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 21st 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.

Provided by Frank G. "Tripp" DiNicola, Ill, 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

- **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.

---

1 © 2011 The College Board. This information comes from the following publication: http://apcentral.collegeboard.com/apc/public/repository/FrenchKeyGoalsCourseRevisions.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:


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.
# 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»
- 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: «À quoi ressemblera la voiture du futur?»

---

AP® French Language and Culture Syllabus | 6 |
rendent-ils violent?"

- Contexte 4: «L'iPad à l'école, planche de salut ou de marketing?», «Le droit d'auteur», Audio: «Donées personnelles et réseaux sociaux»
- Cinématique: «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/entrer/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 future 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»
- Cinémathèque: «Le Petit Cyrano»

**GRAMMAR INTEGRATED in CONTEXT:**

A. *Le conditionnel present*
   1. *au cas où + Le conditionnel présent*
   2. *aimer (mieux) / vouloir / pouvoir / avoir / savoir / 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:**


Cinématèque: «Sois mignonne»

**GRAMMAR INTEGRATED in CONTEXT:**

A. Le plus-que-parfait

B. Le futur antérieur

C. Le 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 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’infinitif présent / L’infinitif passé (Préposition + infinitif passé) / L’infinitif + 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»
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 electroniques

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
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

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

4. Et si vous jardinez avec votre iPhone ?

5. Olivier Miller : « Génération Virtuelle »
   http://www.youtube.com/watch?v=P1OmrdxMxqQ&safety_mode=true&persist_safety_mode=1
Thème 3: L’esthétique

**Vive la France !**

1. La Réunion : Perle de l’humanité

**La Musique**

1. Marion Cotillard : Piaf réincarnée
Thème 4: La vie contemporaine

La publicité et le marketing
1. Apple introduit le blocage des publicités dans Safari

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
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 » ?

Les loisirs et le sport
1. Histoire de la pétanque
   http://www.pétanque710.com/histoire-s-de-la-pétanque.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=anp4zcjFrAE&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
4. Christophe Maé : « C’est ma terre »
http://www.youtube.com/watch?v=MgMjWccKqwU&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 ?
2. Faut-il simplifier l'orthographe ?

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
3. Faudel : « Mon pays »
   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
Le Figaro: www.lefigaro.fr
BBC France News Site: www.bbc.co.uk/languages/french/news/topic_focus/
TV5 / 7 Jours Sur La Planète: 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
Yabla: www.yabla.com
RFI: www.rfi.fr

FRENCH LANGUAGE LISTENING LINKS:

ielarning – 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

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'oie : 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 :
Wordreference Online Multilingual Dictionary : www.wordreference.com
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:

L’homme qui plantait des arbres: [http://www.perso.ch/arboretum/pla.htm](TEXT)
[http://dotosub.com/view/2d7b8a37-4f64-4241-8019-642e965d124f](VIDEO)
[http://mysbfiles.stonybrook.edu/~sjourdain/Giono-arbres.htm](ACTIVITIES)
Intimate Alice (Interactive Story) [http://www.inimatealice.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.polarfle.com/]
Paperboy [http://www.thepaperboy.com/]
Poetry assortment

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