

Français IV/V 2018-2019

Devoirs d'été

Bonjour et Bienvenue en IV/V!

I am very pleased that you have decided to continue your study of French. By studying French IV/V, a college-prep course, you are not just becoming more fluent/conversant in French and learning much more about the French language and culture. You are also increasing the likelihood that you will be able to test out of or even possibly earn college credit in foreign language!

The first thing that you should know about French IV/V class is that it's YOUR class, not mine. It is up to YOU to make it great! To make it great you must have a positive attitude, an open mind, TRY your BEST, and of course *SPEAK FRENCH AND PARTICIPATE* each day!!! This course is equal to a third year college course in academic structure and rigor. If you're up for a challenge and you want to learn a lot and USE your French, you've come to the right place. The second thing you should know about French IV/V is that French is my life's passion. I will speak exclusively in French and your grade depends on you speaking in French as well. This is the immersion approach... after all; you do want to be able to speak French well, don't you?

One of the biggest challenges of learning language in high school is that you are busy people! You have six other classes and you have a whole summer to forget everything you've learned in French III/IV. In order to circumvent the loss of information and ability, French IV/V has a required summer assignment to keep your skills up between now and August. The intention of this assignment is not to burden you or spoil your summer. It's assigned under the assumption that you are taking French IV/V because you have a vested interest in French and the French-speaking world and that you want to increase your language proficiency.

In my class, I believe in the immersion approach and sharpening all of the core language skills: reading, writing, speaking, listening and cultural understanding. While I cannot say that any one of these skills is more important than the others, I must emphasize how ESSENTIAL it is that we speak in French and constantly work to improve your oral proficiency. I believe that writing in French has a direct link to being able to speak French. You might think of writing as slowed-down speech and the difference that writing and speaking offer compared to listening and reading is that you are writing and speaking your own thoughts and reading and listening to someone else's. It's only a natural part of the learning process that information that is more personalized is more likely to stick and be internalized.

Please communicate with me regularly through the summer via e-mail and during the school year, both inside and outside of class. Feel free to stop by to practice, to chat in French, to ask questions about what we are learning, or just to get more comfortable speaking the language. I check e-mail very regularly and I will reply to you quickly. I have found that many students enjoy practicing their French by e-mailing me stories, jokes, great websites or to tell

me about how they used their French in the “real world”. I welcome this and strongly encourage you to use your French outside of the classroom.

Besides studying the French language and vocabulary, we will cover as much culture as possible this year. From history, to pop music, to literature, to geography, to art, to the regions of France... just to name a few examples. If you would like to contribute from any of your personal travel or life experiences, please let me know. Through pictures and personal stories, we can learn about other cultures in an authentic way.

You may feel like you are on a roller coaster in this class. This will most definitely be a rigorous and challenging course. It is considered a college-prep/honors course. Your learning curve may feel very steep sometimes... With plenty of detailed grammar lessons, irregular verb rules, challenging readings, oral presentations, and projects. However, you will miraculously find yourself coasting for a while when you find that you are improving, that you are becoming more personally interested in all that learning French has to offer, and that you are able to precisely express yourself in a second language. What will help you the most is keeping a positive outlook, staying optimistic, and working diligently.

Each and every one of you will begin next school year at different levels and grow in different ways. Do not compare yourself to others, but rather strive for your personal best. No matter what your goals are in this class, be mindful of what you personally need to do to get there. Some of you may feel that you need to study more or less than others, but each of you needs to aim high and achieve your best.

I’m sure by now you’re thinking, “What is the summer assignment?” You will find the specific details on the next page.

Bonne journée et merci d’être dans ma classe!

Madame Jergens

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Le Devoir

The summer assignment will have 2 parts, both with the interest of maintaining and sharpening your skills and ability to read, write, listen and speak French. Please read through the assignment criteria and ask questions when in doubt. You will need to join the French IV/V Google Classroom. The classroom code is: **d1b4ixw**.

1^{er} Partie: VOCABULAIRE

For **each week**, you will teach yourself **two** new French words. You can choose any word that has personal significance or interest to you, as long as it is school appropriate! You may encounter words in your readings or as you listen to music that you would like to understand better. These are great words to practice!

You will create an on-line compilation of flashcards using quizlet.com. Log-on to this website and create an account. Create a title for your set of flashcards (I suggest something like: French V: Personal Vocabulary, firstnamelastname). You will also need to put the link to your flashcards on Google Classroom. You should add to your flashcards **weekly**, by Sunday evening. First set of words is due **June 10th**.

Please include the following information on each flashcard:

- Write a definition of the word **IN FRENCH**
- Write a sentence that uses that word correctly in context.
EX: foule [crowd] *n.f.* – un grand groupe de personnes ensemble

Il y a une foule devant le théâtre pour acheter des billets.

2^{eme} Partie: Investigation Thèmes AP

As you already know, French IV/V is an AP class that is centered on the 6 AP themes: Global Challenges, Science & Technology, Contemporary Life, Personal & Public Identities, Families & Communities, and Beauty & Aesthetics. Each of these themes also includes sub-themes (listed below). Over the summer, you will compile a portfolio of sources that focus on these themes.

For each theme, you must have **2 articles and 2 videos** that relate specifically to that theme. All articles and videos must be in French and must involve French speaking countries. For each theme, you must include a paragraph (5 sentences) stating how your articles and videos related to that theme and why you chose them. The portfolio should be submitted on Google Classroom by **August 20th**.

While creating your portfolio, you will also make 2 comparisons, 1 written (one page, double-spaced) and 1 oral (2 minutes). Each comparison must address a different theme or sub-theme, however you get to choose the exact comparison that you want to make. Remember, each comparison must include a French speaking country and your home country. Written Comparisons will be submitted via Google Classroom and Oral Comparisons should be called into 937-551-4835.

6 juillet: Written Comparison

3 août: Oral Comparison

AP Themes & Sub-Themes

Families & Communities (Customs & Celebrations, Holidays, Food & Rituals, Religious Identity, Child Rearing, Independence of Offspring)

Science & Technology (Disease, Aging, Physical Traits, Birth Control, Healthcare, Transportation, Access to Computers)

Contemporary Life (Media, Music, Travel, TV Programs, School Life, Role of Sports, Housing & Shelter, Transportation)

Personal & Public Identities (Nationalism, Family Structure, Music, Cuisine, Gender Equality, Racial Grouping)

Beauty & Aesthetics (Definition of Beauty, Gender Issues, Clothing & Style, Cosmetics)

Global Challenges (Environmental Issues, Recycling, Food Supply, Diversity Issues, Economic Issues, Health Issues, Human Rights, Nutrition & Food Safety, Peace & War)