

SACRED HEART PREPARATORY

SCOPE & SEQUENCE

COURSE TITLE: Advanced French Conversation
INSTRUCTOR: Department Assignment

DEPARTMENT: World Languages
TERM OFFERED: Full year course

I. ENDURING UNDERSTANDINGS

1. Oral communication skills, both presentational and interpersonal, are a major component of life in any French-speaking countries, cultures and communities.
2. Specific expressions and gestures initiate, continue, conclude and, sometimes, abruptly end a conversation in French.
3. Verbal communication and listening skills enhance and perpetuate the communication of knowledge, cultural understandings as well as personal identities, values, morals, and ideas.
4. Literature and films in French express values and cultural aspects of the various French-speaking communities and cultures.

II. COURSE CONTENT

Conducted entirely in French, this advanced conversation course is designed for students who have already demonstrated a fair level of performance in the three modes of communication (interpersonal, interpretive and presentational) introduced after three years of French, and want to further perfect their pronunciation and improve their oral fluency, while further exploring aspects of the French-speaking world.

This course is organized around four main thematic units: theater, cinema, comic strips, and current events. Each theme particularly lends itself to the study and development of French oral skills, and is guided by essential questions. Students are more specifically encouraged to:

- . improve their French pronunciation: notions of the International Phonetic Alphabet are learned and put into practice;
- . develop their French conversational skills and improve their oral fluency in a variety of contexts related to daily life (e.g., how to apologize; how to make a phone enquiry; how to express, and respond to, compliments; etc.)
- . and expand their views of the French-speaking world, particularly via the analysis and discussion of several plays, movies, comic strips, and current events as well as via several readings and related culture-based projects.

Therefore, through this course, students continue to develop the five C's of world language learning (Communication, Cultures, Comparisons, Communities, and Connections), particularly as they compare their own cultures and communities with those of French-speaking communities and cultures in order to **produce interpersonal, interpretive and presentational communication**.

Authentic resources (printed, audio and video-based), including literary work (i.e., French plays and excerpts from French movie scripts), provide the basis for a great variety of speaking and listening activities. From time

to time, students also have reading and writing tasks. This work helps students to develop their **21st century World Language competence** particularly in areas such as global awareness, social and cultural skills, critical thinking skills, media literacy, creativity, communication and collaboration.

Specifically:

- **Communicative skills include:** Narrating, describing, and reflecting in the present, past, and future; expressing likes, hopes, desires, opinions, commands, emotions, and doubts in the present, past, and future; making cultural comparisons; synthesizing orally common themes from a variety of sources; expressing and justifying one's viewpoint. Since the focus of this course is to develop conversational skills in French, students are asked to orally present presentations and dialogues of varying lengths and styles.
- **Oral skills stress:** perfecting pronunciation and fluency; increasing listening comprehension; and expanding spoken presentational and interpersonal communication skills. Since this conversation course focuses mainly on oral communication, in class as well as outside (=preparation work), students regularly perform a vast array of oral tasks. These include: small group and paired work; discussions; debates involving all class members; situational role-playing; creation and presentation of original skits; individual oral presentations supported by the use of slideshows; creation and presentation of short movies; performance of a scene from a play; etc.
- **Cultural topics are pertinent to each of the four units studied** and touch on relationships, passions and interests, daily and contemporary life, personal and public identities, literature and the arts, global challenges, beauty and the aesthetic and communities. These topics invite students to make linguistic and cultural connections between their own culture and those of the French-speaking communities and cultures.
- **Reading tasks include,** among others, reading plays, movie scripts, comic strips, and newspaper articles in order to extract, present and discuss some main ideas; predicting a plot; reading movie reviews, biographies, some literary commentaries, and cultural comparison analyses.
- Despite the main focus being on conversational skills, each module also gives way to short, structured and creative, **writing tasks**. These include, among others, keeping journal entries; summarizing main ideas; expressing one's opinions; writing biographies and short movie reviews; creating a scene for a play; designing several comic strip pages; analyzing characters and plots; and comparing the treatment of cultural topics.
- **Grammar topics reviewed or expanded upon include:** all the tenses of the indicative and subjunctive moods; all pronouns; relative pronouns; conditional structure. Although this is not a grammar-based course, the grammar which is necessary to get through and resolve communicative situations is reviewed as needed.
- New **vocabulary** is introduced and linked to each of the modules.

The course is conducted entirely in French, and students are required to speak only French in the classroom.

III. INSTRUCTIONAL MATERIALS

- . Articles from French newspapers and magazines
- . Authentic video-clips and audio segments
- . French movie trailers
- . French plays may include work by:
 - Jean Anouilh (France) - *Antigone*
 - Marcel Pagnol (France) - *Marius*
- . French movies may include work by:
 - Yamina Benguigui (France-Algeria) - *Inch'Allah dimanche*
 - Jean-Pierre Jeunet (France) – *Le fabuleux destin d'Amélie Poulain*
 - Pascal Plisson (France) – *Sur le chemin de l'école*
 - François Truffaut (France) - *Le dernier métro*
 - Claude Berri (France) - *Ensemble, c'est tout*
- . “BDs” (=comic books) may include work by:
 - Claire Bretécher (France) – *Agrippine*
 - Philippe Chappuis (Switzerland) – *Titeuf*
 - René Goscin & Albert Uderzo (France-Belgium) – *Astérix*
 - Hergé (Belgium) – *Les aventures de Tintin*

Supplementary Instructional Materials:

- . *Cinema for French Conversation*, 3rd edition, 2007, Focus Publishing, R. Pullins & Company, Inc., Anne-Christine Rice
- . *La France contemporaine*, 4th edition, 2010, Heinle Cengage Learning, William F. Edminston & Annie Duménil
- . *Civilisation progressive du français, niveau avancé*, 2010, CLE International, Jacques Pécheur

IV. COURSE OBJECTIVES

Course objectives are aligned with the 2012 ACTFL Performance Descriptors for Language Learners.

Reference: <https://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>

Upon completion of this course, students will improve performance in each of the three modes of communication below, corresponding to **the ADVANCED LOW** range of performance:

INTERPERSONAL: Speaking and listening (conversation); reading and writing (text messages or via social media)

- Can communicate about self, others and everyday life, and can share point of view in discussions.
- Can ask questions to probe beyond basic details.
- Can initiate and maintain conversations on familiar topics, on some new social, academic and work-related topics, as well as on several abstract topics.

- Can communicate about current events, critically and with some interesting detail and good organization.
- Can produce other type of oral discourse in oral paragraphs (e.g., oral presentations) that are organized and cohesive, and with some detail.
- Communicate using high frequency and personalized vocabulary while also integrating a broad range of words and some idiomatic expressions.
- Recognize and use culturally appropriate vocabulary, expressions and gestures when participating in everyday interactions.
- Recognize that differences exist in cultural behaviors and perspectives, and can communicate in both formal and familiar settings.

INTERPRETIVE: Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video-clips) of authentic materials

- Understand main ideas and some supporting details about familiar, and some new, topics from a variety of texts.
- Comprehend information related to personal and social needs and relevant to one's immediate environment, such as self and everyday life, school, community, and particular interests.
- Comprehend simple stories, routine messages, short descriptive segments and some texts pertaining to real-world topics of general interest relevant to personal, social, community, national and international contexts.
- Comprehend paragraph discourse, such as that found in stories, straightforward literary works, personal and work-related correspondence, some news, and other materials dealing with topics of a concrete nature.
- Have sufficient control of the language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex messages on familiar topics; may understand some more complex messages.
- Comprehend high frequency vocabulary related to everyday topics, high frequency idiomatic expressions, as well as some generic and specific vocabulary and structures related to one's experience.
- Can gradually rely on knowledge of the target culture(s) in order to interpret authentic messages that are heard, read, and viewed.

PRESENTATIONAL: Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

- Communicate information and express own thoughts about familiar topics, and some new concrete topics, using paragraphs with some interesting detail and good organization.
- Produce narrations and descriptions in most major time frames on familiar, and some unfamiliar, topics.
- Create a variety of messages effectively in contexts both personal and general, as well as formal and informal.
- Produce paragraphs that are organized and with some detail.
- Produce vocabulary related to everyday topics of personal interest, topics that have been studied, and some topics of personal, public and community interest.
- Use some culturally appropriate vocabulary, expressions, and gestures in both formal and informal contexts.
- Reflect some knowledge of cultural differences related to written and spoken communication.

V. METHODS OF ASSESSMENTS

The “products” created for each of the three modes of communication (interpersonal, interpretive, presentational) are assessed using rubrics that are based on the 2012 ACTFL Performance Descriptors for Language Learners.

VI. PRE-REQUISITES

Completion of French 4 with a Spring semester grade of B or better;
OR completion of French 4H with a Spring semester grade of B or better;
OR with the department’s permission.