French Language and Culture. The main text of this course is listed below:

#### MAIN TEXT:



Delfosse, Geneviève, Draggett, Parthena, and Kurbegov, Eliane. *Thèmes*. Boston: Vista Higher Learning, 2016.

### THE ADVANCED PLACEMENT® FRENCH LANGUAGE AND CULTURE EXAM :

Students enrolled in the AP® French Language and Culture course will have the opportunity to take the Advanced Placement® French Language and Culture exam offered by the College Board on the assigned date in each year. Students will be given every opportunity to be thoroughly prepared for the assessment via the activities completed in class. They will be continually assessed in the same format and expectation level as on the AP® exam.

Students will be afforded opportunities to practice for the AP® French Language and Culture exam in the following manners:



- ❖ Class time activities
- ❖ Practice AP® tests scheduled regularly throughout the year
- ❖ Individual meetings upon request and also upon requirement

**It is vital that we see our class as a team of students who are all striving for the best score on the exam...**The ultimate goal overall, however, is for students to participate in this course and learn as much French as possible.



# Advanced Placement® French Language and Culture

Thematic Program of Study/Pacing Guide

## SEMESTER 1

### THÈME I : LA FAMILLE ET LA COMMUNAUTÉ

#### Overarching Essential Questions:

- What constitutes a family in different societies?
- How do individuals contribute to the well-being of communities?
- How do the roles that families and communities assume differ in societies around the world?

#### CONTEXTE 1: L'ENFANCE ET L'ADOLESCENCE

#### CONTEXTE 2: L'AMITIÉ ET L'AMOUR

#### CONTEXTE 3: LES RAPPORTS SOCIAUX

#### CONTEXTE 4: LES COUTUMES

#### CONTEXTE 5: LA CITOYENNETÉ

#### CONTEXTE 6: LA FAMILLE

#### AUTHENTIC SOURCES:

- Contexte 1: «L'Institut Diambars», «Une jeunesse solidaire», Audio: *Entre les murs*
- Contexte 2: «Facebook a-t-il détruit l'amitié?», *Cyrano de Bergerac*, d'Edmond Rostand, Audio: «L'amitié»
- Contexte 3: *L'étudiant étranger*, de Philippe Labro, «Comment Chloé et Dimitri ont adopté une grand-mère», Audio: «Gentrification»
- Contexte 4: *Les invités*, de Pierre Assouline, «La cérémonie du thé», Audio: «Le Ngondo, une fête mystique»
- Cinémateque: «On s'embrasse?»

#### GRAMMAR INTEGRATED in CONTEXT:

##### Le présent et l'impératif

1. Regular –er/-ir/-re verbs
2. Regular –er verbs with spelling changes
3. Irregular verbs
4. Reflexive verbs
5. Interrogative forms (*est-ce que*, inversion, intonation, *n'est-ce pas?*)
6. **en train de / sur le point de**
7. **depuis / ça fait...que / il y a ... que / voilà...que**
8. **venir de**
9. **avoir / faire / être / prendre / mettre / aller** idiomatic expressions idioms
10. Time expressions with *Le présent*
11. Definite v. Indefinite Article / Gender/Plural of Nouns

### THÈME II : LA SCIENCE ET LA TECHNOLOGIE

#### Overarching Essential Questions:

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role does ethics play in scientific advancement?

#### CONTEXTE 1: LA TECHNOLOGIE ET SES EFFETS SUR LA SOCIÉTÉ

#### CONTEXTE 2: LES DÉCOUVERTES ET LES INVENTIONS

#### CONTEXTE 3: LES CHOIX MORAUX

#### CONTEXTE 4: DROITS D'AUTEUR ET COMMUNICATION

#### CONTEXTE 5: LA RECHERCHE ET SES NOUVELLES FRONTIÈRES

#### CONTEXTE 6: L'AVENIR DE LA TECHNOLOGIE

#### AUTHENTIC SOURCES:

- Contexte 1: «Smartphones», «Un double robotique pour une seconde vie», Audio: «Jusqu'où Facebook peut aller dans l'intrusion?»
- Contexte 2: «Un jeune Camerounais invente le Cardiopad», *De la Terre à la Lune*, de Jules Verne, Audio: «A quoi ressemblera la voiture du futur?»
- Contexte 3: «Cloner l'homme de Néandertal», «L'éthique du développement durable», Audio: «Les jeux vidéo»

- rendent-ils violent?»)
  - Contexte 4: «L'iPad à l'école, planche de salut ou de marketing?», «Le droit d'auteur», Audio: «Données personnelles et réseaux sociaux»
  - Cinémathèque: «Découverte: Solar Impulse»

**GRAMMAR INTEGRATED in CONTEXT:**

**A. Le passé composé**

1. Passé composé avec **avoir / être** / Reflexive verbs
2. Verbs which use both **avoir / être** in *passé composé* according to context (**monter/descendre/sortir/revenir/retourner/passer**)
3. Time expressions with *Le passé composé*

**B. Direct and Indirect Object Pronouns / y / en**

**C. L'imparfait**

1. Time expressions with *L'imparfait*
2. **depuis**
3. **venir de**

**D. Le futur proche / simple**

1. Time expressions with *Le futur proche / simple*
2. **Quand / lorsque / dès que / aussitôt que / tant que + futur simple, futur simple**

**THÈME III : L'ESTHÉTIQUE**

Overarching Essential Questions:

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

CONTEXTE 1: LE BEAU

CONTEXTE 2: LE PATRIMOINE

CONTEXTE 3: LES ARTS LITTÉRAIRES

CONTEXTE 4: LES ARTS VISUELS

CONTEXTE 5: L'ARCHITECTURE

CONTEXTE 6: LA MUSIQUE ET LES ARTS DU SPECTACLE

**AUTHENTIC SOURCES:**

- Contexte 1: «De la Grèce antique à nos jours», «Comment se construire une bonne estime de soi?», Audio: «Collégiennes en quête de beauté»
- Contexte 2: «La carrosserie française bientôt reconnue par l'UNESCO?», «Les arts et le patrimoine au Canada», Audio: «Ousmane Sow»
- Contexte 3: «Ma langue grand-maternelle», *Les Misérables*, de Victor Hugo, Audio: «Interview avec Maryse Condé»
- Contexte 4: «Cirque, Arts de la rue, Marionnettes», «L'art dans la cuisine», Audio: «Antoine Tempé»
- Cinémathèque: «Le Petit Cyrano»

**GRAMMAR INTEGRATED in CONTEXT:**

**A. Le conditionnel présent**

1. **au cas où + Le conditionnel présent**
2. **aimer (mieux) / vouloir / pouvoir / avoir / savor / connaître / devoir / faire (mieux)** in phrases of desire / politeness / suggestion

**B. Conditional Phrases: Si + présent, présent/futur/impératif / Si + imparfait, conditionnel**

**C. Descriptive Adjectives / Adverbs**

**D. Comparative and Superlative of Adjectives**

**E. Comparative and Superlative of Adverbs**

**F. Comparative and Superlative of Nouns**

**SEMESTER 2**

**THÈME IV : LA VIE CONTEMPORAINE**

Overarching Essential Questions:

- How do societies and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?
  - What are the challenges of contemporary life?

CONTEXTE 1: L'ÉDUCATION ET LE MONDE DU TRAVAIL  
 CONTEXTE 2: LES LOISIRS ET LE SPORT  
 CONTEXTE 3: LES VOYAGES  
 CONTEXTE 4: LA PUBLICITÉ ET LE MARKETING  
 CONTEXTE 5: LE LOGEMENT  
 CONTEXTE 6: LES FÊTES ET LES RITES DE PASSAGE

**AUTHENTIC SOURCES:**

Contexte 1: «Juniors indépendants», «École nationale du cirque du Maroc», Audio: «Vacances de Noël»  
 Contexte 2: «Recette: Gumbo au poulet et à l'andouille», «Le chandail de hockey», Audio: «Les 10 plus gros clichés français»  
 Contexte 3: «Salut les parents!», «Un médecin sans frontières», Audio: «Tourisme et écotourisme au Laos»  
 Contexte 4: «Les prospectus publicitaires en France», «Tous sous influence», Audio: «Publicité et environnement»  
 Cinématèque: «Sois mignonne»

**GRAMMAR INTEGRATED in CONTEXT:**

- A. *Le plus-que-parfait*  
Time Expressions with *Le plus-que-parfait*
- B. *Le futur antérieur*  
Quand / lorsque / dès que / aussitôt que / tant que + *futur antérieur, futur simple*
- C. *Le conditionnel passé*  
Conditional Phrase: *Si + plus-que-parfait, conditionnel passé*
- D. *Disjunctive Pronouns*
- E. *Indefinite Adjectives, Adverbs, and Pronouns*
- F. *Prepositions (including forms with geographic names)*

**THÈME V : LES DÉFIS MONDIAUX**

Overarching Essential Questions:

- What environmental, political, and social issues propose challenges to societies throughout the world?
  - What are the origins of those issues?
- What are possible solutions to those challenges?

CONTEXTE 1 : L'ÉCONOMIE  
 CONTEXTE 2 : L'ENVIRONNEMENT  
 CONTEXTE 3 : L'ALIMENTATION ET LA SANTÉ  
 CONTEXTE 4 : LA TOLÉRANCE  
 CONTEXTE 5 : LES DROITS DE L'ÊTRE HUMAIN

**AUTHENTIC SOURCES:**

- Contexte 1: «Des microcrédits à Brazzaville», «Les 10 jeunes Français les plus innovants», Audio: «Comprendre l'impact d'une mauvaise nouvelle»
- Contexte 2: «Pour sa survie, le Vanuatu apprend à s'adapter», «Économie verte: le recyclage des métaux», Audio: «Maroc: le royaume solaire»
- Contexte 3: «Test Nutrition: Quel(le) mangeur(se) êtes-vous?», «L'alimentation bio», Audio: «Priorité Santé»
- Contexte 4: «Handicap et accessibilité», «Peut-on travailler en France avec un voile?», Audio: «La tolérance selon Kim Thúy»
- Cinématèque: «La dame dans le tram»

**GRAMMAR INTEGRATED in CONTEXT:**

- A. *Le subjonctif au présent / Le passé du subjonctif*
- B. *Relative Pronouns*
- C. *Partitive Article and Adverbs/Expressions of Quantity / Coordinating / Subordinating Conjunctions (Words of Transition)*
- D. *L'infinif présent / L'infinif passé (Préposition + infinitif passé) / L'infinif + à / de*
- E. *Possessive Adjectives + Pronouns*
- F. *Demonstrative Adjectives+ Pronouns*

**THÈME VI : LA QUÊTE DE SOI**

Overarching Essential Questions:

- How are aspects of identity expressed in various situations?
  - How do language and culture influence identity?
    - How does one's identity develop over time?

CONTEXTE 1 : L'ALIÉNATION ET L'ASSIMILATION  
 CONTEXTE 2 : L'IDENTITÉ LINGUISTIQUE  
 CONTEXTE 3 : LE NATIONALISME ET LE PATRIOTISME  
 CONTEXTE 4 : LE PLURICULTURALISME  
 CONTEXTE 5 : LES CROYANCES ET LES SYSTÈMES DE VALEURS  
 CONTEXTE 6 : LA SEXUALITÉ

**AUTHENTIC SOURCES**



Contexte 1: «L'homme qui te ressemble», *Le racisme expliqué à ma fille*, de Tahar Ben Jelloun, Audio: «Le racisme: mode d'emploi»

Contexte 2: «L'Organisation internationale de la Francophonie», «L'argot africain inspire la langue française», Audio: «Expressions autour de la mode en Côte d'Ivoire»

Contexte 3: «La Bretagne celtique», «Qu'est-ce qu'être français?», Audio: «La bataille du Made in France»

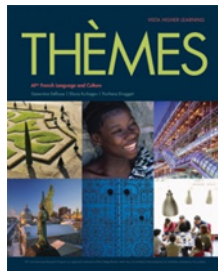
Contexte 4: «La Réunion, "île-laboratoire"», *Le Cœur à rire et à pleurer*, de Maryse Condé, Audio: «Entrevue avec Calixthe Beyala sur la francophonie»

Cinémathèque: «Rien à dire»

**GRAMMAR INTEGRATED in CONTEXT:**

- A. *Le participe présent / Le gérondif*
- B. *faire causatif*
- C. *Passive Voice*
- D. *Negative Expressions*

**NOTE :** The structure of this pacing guide is a suggested resource that may guide teachers in integrating grammatical sequence with thematic elements of study using *Thèmes*. Teachers should consider the reality of their own instructional environments and the differentiated needs of their students in terms of how each unit shall be presented effectively.



*Liens électroniques*

Thème 1: La famille et la communauté

**La famille**

**1. La vie familiale**

<http://web.cortland.edu/flteach/civ/famill/famill.htm>

**2. Le rôle des grands-parents**

<http://www.france-info.com/chroniques-tout-comprendre-2011-02-17-le-role-des-grands-parents-516286-81-333.html>

## Thème 2: La science et la technologie

### La technologie et ses effets sur la société / Les choix moraux

#### **1. Un appareil qui retranscrit du texte en braille consacré au Concours Lépine**

[http://www.lemonde.fr/societe/article/2010/05/09/un-appareil-qui-retranscrit-du-texte-en-braille-consacre-au-concours-lepine\\_1348727\\_3224.html](http://www.lemonde.fr/societe/article/2010/05/09/un-appareil-qui-retranscrit-du-texte-en-braille-consacre-au-concours-lepine_1348727_3224.html)

#### **2. La mauvaise surprise Kindle**

<http://www.parismatch.com/Culture-Match/Livres/Actu/La-mauvaise-surprise-Kindle.-Par-Maxime-Chattam-144903/>

#### **3. Pris en Flag' de Fraude par SMS**

<http://lci.tf1.fr/france/societe/2009-06/fraude-par-sms-prise-en-flag-4888953.html>

#### **4. Et si vous jardiniez avec votre iPhone ?**

<http://www.rtl.fr/actualites/vie-pratique/article/et-si-vous-jardinez-avec-votre-iphone-7663316504>

#### **5. Olivier Miller : « Génération Virtuelle »**

[http://www.youtube.com/watch?v=P1OmrDxMxqQ&safety\\_mode=true&persistent\\_safety\\_mode=1](http://www.youtube.com/watch?v=P1OmrDxMxqQ&safety_mode=true&persistent_safety_mode=1)

## Thème 3: L'esthétique

### Vive la France !

#### 1. La Réunion : Perle de l'humanité

<http://www.lefigaro.fr/culture/2010/08/03/03004-20100803ARTFIG00359-la-reunion-perle-de-l-humanite.php>

### La Musique

#### 1. Marion Cotillard : Piaf réincarnée

[http://www.lefigaro.fr/culture/20070214.FIG000000186\\_marion\\_cotillard\\_piaf\\_reincarnee.html](http://www.lefigaro.fr/culture/20070214.FIG000000186_marion_cotillard_piaf_reincarnee.html)

## Thème 4: La vie contemporaine

### La publicité et le marketing

#### 1. Apple introduit le blocage des publicités dans Safari

[http://www.lemonde.fr/technologies/article/2010/06/09/apple-introduit-le-blocage-des-publicites-dans-safari\\_1369901\\_651865.html](http://www.lemonde.fr/technologies/article/2010/06/09/apple-introduit-le-blocage-des-publicites-dans-safari_1369901_651865.html)

### Le logement

#### 1. L'habitat

<http://web.cortland.edu/flteach/civ/habitat/habita1.htm>

#### 2. L'habitat intérieur

<http://web.cortland.edu/flteach/civ/habitat2/habita2.htm>

#### 3. Les sans-abri

[http://www.vanin.be/cms\\_master/images\\_sub/Arcades/ia/IA-AR2511SansAbri.htm](http://www.vanin.be/cms_master/images_sub/Arcades/ia/IA-AR2511SansAbri.htm)

#### 4. A la « Péniche », l'esprit de Coluche toujours au service des sans-abri

<http://www.rtl.fr/actualites/article/a-la-peniche-l-esprit-de-coluche-toujours-au-service-des-sans-abri-5932795089>

#### 5. Qui sont les « SDF » ?

[http://www.lien-social.com/spip.php?article27&id\\_groupe=3](http://www.lien-social.com/spip.php?article27&id_groupe=3)

### Les loisirs et le sport

#### 1. Histoire de la pétanque

<http://www.petanque710.com/histoire-s-de-la-petanque.html>

## Thème 5: Les défis mondiaux

### La tolérance

#### 1. Le racisme dans mon quartier

<http://zdc.free.fr/htm/travele/racisme/race.htm>

### L'environnement

#### 1. Le recyclage en France

<http://www.consoglobe.com/recyclage-france-croule-dechets-1686-cg>

#### 2. Zazie : « Je suis un homme »

[http://www.youtube.com/watch?v=anp4zcyjFrAE&safety\\_mode=true&persist\\_safety\\_mode=1](http://www.youtube.com/watch?v=anp4zcyjFrAE&safety_mode=true&persist_safety_mode=1)

#### 3. Mickey 3D : « Respire »

[http://www.youtube.com/watch?v=IEexx5BR5eY&safety\\_mode=true&persist\\_safety\\_mode=1](http://www.youtube.com/watch?v=IEexx5BR5eY&safety_mode=true&persist_safety_mode=1)

#### 4. Christophe Maé : « C'est ma terre »

[http://www.youtube.com/watch?v=MgMjWccKgwU&safety\\_mode=true&persist\\_safety\\_mode=1](http://www.youtube.com/watch?v=MgMjWccKgwU&safety_mode=true&persist_safety_mode=1)

### La santé

#### 1. La Sécurité et La Médecine

<http://web.cortland.edu/flteach/civ/secu/secu.htm>

## Thème 6: La quête de soi

### La langue et l'identité

1. Qu'est-ce que l'aguichage et le poste-à-poste ?

<http://lci.tf1.fr/france/societe/qu-est-ce-que-l-l-aguichage-ou-le-poste-a-poste-5917569.html>

2. Faut-il simplifier l'orthographe ?

[http://www.lexpress.fr/actualite/societe/faut-il-simplifier-l-orthographe\\_486271.html](http://www.lexpress.fr/actualite/societe/faut-il-simplifier-l-orthographe_486271.html)

### Le nationalisme et le patriotisme

1. L'état

<http://web.cortland.edu/flteach/civ/etat/etat.htm>

2. Les enfants du Pays : « Douce France »

[http://www.youtube.com/watch?v=gWyimZwdWoA&safety\\_mode=true&persist\\_safety\\_mode=1](http://www.youtube.com/watch?v=gWyimZwdWoA&safety_mode=true&persist_safety_mode=1)

3. Faudel : « Mon pays »

[http://www.youtube.com/watch?v=BGhxQb56\\_4&safety\\_mode=true&persist\\_safety\\_mode=1](http://www.youtube.com/watch?v=BGhxQb56_4&safety_mode=true&persist_safety_mode=1)

4. Les symboles

<http://web.cortland.edu/flteach/civ/symbol/symbol.htm>

**ELECTRONIC AUTHENTIC MEDIA / SAMPLE WEBSITES\***: There is a wealth of realia to be discovered at the following websites that are updated from time to time. Teachers are advised to consult them to further enrich their AP French Language and Culture course in order to keep students up-to-date with current events, trends, and issues related to the six global themes of the curriculum.



**CURRENT EVENTS AND LE MONDE FRANCOPHONE:**

Le Monde: [www.lemonde.fr](http://www.lemonde.fr)

Le Figaro: [www.lefigaro.fr](http://www.lefigaro.fr)

BBC France News Site: [www.bbc.co.uk/languages/french/news/topic\\_focus/](http://www.bbc.co.uk/languages/french/news/topic_focus/)

TV5 / 7 Jours Sur La Planète: [www.tv5.org](http://www.tv5.org) / [Sept jours sur la planete - TV5](#)

[TV5 - Apprendre.TV - numerous videos for all levels with scripts & questions](#)

Le journal français: [www.journalfrancais.com](http://www.journalfrancais.com)

Yabla: [www.yabla.com](http://www.yabla.com)

RFI: [www.rfi.fr](http://www.rfi.fr)

AP 2012 Thematic Resources : [http://www.bosvick.com/2012\\_themes.htm](http://www.bosvick.com/2012_themes.htm)

**FRENCH LANGUAGE LISTENING LINKS:**

[ielearning – Variety of Listening Situations](#)

[Passé Partout – University of Texas Leveled Listening](#)

[Test Preparation Site with Listening Activities](#)

[Culturebox - Video Collection](#)

[BBS Bitesize Listening and Speaking](#)

[Tourism-Based Listening Activities](#)

[Leveled Videos with Quizzes](#)

[National Film Board of Canada](#)

[Contes d'Afrique - pour débutants](#)

[Films Pour Enfants - NFB Canada](#)

[Immense Collection \(All levels of Audio & Video by themes\)](#)

[Out My Window - A Young Pâtissier in Montréal](#)

[Huge Collection of Varied Listening Clips](#)

[Pubs françaises - Links to 30 Ads](#)

[Worksheet for the 30 Pubs](#)

[Pubs françaises - Embedded](#)

[Interactive Travel Adventure to Paris - select ALOITA PELI](#)

[Interactive Adventure - Travel to France](#)

[Categorized Listening and Reading](#)

[Dictées](#)

[Interactive Listening](#)

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\* Electronic Authentic Media/Sample Websites compiled by Mr. Edward Weiss, AP® French Language and Culture Grader, and teacher at Haverford High School, Pennsylvania.



[Sur mes lèvres Vidéo Listening Activity](#)  
[Elysée Palace](#)  
[French Radio Stations](#)  
[Labis Listening w/Activities & Scripts](#)  
[Asst. Francophone Vidéos by Categories w/Scripts](#)  
[Zut!-Beginner to Advanced \(featuring audio & video\)](#)  
[Le Point du FLE](#)

#### **Podcasts**

[French Podcasts w/Activities](#)  
[RTL Podcasts](#)  
[Europe 1](#)  
[Radio Canada - the A/V page - select "Baladodiffusions"](#)  
[Radio France](#)  
[Links to 50 different French podcast sites](#)

#### **BBC Links**

[Interactive video program from BBC- Ma France](#)

#### **FRENCH LANGUAGE SPEAKING LINKS:**

[Sujets pour la Conversation](#)  
[Type in text - Hear it in target language!](#)  
[Speaking Activities](#)  
[Discussion Topics](#)

#### **FRENCH LANGUAGE VOCABULARY, GRAMMAR, STYLE, and MECHANICS:**

Jeu de L'oe : <http://jeudeloie.free.fr/plateau.htm>  
Tex's French Grammar : <http://www.laits.utexas.edu/tex/gr/index.html>  
Le conjugueur : <http://www.leconjugueur.com/>  
Writing Letters in French :  
[www.oxfordlanguagedictionaries.com/Public/PublicResources.html?direction=b-fr-en&sp=S/oldo/resources/fr/Writing\\_letters\\_in\\_French.html](http://www.oxfordlanguagedictionaries.com/Public/PublicResources.html?direction=b-fr-en&sp=S/oldo/resources/fr/Writing_letters_in_French.html)  
Wordreference Online Multilingual Dictionary : [www.wordreference.com](http://www.wordreference.com)  
French Language Guide : <http://www.languageguide.org/french/grammar/>  
Vocabulary, Grammar, and Readings : <http://www.languageguide.org/french/>  
Writing Essays in French : <http://www.realfrench.net/pdf/essay.pdf>  
Tennessee Bob Supersite: <http://www.utm.edu/departments/french/french.html>  
Lexique: Vocabulary and Grammar in Themes <http://lexiquefle.free.fr/>  
Colle Française : <http://www.fourmilab.ch/francais/glue.html>  
[Fumer Tue - Relative Pronouns](#)  
[Le Vin - Tenses](#)  
[La Cuisine - Definite Articles](#)  
[La Banlieue - Subjects & Objects](#)  
[Les Jeux Vidéos - Past Participles](#)  
[Imperfect vs Passé Composé](#)  
[Passé Composé - La Baguette](#)  
[de, de la & du](#)  
[Adjectives & Adverbs](#)  
[Infinitives - Texting](#)  
[Cool French](#)

**FRENCH LANGUAGE READINGS / LITERATURE :**

Le génie du manguier : French African Story [http://frenchrc.rutgers.edu/lgm/htm/01\\_accueil.htm](http://frenchrc.rutgers.edu/lgm/htm/01_accueil.htm)

Contes du Monde Francophone <http://www.conte-moi.net/home.php>

L'homme qui plantait des arbres : <http://www.perso.ch/arboretum/pla.htm> (TEXT)

<http://dotsub.com/view/2d7b8a37-4f64-4241-8019-642e965d124f> (VIDEO)

<http://mysbfiles.stonybrook.edu/~sjourdain/Giono-arbres.htm> (ACTIVITIES)

Intimate Alice (Interactive Story) <http://www.inanimatealice.com/>

Etre à la plage Project : Pop Media Blog <http://zachary-jones.com/french/>

Internet Actuel : <http://www.internetactuel.be/>

French Interactive Readings (Listening / Reading) : <http://www.languageguide.org/french/readings/>

Internaute <http://www.linternaute.com/>

Murder Mystery Interactive Story <http://www.polarfile.com/>

Paperboy <http://www.thepaperboy.com/>

[Poetry assortment](#)

***BONNE CHANCE!*** *Vous pouvez réussir!* 😊

