

I. COURSE GOALS

The third or fourth year French language course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. The course will emphasize the use of the French language to improve the oral communication and help the students to develop the ability to speak and understand the language in a variety of contexts. The course will engage the students to explore the different cultures of the French speaking countries. The students will learn to use the three modes of Communication: Interpersonal, Interpretive and Presentational as defined in the Standards for World languages. They will be required to read articles and excerpts from French magazines, newspapers and literary texts. They will have to explore several websites focusing on the Culture of the French speaking countries. They will refine verbal and written language skills, will be able to apply language competencies beyond the school setting, and will attain the advanced proficiency, as described in ACTFL's Proficiency guidelines.

The six themes, based on the College Board's Curriculum Framework will be the focus of the teaching and learning through the entire year. During the entire course, the teacher (native French speaker) will speak French in class as well as students are expected and encouraged to practice speaking French all the time [CR1]. Students are expected to take the AP® French Language and Culture exam at the end of this course.

II. AP® COURSE MATERIAL

The course material will include primary textbooks (List of textbooks below), films, songs, literacy texts, and other authentic materials and resources from francophone Websites and publications. The materials/textbooks listed below are available for student use in the classroom.

Primary textbooks

APprenons, 2nd Edition

Elizabeth Zwansiger, Brittany Goings, Elizabeth Rench, Brittany Selden Griffin – 2015
Wayside Publishing – ISBN: 9781938026898 [CR4]

AP® French : Preparing for the French Language and Culture Examination.

Text with audio – Activities and test Practice – Real talk/Speak and record.
Richard Ladd – 2012 – Pearson Prentice Hall – ISBN: 9780133175370 [CR4]

Allons au-delà – La langue et La Culture du Monde Francophone

Richard Ladd – 2012 – Pearson Prentice Hall – ISBN: 9780133179538 [CR4]

Trésors du Temps

Lenard – 2005 – McGraw Hill/Glencoe – ISBN: 0078606551 [CR4]

Thèmes – AP® French Language and Culture

Geneviève Delfosse, Eliane Kurbegov, Parthena Draggett – 2016 – Vista Higher Learning – ISBN: 9781680040999 [CR4]

Supplementary texts [CR2] & [CR4]

Deux à Deux – Situations et Intentions communicatives

Michael Dreke, Wolfgang Lind, Detlev Mahnert – 2001 – Langenscheidt (New York) – ISBN: 9783468499968

Autour de la Littérature

Peter Schofer and Donald Rice – 1991 – Heinle and Heinle – ISBN: 9780838419809

Interaction – Student Text with Audio

Susan St. Onge & Ronald St. Onge – 2007 – Thomson/Heinle – ISBN: 9781413016475

Face-à-Face – Conversation

Francoise Ghillebaert – 2011 – Vista Higher Learning – ISBN: 9781605762562

Other sources and materials [CR4]

French Magazines: *L'Express*, *Le Nouvel Observateur*, *Le point*, *Ça m'intéresse*, *Paris Match*, etc.

Useful Websites for supplementary activities in all four domains of language (reading – writing – listening – speaking) [CR2, CR3, CR4, CR5 & CR6]

http://apcentral.collegeboard.com/apc/members/exam/exam_information/4559.html

<http://www.shmoop.com>

http://www.tv5.org/TV5Site/programmes/accueil_continent.php

<http://www.tv5monde.com/cms/chaine-francophone/info/p-1914-7-jours-sur-la-planete.htm>

<http://enseigner.tv5monde.com>

<http://www.paroles.net>

<http://www.1jour1actu.com>

<http://frenchteachingresources.wikispaces.com>

<http://www.france3.fr>

<http://www.canalplus.fr>

<http://www.caminteresse.fr>

<http://www.bonjourdefrance.com>

<http://www.courrierinternational.com>

<http://www.frenchculture.org>

<http://www.gaumont.fr>

<http://www.nouvelobs.fr>

<http://www.figaro.fr>

<http://plus.lefigaro.fr/tag/jeunes>

<http://www.lemonde.fr>

<http://www.phosphore.com>

<http://www.france5.fr/escapades>

<https://www.youtube.com/channel/UC-HX7z7qJlbuYvhTa3VhGKQ>

<http://lepointdufle.net>

<http://french.about.com>

<https://www.duolingo.com/course/fr/en/Learn-French-Online>

<https://quizlet.com>

<http://www.dailymotion.com/be-fr>

<http://www.coffebreakfrench.com>

<http://www.thefrenchpodcast.com>

<http://www.rfi.fr>

<https://www.francebleu.fr>

Movies

To accentuate cultural competence and listening/speaking French:

Various classic and modern films (depending of students' points of interest) may include:

Indochine, La Belle et la Bête (Cocteau), Jean De Florette, Manon des sources, Kirikou et la Sorcière, Un Monstre à Paris, Le Dernier Métro. Un Chat à Paris, Rue Cases Nègres, La Grande Séduction, Les Triplettes de Belleville, Le Fils de l'Autre, Une Vie de Chat, Coco avant Chanel, Cyrano de Bergerac, Persepolis, Le Conte de Monte Cristo, Papillon, Bon Voyage, Le Petit Nicolas, Monsieur Lazar, Madame Rosa, Lou, Au revoir les Enfants, Entre les Murs, Les Choristes, La Famille Bélier, La Famille du puisatier, Bienvenue chez les Chtis, La Gloire de mon Père, Le Château de ma Mère, La Nouvelle Guerre des Boutons, Joyeux Noël, Je Vais Bien, Ne t'en Fais pas, Le Fantôme du Louvre, Arthur et les Minimus, Les Trois Mousquetaires, Les Misérables, Le Petit Prince...

Literature

Excerpts, poems and passages are chosen from all French speaking countries

Pierre et Jean, L'Enfant Noir, Candide, Une si Longue Lettre, Les Fleurs du Mal, Les Fables...

Other readings may include: *L'Étranger – A. Camus, Les Trois Mousquetaires – A. Dumas, Le papillon dans la cité – G. Pineau, Huis Clos – J.P. Sartre, Le Petit Prince – St Exupery*

III. ORGANIZATION

Every 5-6 weeks, a new theme is introduced. Within that theme, students work on all aspects of communication: listening, speaking, reading and writing.

Activities will include the three modes of communication: interpretive, interpersonal and presentational and the six primary learning objectives (**Spoken Interpersonal Communication, Written Interpersonal Communication, Audio, Visual, and Audio Visual Interpretive Communication, Written and Print Interpretive Communication, Spoken Presentational Communication, Written Presentational Communication**) are aimed to develop the students' skills to be able to communicate in French.

In lieu of a test for each theme, students are evaluated based on various writing and speaking assignments, which are graded according to the AP guidelines.

IV. TEACHING STRATEGIES

To reach higher levels of proficiency in LISTENING [CR3]

- Recorded dialogues
- Streamed video / Audio /Audio Visual / Visual (TV5, Radio France, RFI, Tf1, France 2)
- AP Guide Listening Comprehension exercises with multiple choice questions

The teacher speaks French in class and students are encouraged to practice Listening to different topics (Websites) and speaking all the time. [CR1]

To reach higher levels of proficiency in READING [CR4]

Students will develop their reading skills with attention to work on vocabulary (cognates and/or false cognates); they will complete reading assignments individually, in pairs or in small groups. Sometimes readings are timed. Readings are varied, and include AP Guide, articles from French magazines, Internet downloaded topics or contemporary issues. Students will learn how to summarize and comprehend the intended message of the author. They also learn how to synthesize and express their own opinion and judgment.

To reach higher levels of proficiency in WRITING [CR6]

- Quizzes
- Tests of varied length
- Essays – Prompts and topics – Persuasive
- Email
- Summarizing readings and articles from French magazines and expressing their own opinion

To reach higher levels of proficiency in SPEAKING [CR5]

- In-class speaking
- Response to teacher generated questions
- AP Guide
- Situations from transparencies
- Websites for listening and interpreting
- Presentational speaking – Cultural Comparisons

To reach higher levels of proficiency in CULTURAL COMPONENT [CR2, CR5 and CR7]**Projects**

- Museum visits
- Film festivals
- Culturally relevant excursions
- Interdisciplinary explorations (individualized forays... connecting French to history, art, English, Spanish, for example)
- French Films – French speaking countries documentary and films

Readings and listening will incorporate Francophone cultural awareness and understanding
Students will have to be able to compare and connect.

To reach higher levels of proficiency in TECHNOLOGY [CR7]

The Internet is a resource for all students, specifically for news, songs, reading excerpts, standardized tests, and correspondence. There are CD's and DVD's available, video clips featuring authentic cultural components. All students have access to both a language/computer lab. They are assigned once a week to practice listening and speaking: Very often their answers are recorded and graded according to the AP rubrics and criteria.

V. COURSE FRAMEWORK

Students are involved in a variety of classroom activities to practice and demonstrate their proficiency in French. The following activities are included:

- Writing bi-weekly, Email or persuasive essay assessed and scored according to the AP rubrics
- Daily homework assignment as well as Daily Oral Activities
- On-interactive activities
- Listening comprehension practice (AP Guide as well as www.Shmoop.com), TV5, radio France international, TF1 news, France 2 et France 3 news, LCI, etc.
- Oral presentations, scored according to the AP rubrics and criteria Reading followed by comprehension questions or multiple choice

- Interpersonal and presentational modes for speaking
- The semester exams are based on Websites, listening and reading articles
- End of the year personal or group Projects [CR2 and CR5]

Group projects will be based on the six themes and the different contexts.

VI. COURSE PLANNER

Throughout the course, the following six themes will be addressed via lessons on sub-themes/topics: **Global Challenges**, **Science and Technology**, **Contemporary Life**, **Personal and Public Identities**, **Families and Communities**, and **Beauty and Aesthetics**.

The six themes will be integrated through the years (French 2 Honors / French 3 / French 3 Honors and AP® French). The students will be encouraged to express different views on real worlds issues, make connections to other disciplines, and be able to compare the aspects of the target language cultures to their own.

August & September (6 weeks)

A. Theme: Global Challenges / Les défis mondiaux

Sub-themes: l'environnement, la santé, l'alimentation, les droits de l'être humain, la paix et la guerre

Overview: We start with brainstorming current political issues and discussing their importance. This theme includes a lesson on the French political and health systems contrasted with the American systems.

Learning Objectives: [CR6a]

- Students will describe the French and American governmental systems.
- Students will debate current events and controversial issues.
- Students will describe their own health and others including life-threatening health issues and how it's viewed by different countries. [CR7]

Sample Activities:

Vocabulary:

- Government
- Political issues
- Health issues
- Environmental issues

Grammar:

- Conditional
- Si clauses

Reading:

- Articles from *Le Monde*, *Le Figaro*, *Courrier International*, *Le point*, *Ça m'intéresse*, *Paris Match*, *Phosphore* or other periodicals [CR2b]
- *L'Homme qui plantait des arbres* [CR2c]

Listening:

- Documentary from dailymotion.com of Mai 68 demonstrations
- Online debates of political candidates when available
- France 2 news and TV 5 Le monde news or other French channel depending of current events [CR2a]
- RFI *en français facile*
- Short film: *L'Homme qui plantait des arbres*

Presentational Speaking:

- Present research to class on a French political party: *PS*, *PC*, *Extrême gauche*, *Les Écologistes (Les Verts)*, *Le Centre*, *Les Républicains (Former UMP)*, *FN*, etc.
- Present research previously conducted or on-going involving health issues (e.g. skin grafts, AIDS research, stem cell research)
- Class election – students present themselves as candidates for “president” in which they list the most important issues to them and what their solutions might be

Interpersonal Speaking:

- Perform a debate on issues such as gun control; the use of nuclear energy or socialized health care. [CR9]

Interpersonal Writing:

- Students blog on topics such as if it is appropriate to judge the personal life of a candidate or if they have condense in the president
- Review of a given technology/discovery written as “commentary” on a blog

Presentational Writing:

- Description for a given technology/discovery

Assessment:

- Oral/Speaking, Writing (Composition), Email, Presentational Writing, AP 2013 & 2015 Persuasive Essay, AP 2016 Conversation. AP 2016 Cultural Comparison.

October & November (5 weeks)**B. Theme: Science and Technology / La science et la technologie**

Sub-themes: la technologie et ses effets sur la société, les découvertes et les inventions, les nouveaux moyens de communication, les choix moraux

Overview: We start with a questionnaire on students' interest and awareness of technology. This theme includes a lesson on French discoveries of which they may be unaware. Then we research into some of the ethical issues that surround new technologies.

Learning Objectives: [CR6b]

- Students will describe various discoveries or breakthroughs of French scientists
- Students will discuss the impact of various social media on a society

Sample Activities:**Vocabulary:**

- Various technologies
- Media
- Texting/email language

Grammar:

- Prepositions (*à, de,* and other)

Reading:

- Articles from *Le Monde, Le Figaro, Courrier International, Le point, Ça m'intéresse, Paris Match, Phosphore* or other periodicals [CR2b]

Listening:

- News reports from France 2, TV5 Monde and RFI [CR2a]

Interpersonal Speaking:

- Students write responses to editorials in French newspaper
- Students describe photos of actual inventions
- Students will debate controversial topics such as stem cell research or nuclear energy

Presentational Speaking:

- Students present a French discovery /breakthrough such as the newest airplanes, facial skin grafts, HIV discovery
- Students present a new "discovery" they created to deal with a current problem

Interpersonal Writing:

- Students set up mock Twitter site with status updates about what they are doing and comments from other classmates. [CR3b]

Presentational Writing:

- Students write a review of a recent discovery.

Assessment:

- Presentational Speaking - Cultural Comparison, Interpersonal Writing, Interpersonal Speaking, Persuasive Essay, Comparisons and debates while understanding the differences between ethical questions in different cultures, AP 2012 Persuasive Essay, AP 2014 Cultural Comparison, AP 2015 E-mail Reply.

November & December (5 weeks)**C. Theme: Contemporary Life / La vie contemporaine**

Sub-themes: les fêtes, le logement, le monde du travail, l'éducation et l'enseignement, les voyages

Overview: We cover various aspects of students' daily lives with the goal of being able to describe their personal lives and contrast them with others in the class and people from different cultures. This theme includes a lesson on the French education system contrasted with the American system.

Learning Objectives: [CR6c]

- Students will describe various aspects of contemporary life including schooling, sports, hobbies, housing, professions and travel.
- Students will describe their current situations (i.e. schooling, sports, etc.) and future aspirations (i.e. profession, travel).
- Students will compare and contrast different school systems.
- Students will evaluate the role of sports in a society. [CR7]

Sample Activities:**Vocabulary:**

- Schooling, grade levels
- Sports
- Hobbies
- Housing
- Professions
- Travel: modes of transport and country names

Grammar:

- Relative pronouns
- Expressions with *avoir*, *être*, and *faire*

Reading:

- Articles from *Le Monde*, *Le Figaro*, *Courrier International*, *Le point*, *Ça m'intéresse*, *Paris Match*, *Phosphore* or other periodicals [CR2b]
- Job ads and CVs [CR2b]

Listening:

- Film clip from *Être et avoir* and *Entre les Murs*
- Interview of athlete, such as Tony Parker, Nicholas Batum, Joakim Noah, Teddy Ryner, etc.
- Videos detailing specific professions [CR2a]

Interpersonal Speaking:

- HW recording of past travel experiences and if they have been prejudiced against in their travels.
- Students act out job interviews.

Presentational Speaking:

- Students choose from three discussion questions analyzing their education or education in general and report to the class. The rest of the class is responsible for answering.
- Present research about a francophone country.
- Present research about a sport played in France or francophone country.

Interpersonal Writing:

- Students write postcards from places they have “really or virtually” visited.
- A cover letter for a job application.
- Blog on topics such as future careers or the 35 hours work week

Presentational Writing:

- Students describe a sports competition to “appear” in a French newspaper.
- Students will create a brochure attracting people to come to a francophone country.

Assessment:

- Speaking and role-playing, Email inquiring about accommodation during a visit, Presentational Speaking, Persuasive essay, Speaking (Summarizing and presenting articles/various sources), AP 2012 & 2013 Conversation, AP 2014 E-mail Reply.

January & February (5 weeks)**D. Theme: Personal and Public Identities / La Quête de soi**

Sub-themes: l'aliénation et l'assimilation, les croyances et les systèmes de valeur, l'identité linguistique, le nationalisme et le patriotisme

Overview: We start by brainstorming stereotypes of various cultures and discussing their origins. From there we incorporate the above sub themes into the discussion.

Learning Objectives: [CR6d] & [CR7]

- Students will analyze judgments they have about other nationalities as well as their own.
- Students will discuss the role of language (including slang) not just as a means of communication, but also as a cultural identity. [CR8]
- Students will discuss the role of various ethnic groups and what they contribute to a given society. [CR3a]
- Students will discuss the role of cultural identity and compare it to nationalism and patriotism.

Sample activities:**Vocabulary:**

- Adjectives of description and nationality
- Idiomatic expressions
- French slang
- Hobbies/interests/youth activities

Grammar:

Review present tense forms of regular and irregular verbs.

- Regular and irregular adjective forms.
- Subjunctive

Listening:

- Film clips from *La Haine*
- Video (YouTube) *Les clichés français*
- News reports from France 2, TV5 Monde, RFI, Radio Afrique, Radio Canada [CR2a]

Students listen to clips, answer analytical questions based on content. [CR4a]

Reading:

- Articles from *Le Monde*, *Le Figaro*, *Courrier International*, *Le point*, *Ça m'intéresse*, *Paris Match*, *Phosphore* or other periodicals [CR2b]
- Excerpts from *Une Si Longue Lettre*, *l'Enfant Noir*, *Le Papillon dans la Cité* [CR2c]

Interpersonal Speaking:

- HW recording answering questions such as the difference between nationalism and patriotism.
- Role-play: meeting friends at a café using French slang.
- Students interview each other for future presentation. [CR3a]

Presentational Speaking:

- Presentation of a classmate for an initial assessment of their speaking.
- Presentation of a specific nationality's stereotypes, where these ideas come from and what can we do to eliminate them. [CR5a]

Interpersonal Writing:

- Blog answers to discussion questions such as where stereotypes come from. [SEP]
- Students must write an advice letter to a student's problem, incorporating subjunctive expressions. [CR3b]

Presentational Writing:

- Students write an autobiography to introduce themselves to me and for an initial assessment of their writing. [CR5b]
- In-class essay.

Assessment:

- Oral presentation showing comparisons within different ethnic groups, Essay showing an understanding of different views and expressing their own. AP 2012 & 2015 Cultural Comparison, AP 2013 & 2016 E-mail Reply.

February & March (6 weeks) (Spring Break in March)

E. Theme: Families and Communities / La famille et la communauté

Sub-themes: La famille, L'amitié et L'amour, Les coutumes, L'enfance et L'adolescence

Overview: We start with a brainstorming of family vocabulary, which leads to the discussion of what constitutes a family. We extend this discussion to include friendship and love.

Learning Objectives: [CR6e]

- Students will describe their families and others.
- Students will discuss traditional and modern families and what constitutes a family.
- Students will discuss how they were raised and what they will do when/if they raise a family.
- Students describe and discuss different customs and ceremonies in their cultures and others. [CR7] & [CR8]

Sample activities:**Vocabulary:**

- Family
- Holidays and celebrations
- Emotions

Grammar:

- Review various tenses/moods: *passé composé, imparfait, plus-que-parfait, futur, conditionnel, futur antérieur, conditionnel passé.*

Reading:

- Articles from *Le Monde, Le Figaro, Courrier International, Le point, Ça m'intéresse, Paris Match, Phosphore* or other periodicals [CR2b]

Listening:

- Watch clips from *Un Air en Famille, La vie est un long Fleuve tranquille, Le Fils de l'Autre, La Famille Bélier* for vocabulary and discussion. Students need to decipher the meaning from a list of words. [CR2a]

Presentational Speaking:

- HW recording of their families and family traditions.
- Acting as future parents, students discuss how they would raise a family including answers to how they would discipline their child to when/if they would discuss with their child issues related to sex and intimacy.

Interpersonal Speaking:

- Students choose either a role-play of a family dinner or a family appearing on a talk show. At the end I ask pointed questions to students based on their prepared role.
- Students act out a Dating Game scenario (Just before Valentine's Day), describing their background and interests.

Interpersonal Writing:

- Students blog on a variety of family topics such as the generation gap, curfew, *le PACS*, etc. [CR3b]
- Students write a letter to a family member in the future about what they have done now that they are 30 years older.
- Students write a letter giving advice to an incoming high school student.

Presentational Writing:

- Description of a personal tradition or childhood memory.
- In-class essay.

Assessment:

- Interpersonal writing and Presentational speaking, Questions/answers-Class debate, Essay or paragraphs, Oral presentation, sharing their findings, AP 2014 & 2016 Persuasive Essay, AP 2014 & 2015 Conversation.

April & May (5 weeks)**F. Theme: Beauty and Aesthetics / L'esthétique et la Beauté**

Sub-themes: Les arts Littéraires, La musique, Les arts visuels, L'architecture, Le patrimoine, Les arts du spectacle

Overview: This theme includes a lesson on some of the most famous artists, musicians, films, cuisine, and literature in French as well as francophone culture.

Learning Objectives: [CR6f]

- Students will describe various art products (film, painting, books) and their preferences.
- Students will cite various well-known French (and francophone) artists, musicians, actors, etc.
- Students will discuss what art is and the role of art in a society. [CR7]

Sample Activities:**Vocabulary:**

- Fine art, poetry
- Music
- Literature terms; descriptions
- Film genres, descriptions of movies
- Theatre terms
- Food and restaurants

Grammar:

- Passive voice and ways to avoid it [CR8]
- Comparatives and superlatives

Reading:

- French poetry La Fontaine, Baudelaire, Rimbaud, Appolinaire [CR2c]
- French *Les Trois Mousquetaires* (Simplified version as well as the comic book)
- Roland Barthes' philosophy of French cuisine
- Film reviews [CR2b]

Listening:

- Students perform close listening exercises of contemporary French music (MC Solaar, Louise Attaque, Indochine, Carla Bruni, IAM, Stomae, Michel Sardou, Alizé, Diams, Garou, Téléphone, NTM, etc.) and compare with their own popular music.
- Various film clips: *La cage aux rossignols* (served as an inspiration for the film *Les Choristes*), *Cyrano de Bergerac*, *Les Trois Mousquetaires*, etc.
- Watching *Les Choristes*, without subtitles. Students analyze the movie as they would a piece of literature. They complete several cloze exercises.
- Interview with Christophe Barratier describing his movie
- Watching previews of recent and up-coming French movies [CR2a]

Interpersonal Speaking:

- Students act out scenes from films with input from class
- Students debate aspects of art such as violence in movies, censorship of art, etc. [CR9]

Presentational Speaking:

- Present research to class on a French composer and artist
- HW recording on their art preferences
- Students select a French painting of excerpt of music and analyze it for the class
- Students present a French recipe as if they were on a food show explaining how to cook it, where it is from (which region), why they chose it and how it is served [CR7]
- Students present a virtual tour of a French museum highlighting favorite works of art

Interpersonal Writing:

- Students blog about the role of art in their lives and the role of art in a society [CR9]

Presentational Writing:

- Students write their own fable like La Fontaine
- Text Explanation (*Explication de texte*) of a poem of their choice
- Film review of a French movie

Assessment:

- Questions/answers with Multiple-choice, Writing paragraph, Oral presentation, AP 2012 E-mail Reply, AP 2013 Cultural Comparison.

May & June (4 weeks)

Texas STAAR EOC in May, AP Exam in May, Group projects, Oral Final Exam (Individual presentation) and Written Final Exam in June

Review

- Review AP Guide
- Review all pronouns (possessive, demonstrative, relative), and relative with prepositions
- Review of the different themes studied and their correlation with each other: How all these cultures influence our daily life? How the different customs around the world will help to better understand each other and become a global, world citizen?)
- Listening Comprehension [CR3]
- Review of the use of Prepositions, Conjunctions (Practice the proper use and function of connectors (“*Mots Charnières*”))
- Reading passages [CR4] and Audio sources Questions/Answers and Multiple-choice questions

Assessment:

- Writing Persuasive Essays from AP 2012-2016 and from www.Shmoop.com
- Email practice
- Oral Presentation / Interpersonal mode
- Thematic Vocabulary – Words in contexts
- AP Practice and www.Shmoop.com

Final Projects:

Students are working individually. They select a topic (one we already discussed or one we never studied). Topic can be based on Films, Reading, Websites, Cooking, Art, History, Culture, French-speaking (Francophone) countries, etc. Students research this topic and each student gives a presentation on his topic of no less than 15 minutes.

They are asked to make the presentation interactive by including discussion, questions, visual aids, quizzes, games, etc. It stands as their oral exam for the class. It asks them to demonstrate control over a variety of vocabulary terms and structures in both spoken and written form. Their grade is based on their speaking ability, and the content of the presentation.