



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

FRENCH LANGUAGE SYLLABUS

GRADES 8 - 9



Prepared and Published by:
The Curriculum Development Centre,
LUSAKA

2013

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VISION

Quality, life-long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

PREFACE

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum .,

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Junior Secondary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkocha
Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

Acknowledgements

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education ,the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

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MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

INTRODUCTION

This 2011 syllabus is intended to cover two years of the Junior Secondary School, i.e. Grade 8 and 9. It is a revision of the 1999 edition. This was done on the recommendation of the teachers of French through the Zambia Association of French Teachers (ZAFT) to the French Curriculum Committee at the Curriculum Development Centre (CDC). During the revision, certain notions and objectives were regrouped. Some objectives were removed while new ones were added in response to the concepts of Human Rights, Democracy, Gender, Environment, Life Skills, Family and Population, Health and HIV/AIDS and climate change. However, the presentation and conception of the 1999 edition have been reviewed in line with the demand of the Zambia Education Curriculum Framework 2011.

This revised edition, like that of 1999, is conceived within the dictates of the communicative approach in foreign language teaching/learning:

- A practical approach to foreign language teaching/learning through notions (concepts that bring together a number of speech acts that perform a related function).
- These notions have been arranged so as to enhance a logical progression based on the learner's abilities and needs and presented in the form of behaviour objectives that are stated in verifiable terms.
- It is built around the cardinal purpose of language teaching/learning i.e. communication and puts emphasis on both spoken and written language.
- It aims at allowing the learners acquire both linguistic and communicative competences.
- It is flexible enough to enable a creative teacher to build his/her lesson out of any method/approach based on modern language teaching/learning techniques.

The syllabus has been arranged in the following order for ease of reference; the notion, functional outcomes (communicative outcomes) and linguistic (content). Being a NOTIONAL DRIVEN SYLLABUS, this document ensures that the teaching of French is based on and organised by the functions that utterances can have and the phenomenal categories that such elements relate to.

The outcomes listed here are intended to help learners see the value of learning French. Therefore, the authors have highlighted to the user what is linguistically worthwhile. However, the teacher should treat this document as a mere guide and as such, he/she should not feel inhibited from delving into other sources of language learning/teaching because there is no "méthode passepartout". What is being demanded of the teacher here is simply creativity, flexibility and resourcefulness.

GENERAL AIMS

At the end of Grade 9, learners should be able to master a level of skills in French necessary for them to continue at Senior Secondary School level (Grades 10-12), appreciate the value of learning a foreign language and appreciate other linguistic groups' cultures.

GENERAL OUTCOMES

Learners who have completed two years of French learning should:

- communicate in simple French both verbally and in writing.
- listen to and interpret a simple and short text in French.
- read correctly and demonstrate understanding of a simple and short text in French.
- demonstrate and apply correctly elementary French through grammar exercises.

SPECIFIC OUTCOMES

Learners should be able to use French as a tool of communication through:

- listening
- speaking
- reading
- writing

A copy of the current examination format is included to guide the end user in preparing learners for assessment.

ASSESSMENT

EXAMENS DE FRANCAIS DE 9e ANNEE

1. PAPER 1: ORAL (EXPRESSION ORALE): 20 points

Forme: a) Lecture (10 points)
b) Conversation (10 points)

Instrument: Bande dessinée avec dialogue qui sera lu par l'élève. La conversation, dirigée par le questionnement du professeur examinateur, portera sur la situation de communication exposée par la bande dessinée (éléments linguistiques et situationnels).

PAPER 1: AURAL (COMPREHENSION ORALE): 20 points

Forme: Réponses à 10 questions écrites (2 points chacune) présentées sur le papier d'examen (5 questions de type vrai/faux, d'accord/pas, d'accord, oui/non, et 5 items de questions à choix multiples (QCM)).

Instrument: Un texte court présentant une situation bien définie que l'examineur lira trois fois aux élèves qui disposeront du formulaire de réponses (papier d'examen) à partir de la première lecture.

PAPER III; WRITTEN 60 points (durée: 90 minutes)

A. Compréhension écrite: 30 points

Forme: 15 questions (2 points chacune) organisées comme suit:
5 items de QCM
5 questions de type vrai/faux, oui/non etc...
5 questions de type explication de texte

Instrument: 2 petits textes informatifs adaptés au niveau des candidats et qui figureront sur les feuilles d'examen.

B. Grammaire et structures: 20 points

a) Reconstitution de 5 phrases à partir de mots présentés dans le désordre: (10 points)

b) Transformations grammaticales du type “mettre les phrases au passé, au pluriel, au féminin, etc” 10 points (10 phrases à transformer).

C. Expression écrite: 10 points

Rédaction guide (semi-contrainte) de 5 phrases à partir d'éléments donnés sur la feuille d'examens (actes de parole à organiser par l'élève).

Durée: 90 minutes.

THE EXAMINATION FORMAT NEEDS TO BE UPGRADED FROM TIME TO TIME ACCORDING TO ASSESSMENT RESULTS.

GRADE 8 TERM 1

Competence : Ability to apply simple linguistic and communicative skills in French language for use in academic work and work place.

Apply high level skills in French necessary for continuing academic work at Senior Secondary level.

Show evidence of appreciation of French linguistic groups and culture.

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
1.	8.1.0. Greetings	<p>8.1.1 use appropriate basic greeting in French when meeting different persons (friends, family members, adults...)at different times of the day (morning, afternoon, evening, night).</p> <p>8.1.2 use appropriate French expressions when taking leave of someone after a meeting.</p> <p>8.1.3 enquire and give information about someone's state of health verbally and in writing.</p> <p>8.1.4 correctly inform other people about one's health</p>	<ul style="list-style-type: none"> • Verbes: aller, se porter, saluer, embrasser • Vocabulaire: <ul style="list-style-type: none"> - Bonjour, bonsoir, au revoir - Monsieur, madame mademoiselle - Merci, moi, toi, vous • Expressions: <ul style="list-style-type: none"> - au revoir - à bientôt - à demain - à tout à l'heure - très bien - comment... ? - bien sûr 	<ul style="list-style-type: none"> - appropriacy in formal greetings - self-awareness - self-confidence - accuracy in French 1 - expression - assertiveness - correct inquiry - self-esteem 	<ul style="list-style-type: none"> - respect - courtesy - consideration - love - cooperation - appropriate expression. - emphatic values - sympathetic values - appreciation of accuracy in information
	8.2.0 Identification	<p>8.2.1 correctly introduce themselves and others.</p> <p>8.2.2 enquire and give information about someone's identity.</p>	<ul style="list-style-type: none"> • Verbes: Appeler, s'appeler, habiter, être, travailler, présenter, se présenter, demander, connaître 	<ul style="list-style-type: none"> - clarity - reporting 	<ul style="list-style-type: none"> - appreciate the need to be precise and clear in speech

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
1	8.2 Identification (cont'd)	<p>8.2.2 enquire and give information about someone's identity</p> <p>8.2.3 correctly fill in a form with personal particulars.</p> <p>8.2.4 correctly identify and name objects in French.</p>	<ul style="list-style-type: none"> • <u>Vocabulaire:</u> <ul style="list-style-type: none"> - nom, prénom - profession, nationalité - carte d'identité, passeport - certificat de naissance - domicile, quartier, état civil • <u>Expressions:</u> <ul style="list-style-type: none"> - comment t'appelles-tu? - comment vous appelez-vous? - comment tu t'appelles? - comment vous vous appelez - tu t'appelles comment? - il est + profession - il est + nationalité - qui est-ce? - c'est qui? - qu'est-ce que c'est ? - c'est quoi ? 	<ul style="list-style-type: none"> - literacy - problem solving - self-esteem - identifying - naming objects - critical thinking 	<ul style="list-style-type: none"> - appreciate correct vocabulary used to identify a person or an object. - appreciate the ability to read and write on a specific form - show clarity in identifying objects by name - good pronunciation

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
1.	8.3.0. Possession	<p>8.3.1 enquire or state both verbally and in writing that something belongs to one self or somebody else</p> <p>8.3.2 distinguish verbally and in writing between masculine and feminine.</p> <p>8.3.3 use correctly both verbally and in writing the feminine and masculine forms.</p> <p>8.3.4 introduce basic gender roles in home/schools</p>	<ul style="list-style-type: none"> • Verbes: avoir, être, appartenir • Vocabulaire: (ça dépendra de circonstance) • Expressions: C'est + adjectif possessif + nom commun Ex : mon livre, ma famille, mon amie -c'est à – moi, toi - il est – lui/elle - nous, vous, eux/elles - c'est + nom commun appartient à moi. 	<ul style="list-style-type: none"> - inquiring and stating possession - literacy - problem solving - gender analysis - critical thinking - effective Communication 	<ul style="list-style-type: none"> - use of appropriate gender terms to indicate possession - appreciation of gender terms on people - respect for other people's possessions - humility - sympathy towards other people's loss - humility in acknowledging gifts and compliments
	8.4.0. Colours	<p>8.4.1 correctly identify and tell the main colours</p> <p>8.4.2 correctly tell the colour of an object and in the environment</p> <p>8.3.4 correctly colour or label given objects.</p>	<ul style="list-style-type: none"> • Verbes: -colorer/décolorer/peindre • Vocabulaire: - blanc, blanche (masculin/féminin) noir/noire, rouge, jaune, vert/verte, bleu/bleue, brun/brune, marron, orange, rose • Expression Il/elle est + nom de couleur (Il est noir, le chien) C'est + nom de couleur 	<ul style="list-style-type: none"> - critical thinking - problem solving - creative thinking - comparing similar phenomena - stating colours - assertiveness 	<ul style="list-style-type: none"> - cooperation - appreciation of flora and fauna

GRADE 8 TERM 2

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
2.	8.5.0 Numeracy	<p>8.5.1 correctly count up to 1000 (in tens, then hundreds to 1000)</p> <p>8.5.2. correctly add, subtract, divide and multiply (small numbers below 100)</p> <p>8.5.3 counting the population of a school, village, community etc.</p> <p>8.5.4 correctly state ordinal numbers: 1 up to 10 (first, second etc...)</p> <p>8.5.5 correctly ask for/or tell the prices of goods.</p> <p>8.5.6 approve or disapprove of the prices of goods</p>	<ul style="list-style-type: none"> • <u>Verbes:</u> -compter, être, additionner, acheter. vendre, multiplier, diviser, soustraire payer... • <u>Vocabulaire:</u> La taille, la pointure, le prix, la monnaie l'argent, le billet, la devise (le dollar, le franc, l'euro, le kwacha. -division, multiplication, addition, soustraction, l'achat • <u>Expressions:</u> - C'est cher/ce n'est pas cher C'est + très/trop/vraiment + cher Ça coûte combien? Ça vaut combien? Quel est le prix de? C'est – quelle taille? - Quelle pointure? C'est cher, bon marché -faire l'addition la pauvreté, la richesse 	<ul style="list-style-type: none"> - critical thinking - literacy - numeracy - creative thinking - problem solving - counting correctly - self-esteem - negotiation - good governance - assertiveness 	<ul style="list-style-type: none"> - confidence - correction - discovery - clarity - accuracy - brilliance - order - skillfulness - service - neatness - beauty - precision - politeness - appreciation

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
2	8.6.0 Likes and dislikes	<p>8.6.1 express their likes and dislikes; tastes colour, hobbies, places, buildings, scenery, people</p> <p>8.6.2 confidently point out right or wrong things in society.</p> <p>8.6.3 state their likes and dislikes for corruption, diseases and behaviour</p>	<ul style="list-style-type: none"> • Verbes: sélectionner, choisir, aimer, préférer, adorer... • Vocabulaire: la négation -nepas (ex...: je n'aime pas) • Expressions: -c'est bon/mauvais/ce n'est pas bon -c'est bien mal/ce n'est pas bien -je suis désolé(e) -désolé(e) 	<ul style="list-style-type: none"> - expressing oneself - analysing - critical thinking - self confidence - assertiveness 	<ul style="list-style-type: none"> - confidence - frankness - good planning - precaution - boldness
	8.7.0. Localisation	<p>8.7.1 correctly ask for and locate a person or an object.</p> <p>8.7.2 correctly locate a place according to given directions.</p> <p>8.7.3 correctly locate a place in relation to another and also giving their sizes.</p> <p>8.7.4 correctly direct someone to a given place.</p> <p>8.7.5 correctly read a simple map and locate a country, a town a village, a river and any other feature</p>	<ul style="list-style-type: none"> • Verbes: aller, tourner, monter, habiter, se trouver, se diriger... • Vocabulaire: -route, village, ville, direction, coin, cinéma, poste, banque, hôtel, église etc... -petit/petite, grand/grande... • Expressions: -dans/sur/sous/devant/dernière -près de/loin de..., à côté de... -à gauche/à droite/tout droit -à l'est, à l'ouest/au nord/au sud au nord-est...à combien de kilomètres de + nom de lieu? – où? 	<ul style="list-style-type: none"> - investigating - searching - literacy - clarity - precisely state - critical thinking - following instruction 	<ul style="list-style-type: none"> - imagination - intelligence - capability - confidence

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
2	8.8.0 Distance	<p>8.8.1 Precisely indicate a residential address in terms of distance and location</p> <p>8.8.2 Correctly tell how far or near a point is from another</p> <p>8.8.3 Correctly tell the position of one object in relation to another.</p>	<ul style="list-style-type: none"> • Verbes: aller, être, courir, marcher, rouler, conduire, piloter, naviguer, mesurer, se trouver • Vocabulaire: le kilomètre, la distance, la direction, la rue, l'aéroport, l'hôtel, le mètre, l'école, l'hôpital, la profondeur, la hauteur, le lieu • Expressions: -il y a ...kilomètres de ...à... -c'est à... kilomètres de...à... -où se trouve...? où est...? 	<ul style="list-style-type: none"> - analytical thinking - determining - cooperating - literacy - accuracy - numeracy 	<ul style="list-style-type: none"> - confidence - carefulness - accuracy - precision
	8.9.0 Accommodation	<p>8.9.1 correctly identify and name the different rooms of a house and their use.</p> <p>8.9.2 correctly name and differentiate modern and traditional homes</p> <p>8.9.3 state correctly whether a place is dirty or clean.</p> <p>8.9.4 mention the negative effects of a dirty environment.</p> <p>8.9.4 sensitize peers and the community around on matters of practical health.</p>	<ul style="list-style-type: none"> • Verbes: balayer, aérer, dormir, se coucher, s'asseoir, nettoyer, prendre une douche, se baigner, laver, se laver • Vocabulaire: la chambre à coucher, le salon, la salle de bain, la salle à manger, la cuisine, les toilettes, la douche • Expressions: -c'est confortable, propre, sale, spacieux, aéré 	<ul style="list-style-type: none"> - analysing - differentiating homes or buildings - critical thinking 	<ul style="list-style-type: none"> - order - recognition - skillfulness - thoughtfulness - precision - cleanliness - consistency - knowledge - hardwork

GRADE 8 TERM 3

Competence: Apply French language skills and patterns to express feelings, thoughts, experiences and convictions clearly and effectively in both speech and writing.

Apply French language skills in reading comprehension for academic and situational usage in life.

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
3	8.10.0 Family Relationships	8.10.1 identify and tell in simple French the relationships that exist among members of the nucleus and extended families. 8.10.2 narrate verbally and in writing in simple French their own family relationships. 8.10.3 state correctly what they are allowed and not allowed to do at home, at school... 8.10.4 mention challenges faced by families in relation to HIV/AIDS pandemic. 8.10.5 mention the roles played by each member of the family	<ul style="list-style-type: none"> • <u>Verbes:</u> avoir, être/nourir -obéir, défendre, permettre, désobéir, mourir, enterrer • <u>Vocabulaire:</u> (membres de la famille proche et élargie) : parents, père, mère, oncle..., orphelin(e) • <u>Expressions:</u> -Il est interdit/ défendu/permis/ autorisé + de + verbe -c'est interdit/défendu/ permis/autorisé -combien de frères/sœurs/ cousin(s)/cousine(s)... -quel âge...? -plus/moins/aussi + (adjectif) + que -avoir + nombre + ans -avoir + nombre + sœur/frère(s) etc.... -combien de- frère/sœur/cousin(s) cousine(s) -quel âge...? -quel(le) cousin(e) 	<ul style="list-style-type: none"> - analysis - evaluating - critical thinking - assertiveness - enumeration - problem solving - stress - negotiation - self confidence - effective communication - self awareness 	<ul style="list-style-type: none"> - respect - knowledge - guidance - gratitude - pleasantness - obedience - order - courtesy - maturity - significance - trustworthiness

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
3	8.11.0 Time	<p>8.11.1 correctly ask and tell the time.</p> <p>8.11.2 narrate in chronological order daily activities verbally and in writing in reference to different times of the day.</p> <p>8.11.3 identify and tell the days of the week, and months of the year.</p> <p>8.11.4 adhere to medical instructions.</p> <p>8.11.5 correctly make the following in French :</p> <ul style="list-style-type: none"> - diary - calender - timetable 	<ul style="list-style-type: none"> • <u>Verbes:</u> Prendre, dire, raconter, suivre, narrer, retarder, se dépêcher • <u>Vocabulaire:</u> la journée, le matin, l'après-midi, le soir, la nuit, le jour, l'heure, la soirée, le mois, la semaine, l'année, l'an, le temps, en retard, agenda, programme etc. • <u>Expressions:</u> -être à l'heure -il est -prendre un médicament une, deux ...fois par jour/semaine -quelle heure est-il? -vous avez l'heure? -tu as l'heure? -l'heure, s'il vous plait! -pendant combien de temps? - depuis quand? - être de bonne heure 	<ul style="list-style-type: none"> - judgemental - analysing - critical thinking - problem solving - comprehension - literacy 	<ul style="list-style-type: none"> - sincerity - precision - reflection - empathy - sympathy - excellence - coolness - cooperation - desire - devotion - care/responsibility - efficiency - time keeping

GRADE 9 TERM 1

Competence: Apply French language skills and patterns to express feelings, thoughts, experiences and convictions clearly and effectively in both speech and writing.

Apply French language skills in reading comprehension for academic and situational usage in life.

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
1	9.1.0 Weather	9.1.1 correctly tell what the weather is like on a particular day. 9.1.2 identify correctly and name factors affecting weather. 9.1.3 name correctly and differentiate the various seasons – local and foreign. 9.1.4 name correctly the activities and clothes associated with seasons in 9.1.3. 9.1.5 confidently state advantages and disadvantages of each season in relation to global warming. 9.1.6 discuss steps to be taken in view of drastic climate change.	<ul style="list-style-type: none"> • <u>Verbes:</u> -cultiver, défricher, labourer, récolter, pêcher, pleuvoir, briller, sécher -brûler, couper, jeter • <u>Vocabulaire:</u> -les saisons: l'automne, l'hiver, le printemps, été -vêtements: manteau/tricot/gants/chapeau veste/imperméable/parapluie, ... -feu, fumée, poussière, neige, inondation, nuage... • <u>Expressions:</u> -il fait beau/mauvais, chaud, froid. -il neige/il fait + ...(nombre) + degrés celsius/fahrenheit -il pleut -il y a du vent -il y a du soleil 	<ul style="list-style-type: none"> - analysing - problem-solving - critical thinking - problem analysis - self-confidence 	<ul style="list-style-type: none"> - punctuality - sensitivity - pro-activity - mindfulness - self reliance - logic - perfection.

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
1	9.2.0 Permission/prohibition	<p>9.2.1 correctly ask for permission to do something.</p> <p>9.2.2 confidently give someone permission to do something.</p> <p>9.2.3 deny someone the opportunity to do something</p> <p>9.2.4 identify and interpret prohibitive and non-prohibitive signs</p>	<ul style="list-style-type: none"> • Verbes: permettre, défendre, autoriser interdire, donner, empêcher • Vocabulaire: autorisation, permission, défense, attention, feu rouge, agent de police, casier judiciaire, la loi, l'avocat • Expressions: -c'est interdit/défendu/permis/autorisé -défense de fumer, permission de fumer. 	<ul style="list-style-type: none"> - self-confidence - critical thinking - analysis - negotiation - effective communication - stress management 	<ul style="list-style-type: none"> - respect - trust - trustworthiness - loyalty - maturity - courtesy - honesty - politeness
	9.3.0 Possibility and impossibility	<p>9.3.1 enquire or state whether something can or cannot be done.</p> <p>9.3.2 express the ability and inability to do things.</p> <p>9.3.3 suggest ways to resolve challenges.</p>	<ul style="list-style-type: none"> • Verbes: -pouvoir, permettre, essayer, participer, conseiller, discuter • Vocabulaire: possible, impossible, facile, difficile, peut-être • Expressions: -c'est + possible/impossible -c'est/ce n'est pas possible de + infinitif -c'est facile/difficile -c'est pas possible de + infinitif (à l'oral seulement) -ce n'est pas possible -on peut/ne peut pas + infinitif 	<ul style="list-style-type: none"> - critical thinking - analysing - problem solving - self-confidence - creative thinking - effective communication - conflict resolution 	<ul style="list-style-type: none"> - wisdom - care - logic - faith - anticipation - conservation - empathy

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
1	9.4.0 Hobbies	<p>9.4.1 talk confidently about their hobbies and interests:- hunting/fishing/dancing/travelling.</p> <p>9.4.2 write correctly a short letter (5-10 lines) to a pen friend about their own hobbies and interests.</p> <p>9.4.3 confidently recite simple poems in French.</p> <p>9.4.4 identify and name solid wastes that affect environment.</p> <p>9.4.5 discuss the advantages and disadvantages of each season in relation to global warming.</p> <p>9.4.6 translate some hobbies into income-generating activities</p>	<ul style="list-style-type: none"> • Verbes: -aimer, préférer, jouer, nager, pique-niquer, chasser, pêcher, polluer • Vocabulaire: -sachet en papier/en plastique, bouteille en plastique, en verre, charbon, la chasse, le sport, la piscine, la rivière • Expressions: -j'aime bien, ce qui m'intéresse c'est aimer + nom d'une activité de loisir -aimer + infinitif -préférer + nom -préférer + verbe 	<ul style="list-style-type: none"> - confidence - self-esteem - analyzing - creative thinking - critical thinking - entrepreneurship 	<ul style="list-style-type: none"> - alertness - endurance - honesty - correctness - unity - privacy - responsibility - endurance - patience - accuracy

GRADE 9 TERM 2

Competence: Apply French language skills and patterns to express feelings, thoughts, experiences and convictions clearly and effectively in both speech and writing.

Apply French language skills in reading comprehension for academic and situational usage in life.

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
2	9.5.0 Communication	<p>9.5.1 write correctly a short letter or article (5-10 lines) in simple French to someone:- friend/pen...friend/parents/ relatives.</p> <p>9.5.2 correctly make and respond to a telephone call.</p> <p>9.5.3 identify and name the following means of communication in French: letter-writing telephone, fax, internet, e-mail.</p> <p>9.5.4 suggest ways of incorporating learners with special education needs.</p>	<ul style="list-style-type: none"> • <u>Verbes:</u> écrire, envoyer, répondre, signer, discuter, parler, téléphoner • <u>Vocabulaire:</u> -une lettre, un téléphone, un fax, internet, un mel -allô! -je voudrais parler à... - je vous/te la passe -je l'appelle • <u>Expressions:</u> -pour commencer une lettre: cher Paul/papa chère Pauline/maman -pour terminer une lettre: -ton ami(e) -je vous embrasse/je t'embrasse -amitiés/salut/ amicalement 	<ul style="list-style-type: none"> - confidence - literacy - attentiveness - critical thinking - orderliness - analytical approach 	<ul style="list-style-type: none"> - logic - order - vitality - thankfulness - respect - precision - obedience - optimism - affection - balance - courtesy

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
2	9.6.0 Hotels and restaurants	<p>9.6.1 ask for a room in a hotel.</p> <p>9.6.2 read a menu and order a meal in a hotel, restaurant or any other eating place.</p> <p>9.6.3 identify and name different types of food and drink.</p> <p>9.6.4 effectively negotiate for an affordable price</p> <p>9.6.5 list and discuss health-related foods</p>	<ul style="list-style-type: none"> • <u>Verbes:</u> négocier, payer, coûter, goûter, déjeuner, diner, manger, prendre, réserver, commander, • <u>Vocabulaire:</u> -hôtellerie: étage, garçon, chambre... -menu: poisson, viande, légumes, dessert... -repas, petit déjeuner/déjeuner/diner -couvert: assiette, couteau, fourchette, verre... -boisson: eau/jus/thé/café/lemonade vin/bière -du, de, de l', le, la -la chambre coute combien ? • <u>Expressions:</u> -tu prends ...? qu'est-ce que tu prends...? qu'est-ce que vous prenez? Combien coute ? A combien de kilomètres ? Qu'est-ce vous offrez ? Quelle boisson ? 	<ul style="list-style-type: none"> - literacy - critical thinking - comprehension - analysing - negotiation - assertiveness - effective communication 	<ul style="list-style-type: none"> - financial independence - creativeness - friendliness - care - appreciation - accuracy - respect - obedience - organisation - kindness - responsibility

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
2	9.7.0 Post Office	9.7.1 enquire correctly about, and carry out postal operations: - sending/receiving/ registering/ mailing: letters, parcels/money telegrams/telephone messages...	<ul style="list-style-type: none"> • Verbes: envoyer, remplir, peser, recevoir, téléphoner (au présent/passé composé/future proche) • Vocabulaire: carte d'identité, lettre, courrier, paquet, enveloppe, timbre, carte postale, mandate postal, la boîte aux lettres... • Expressions: - Je voudrais envoyer..., s'il vous plait. - Vous avez des timbres ? - Vous désirez... monsieur/madame ? 	<ul style="list-style-type: none"> - literacy - comprehension - critical thinking - problem solving - accuracy - understanding 	<ul style="list-style-type: none"> - logic - privacy - neatness - order - honesty - transparency
	9.8.0 Hospital	<p>9.8.1 identify correctly and name various medical personnel.</p> <p>9.8.2 read correctly and follow directions to locate different wards or clinics.</p> <p>9.8.3 state correctly causes and effects of diseases and drug abuse</p> <p>9.8.4 discuss ways of preventing some diseases.</p>	<ul style="list-style-type: none"> • Verbes: - identifier, lire, dire, expliquer, suivre, nommer, prescrire, vérifier, avertir, guérir, hospitaliser, piquer, prendre... • Vocabulaire: - les parties du corps humain, infirmier(ère), docteur, médecin, goute, sirop, cachet. - les noms de quelques, médicaments : pénicilline, aspirine, - la drogue: la marijuana, l'héroïne la cocaïne, le chanvre, l'alcool... 	<ul style="list-style-type: none"> - critical thinking - literacy - selfactualisation - analysing - self awareness - stress management - confidence - care - support 	<ul style="list-style-type: none"> - care - helpfulness - sympathy - empathy - encouragement - love - attention - devotion - usefulness - significance - simplicity - reliability

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
2	9.8.0	<p>9.8.5 correctly receive and give information on the prevention of diseases such as HIV/AIDS STIs, Cholera</p> <p>9.8.5 correctly identify and name different parts of the body.</p> <p>9.8.6 tell correctly what they or others are suffering from and administer prescribed medication.</p>	<ul style="list-style-type: none"> - l'abus de la drogue - le préservatif, le sida, séropositif, le cholera, les maladies vénériennes, la contraception <p>• Expressions: avoir mal á + au + aux parties du corps, avoir de la fièvre, avoir le/la + nom de la maladie</p> <p>ex.: j'ai la malaria, la grippe, le rhume...</p> <ul style="list-style-type: none"> - prendre + ...(nombre) + comprimé(s), cachet(s) gélule(s) une/deux...fois par jour/semaine. 		<ul style="list-style-type: none"> - love - kindness - uniqueness - grace - focus - excellence - concentration - awareness - sympathy - adherence - dependability

GRADE 9 TERM 3

Competence: Apply French language skills and patterns to express feelings, thoughts, experiences and convictions clearly and effectively in both speech and writing.

Apply French language skills in reading comprehension for academic and situational usage in life.

Apply Life Skills in French language to deal with challenges of life in school and at tertiary level.

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
3	9.9.0 Transport	<p>9.9.1 identify correctly and name various types of transport used locally and abroad.</p> <p>9.9.2 ask correctly and give information pertaining to ticket sales and fares</p> <p>9.9.3 read correctly and give information pertaining to time schedules</p>	<ul style="list-style-type: none"> • <u>Verbes:</u> -aller, voyager, emporter, apporter, monter, marcher, décoller, atterrir, conduire, piloter, monter, descendre, dépanner ... • <u>Vocabulaire:</u> - avion, train, métro, autobus, autocar, bateau, vélo, voiture, camion, en panne... -billet, aller simple, aller retour -guichet, contrôleur, chauffeur, pilot, mécanicien... • <u>Expressions</u> -par train, par bus, à pied, à vélo, par avion, par bateau -c'est à quelle heure, le train? l'avion?... 	<ul style="list-style-type: none"> - critical thinking - self-esteem - literacy - confidence - endurance - tolerance 	<ul style="list-style-type: none"> - direction - fluency - accuracy - cooperation - guidance - helpfulness - honesty - fairness - reflection - accuracy - order - stability

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
3	9.10.0 Immigration and customs	<p>9.10.1 correctly carry out immigration and customs formalities: - declaring goods - filling in forms</p> <p>9.10.2 state correctly corrupt practices and their effects on society.</p> <p>9.10.3 state the importance of following rules at both local and international levels.</p>	<ul style="list-style-type: none"> • <u>Verbes:</u> expirer, corrompre, émigrer, déclarer, visiter, défendre, permettre, négocier, exporter, emporter, interdire, expliquer, payer, montrer, ouvrir, fermer, arrenter ... • <u>Vocabulaire:</u> marchandise, bagage, documents de voyage, passeport, délivré à, visa, agence de voyages, la préfecture, la mairie, négociation, le dessous-de-table, le pourboire, l'abus de pouvoir, l'impôt, la douane, la vaccination • <u>Expressions:</u> -déclarer, remplir une fiche, ouvrir une valise, visiter les valises... -c'est interdit, ce n'est pas interdit, ce n'est pas autorisé... -vous avez quelque chose à déclarer? -rien à déclarer? 	<ul style="list-style-type: none"> - critical thinking - analysing - self-esteem - self-actualization - self-confidence - negotiation - conflict resolution - assertiveness 	<ul style="list-style-type: none"> - respect - peace - authority - privacy - loyalty - obedience - unity - thoroughness - tranquility - independence - excellence - compliance - honesty

GLOSSARY

These literary terms should be integrated in the lessons even though it is equally important for learners to know definitions of each one of them.

1. aesthetic: of the beauty of literary works; connected with the appreciation or criticism of the beautiful.
2. adrenalin: a chemical substance that pours into a person's blood stream when he is angry, anxious or excited. It increases the level of commitment in a person.
3. allegory: a carefully written work that describes one thing under the guise of another suggestively similar.
4. alliteration: a literary device where a close repetition not necessarily of the same letter but definitely of the same sound usually at the beginning of words for the purposes of enhancing clarity in meaning, emphasis or just for artistic beauty.
5. allusion: association with; a reference to some other experience outside what is under discussion.
'Lazarus was lucky, Jesus was around'
This reference or allusion brings a wide world of biblical experience outside the limitation of the topic under discussion.
6. altruism: the desire to end an argument not necessarily that a consensus or an agreement has been reached but to preserve peace.
7. ambiguity: double meaning or an expression capable of more than one meaning.
8. amphibian: a creature that can live both in water and on land.
9. analogy: it is the description of something known in order to suggest in certain respects something unknown; it is a way of describing a relatively unknown entity by comparing its unknown attributes with those of a known entity.

10. anti-climax: in a literary work, a point at which the plot begins to disentangle itself in its complexity and sophistication towards the conflict resolution.
- B** 11. belief: a feeling of certainty that something is right, wrong, exists, or doesn't. If you do not have belief in a lot of things then you are a skeptic.
- C** 12. character: a person or an animal that plays a role in a dramatic piece of work or in a novel. Different characters play different parts to produce a complete story.
13. charlatan: an impostor; an empty pretender to knowledge or skills.
14. chauvanism: an exaggerated patriotism; an irrational argument advanced by women that puts them in an equal or superior position over men is called female chauvinism. The opposite is called male chauvinism.
15. comedy: dream that deals with and presents its acts in a funny and humorous way. It speaks the language of everyday life. Its purpose is to amuse but more often than not to ridicule society. Comedians are usually very funny people by their nature.
16. connotation: the implication of the surface meaning of a word or expression; the secondary meaning of a word or expression.
17. crisis: the decisive moment in a story; a point at which a decision can no more be delayed.
- D** 18. denotation: the objective, primary or basic meaning of a word or expression; the meaning that excludes all other shades as a result of the writers feelings or experiences.
19. dialogue: a literary work in the form of a conversation; a discussion that involves more than one person on the basis of question and answer.
20. didactic: a literary work that intends to deliver a lesson. In modern literature, a book that is no not didactic is not worth reading.

21. dope: a strong drug taken for reasons other than medicinal; a very strong stimulant often banned for public use.
22. drama: a conversation accompanied by body action usually performed in front of an audience.
- E** 23. electorate: voters.
24. empathy: the behaviour of one putting oneself into a situation (often a painful one) of another person. – of sympathy = the behaviour of just feeling sorry for someone in a painful situation without wishing to feel the same pain.
25. entity: something with usually a form of life that is completely independent of the other things.
26. episode: an incident which forms part of the whole story, plot or narrative.
27. epistemology: the study of knowledge.
28. euphemism: a literary technique in which an accurate but explicit word is substituted with a gentler and less distasteful term.
- F** 29. flashback: a literary technique in which the writer brings the past into the present in order to explain why something is in its present condition.
30. flaw: a detected error in a literary work.
- H** 31. hero: the principal male character with positive or admirable attribute in a play or novel. Heroes never die, if they do physically, they continue to live in legendary.
32. heroine: the female character with attributes like those of a hero.
33. hoodwink: trick, cheat or deceive.
34. humour: the light heartedness; ability to replace gloom with laughter.

35. hyperbole: a literary device consisting of an extravagant statement or exaggeration. It is used to emphasise the importance or extent of something.
- I 36. illiteracy: unable to read and write and consequently unable to understand the simple processes of life.
37. imagery: pictures in words; the art of a writer to not only presented the pictures of what he is talking about but also describes those pictures.
38. immunity: an ability to be unaffected by something: a king's palace enjoys immunity status so is a diplomatic house or mission in any country – as long as the offender remains on such grounds no one who knows the laws of immunity can touch him.
39. infringe: violate; break.
40. insinuation: innuendo; the way of referring to something in an indirect way. Most of the proverbs or wise sayings we use are insinuations of the truth.
41. irony: sarcasm; use of words with an intention to ridicule a situation. Almost all ironical statements are a direct opposite of what they actually seem to mean.
- L 42. literature: it is a department of language in poetry or prose, written and unwritten, of accepted quality whose main aim is to express life in its wholeness. It is both an art and a trade that aims at enriching mankind with all aspects of life and living.
43. legend: a traditional popular tale or a person who achieves great fame while he is still alive. A legend may include truth and imaginative material.
44. lyric: it is a poem that expresses personal feelings intended to be sung.
- M 45. metaphor: an implied comparison; it is a style of writing that conveys the meaning more clearly and

generally in a delightful manner of comparison.

46. metre: means 'measure', and may be defined as any form of measured, or regulated, rhythm. All language has stressed and unstressed syllables, and in English poetry metre is the technical term for the rhythmic arrangement of the those syllables.
47. miniature: a highly finished portrait of a reduced image.
48. monologue: a speech where there is only one speaker of soliloquy.
49. mood: the disposition of mind and feelings. We can refer to the moods of anger, happiness, sadness that characterise a novel or part of it.
50. moral: education derived from a literary work directly or by implication; such a story that delivers such education is also called a moral.
51. myth: a traditional story or legend that offers an explanation usually based on religion or supernatural phenomenon often appealing to emotions rather than to reasoning.
- N** 52. naivety: the display of lack of experience, wisdom or judgement.
53. narrative: a story.
54. nostalgia: haunting memories; thoughts that bring back strong wishes for someone to go back in time and space.
- O** 55. opera: a dramatical piece of work that is accompanied by music; a musical play.
- P** 56. pandemonium: confusion; disorder.
57. pantomime: a play that is presented to the audience without words but only through signs.
58. paradox: a clever statement that contradicts itself i.e. Love makes me blind and it makes me see – it forces the reader to think harder in order to get the meaning.

59. parallelism: the running side by side of statements or ideas that express similarity in their meaning.
60. partiality: favouritism.
61. personification: the presentation of non-living objects or non-humans or abstract ideas as persons. e.g.
 a) a shadow greeted another shadow on bleek at.
 b) the clouds raced across the open skies.
62. plot: a narrative of events; a well worked out movement of events in a story to create and maintain interest in the reader.
63. premonition: an unsettling feeling that foretells an event usually of an unpleasant nature.
64. proverb: a literary device which is a popular saying memorably expressed.
65. poetic justice: a fitting end or reward for each character according to her or his deeds. Where villains almost always get punished and heroes and heroines get positively rewarded. When the opposite is done we say that there is no poetic justice or it is the miscarriage of justice.
- R** 66. rhyme scheme: a pattern of rhyme usually denoted by small letters. For example, the above poem has the following rhyme scheme:
 a, b; a, b; a, b; a, b;
- S** 67. sarcasm: an offensive remark with the sole intention inflicting pain into someone.
68. satire: a literary work that employs sarcasm and irony to ridicule the ills of the society in order to heal or reverse the order of things.
69. sensibility: the capacity to feel; the ability to be affected emotionally or otherwise by the environment.
70. sentimentality: an unworthy or unnecessary or an excessive emotional response to a situation; an over-

stimulated emotional response to what we hear and see.

71. setting: the background in terms of time and place against which a work of literature is written. e.g. a book written during World II (time) about Russia (place) must be written in such a way that the events fit in that time and place.
72. simile: an imaginative comparison for purposes of making explanations clear. Similes are denoted by the use of words such as: as, like, as if – of metaphor.
73. soliloquy: a loud speech addressed to oneself, of monologue.
74. structure: form; definable parts of a literary work.
75. style: the manner in which a writer presents his book. Different writers have different styles – even those who have written on the same subjects have used language differently. Some writers use long and winding phrases and yet others are well known for their brevity.
76. suspense: a literary technique used by many writers to keep their readers guessing as to what is likely to follow in the plot. The intense the suspense the more interesting the book is likely to be.
77. suspension of disbelief: the nature of the readers to temporarily put away their faculty of doubt in order to accommodate an unlikely happening. When animals talk in animal narratives we never doubt that ability because we usually employ a willing suspension of disbelief.
78. symbol: a person, object or idea that stands in for something else in a literary work.
79. symbolism: representation of ideas and emotions by suggestion rather than by direct impression of imagery.
80. syntax: the order in which words and expressions are used in a grammatical structure.
81. tautology: repetition of a word, words, expression or idea unintentionally. e.g. he is not tall but short.

T

82. theme: the central idea or the purpose for which the a book was written. some of the major themes are: corruption, love, war, exploitation, greed, various virtues and vices, etc.
83. tone: the reflection of the writer's mood in his work. The choice of words will tell us whether he was angry, happy or sad. Much as he would like to hide this fact, at some point, his own emotions are bound to appear. This determines the tone of the book.
84. tragedy: a work of art in which the hero dies or fails to achieve his mission which by nature was a hope of the great majority.
- v 85. vices: in the quality of life, the negative attributes of humans; the bad side of humans – is kindness and courage are virtues while jealousy and cowardice are vices.
86. villain: a character with detestable behaviour in a novel or play.
87. virtues: the good side of a human being, see vices above for contrast.

SYLLABUS INTERPRETATION

A Synopsis of the Process

A syllabus is an educational document that contains a carefully thought out body of knowledge. This is logically sequenced in a set of outcomes which are intended to meet the educational needs of a learner and the expectations and assignments of society.

1. General EXPECTED OUTCOMES/TERMINAL OBJECTIVES.
 2. General EXPECTED OUTCOMES FOR A YEAR.
 3. SPECIFIC-OUTCOMES for a day, week, month/year.
-
- ❖ Sequencing → the expected outcomes according to the depth and wide.
 - ❖ Easy to Complex → known to the unknown → familiar to unfamiliar.
 - ❖ The psycho-motor → hands on activities and tasks.
 - ❖ Affective → which touch the heart and the mind.
 - ❖ Cognitive → analytical and synthetically.
 - ❖ Knowledge → content/information for the learner and the teacher.
 - ❖ Intelligence → the level of making things get understood clearly.

