



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

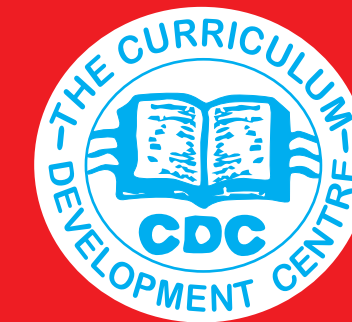
FRENCH LANGUAGE SYLLABUS

GRADES 10 – 12



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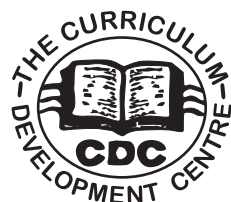


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GRADES 10 - 12



Prepared and Written by The Curriculum Development Centre
P.O. Box 50092
Lusaka-Zambia
2013

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VISION

Quality life to 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, criticise, analyse 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 Nkasha

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.



C.N.M Sakala (Mrs)
Director-Standard and Curriculum
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

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INTRODUCTION

To our knowledge, this is the first syllabus that has ever been produced for teaching and learning of French at High School level in Zambia.

In preparing this syllabus, the authors carefully examined the French junior secondary School Syllabus, expanded it and used it as the basis for developing new skills. Being a Notional Syllabus, the teaching of French is based on and organized by the functions that utterances can have and the phenomenal categories that such elements relate to.

The authors, have tried in this syllabus, to give the learner 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 teaching/learning because, there is no “methode passepartout”. What is being demanded of the teacher here, is simply creativity, flexibility and resourcefulness.

Finally, while designing this syllabus, the authors also took into consideration new concepts which have already been incorporated in other school syllabuses such as; HIV/AIDS, Democracy, Family and Population, Environment etc. In this view it has become necessary to request the teacher of French to work very closely with his/her colleagues in other departments when preparing his/her lessons. After all, language embraces all other disciplines.

1. At the end of 2 years of Basic Education and 3 years of High School, the learner will have been exposed to varying levels of linguistic and communicative aspects one is expected to acquire in order to widen, reinforce and strengthen one's ability to understand and express oneself clearly and distinctly in simple French.
2. The approach of new NOTIONS, practices and experiences the learner will be exposed to will in many respects assist one to acquire those necessary linguistic skills they need to know in order to meet their new challenges.
3. The exposure of the learner to different levels of French culture and civilisation will stimulate the desire to learn and subsequently enrich knowledge in the spoken and in the written language.

RATIONALE

French as a modern language, is an important functional tool in modern society and will, as such, be seen as a basis for knowledge acquisition and cognitive development. Learners should use the French language skills, values and knowledge, both as an art and a trade to promote entrepreneurship.

GENERAL AIM

The learner should practise a basic conversation in French, so as to express himself/herself (communicate) in a day to day conversation, and write narratively, expositively, creatively, argumentatively or situationally to describe a given situation.

KEY COMPETENCIES

- Write in acceptable French personal and official letters.
- Identify and name main grammatical/linguistic components.
- Identify and interpret basic French cultural aspects.

GRADE 10

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
1.	10.1 GREETINGS	<p>10.1.1 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>10.1.2 use appropriate French expressions when taking leave of someone after a meeting.</p> <p>10.1.3 enquire and give information about someone's state of health verbally and in writing.</p> <p>10.1.4 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
	10.2 IDENTIFICATION	<p>10.2.1 correctly introduce themselves and others.</p> <p>10.2.2 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

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		Knowledge	Skills	Values
10.3 BANKING	10.3.1 open and close an account. 10.3.2 deposit and withdraw money. 10.3.3 raise and cash a cheque. 10.3.4 change one currency to another. 10.3.5 obtain travellers cheques. 10.3.6 send and receive money.	<ul style="list-style-type: none"> • Vocabulaire et expressions je voudrais, j'aimerais, je veux, désire, gagner de l'argent, rapporter des intérêts, la caisse, le guichet, le comptoir la comptabilité • Verbes ouvrir, fermer, déposer, retirer, obtenir, changer, recevoir, envoyer, épargner, compter 	<ul style="list-style-type: none"> - critical thinking. - problem solving. - self actualisation. - creativity - analysing - literacy - attentiveness - accuracy - self-esteem 	<ul style="list-style-type: none"> - calmness - devotion - discipline - diligence - thrift - empathy - honesty - financial independence - prudence - reliability - resourcefulness - trust - watchfulness - sensitivity
10.4 POLICE	10.4.1 call the police and give a verbal account of such incidents as theft, fights, accidents, death ... 10.4.2 make a written account of such incidents as thefts, accidents, deaths ... in simple French 10.4.3 state correctly information verbally or in writing as required by the law (police, courts).	<ul style="list-style-type: none"> • Verbs <ul style="list-style-type: none"> - voler, tuer, crier, déclarer, voir, dire, écraser, arrêter, mettre en prison, témoigner, raconter, répéter - (au présent, passé composé et future proche) • Vocabulaire et expressions <ul style="list-style-type: none"> - qu'est-ce qui se passe ? <ul style="list-style-type: none"> - s'est passé? - est arrivé? - à l'aide! au secours! au voleur! au voleur! le commissariat, agent de police, un crime, un accident, le vol, la morgue 	<ul style="list-style-type: none"> - critical thinking. - problem solving. - analysing - attentiveness - accuracy - negotiation - self-confidence - effective communication - assertiveness - self-awareness - stress management 	<ul style="list-style-type: none"> - courage - discipline - diligence - empathy - honesty - prudence - reliability - trust - watchfulness - sensitivity

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		Knowledge	Skills	Values
10.5 POSSESSION	<p>10.5.1 enquire and state both verbally and in writing that something belongs to them or to somebody else.</p> <p>10.5.2 apply correctly both in orally and in writing French words pertaining to possession.</p>	<ul style="list-style-type: none"> • Révision (adjectives): mon, ton, son, ma, ta, sa notre, votre, leur, mes, tes, ses, nos, vos, leurs <p><u>Pronoms:</u> le mien, le tien, le sien, la mienne, la tienne, la sienne, les miens, les tiens, les siens, le nôtre, le votre, le leur, les nôtres, les vôtres, les leurs</p> <ul style="list-style-type: none"> • Prépositions: à, pour, de <ul style="list-style-type: none"> - appartenir à + nom/pronoms: moi, toi, lui(elle) + nom propre: Pierre + nom: à maman - A qui est? Il/elle est à ... - A qui sont ...? Ils/elles sont ... à - C'est à ... - C'est le livre de ... - Ce livre est pour ... 	<ul style="list-style-type: none"> - correct application of language - articulation - effective communication - assertiveness - self-confidence - emphatic behaviour 	<ul style="list-style-type: none"> - sincerity - privacy - order - dignity - correctness - accuracy - carefulness - clarity - confidence - respect - modesty

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		Knowledge	Skills	Values
10.6 COMMUNICATION	<p>10.6.1 write a short letter (50 words) to friends, parents, relatives ...</p> <p>10.6.2 write an official letter, an application for employment ...</p> <p>10.6.3 make and respond to a telephone call.</p> <p>10.6.4 identify and name the following means of communications: - letter writing, telephone, e-mail, internet, fax ...</p> <p>10.6.5 identify and name the following means of communications: - letter writing, telephone, e-mail, internet, fax ...</p>	<ul style="list-style-type: none"> • Révision: présentation d'une lettre amicale • Présentation d'une lettre officielle, <ul style="list-style-type: none"> - d'une demande d'emploi: début et conclusion • Vocabulaire et expressions <ul style="list-style-type: none"> - Cher (ère) + nom - Cher (ère) + nom propre - Cher (ère) Monsieur/Madame - Ton ami... - Mes salutations les plus... 	<ul style="list-style-type: none"> - accuracy - syntactic - audibility - literacy - cohesiveness - coherence - problem solving 	<ul style="list-style-type: none"> - sincerity - maturity - order - fluency - dignity - correctness - accuracy - expressiveness - carefulness - clarity - humility - confidence - gratitude - respect - modesty

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		Knowledge	Skills	Values
10.7 EXPRESSING ONE'S OPINION	10.7.1 express their feelings about someone or something else. 10.7.2 express their personal opinions. 10.7.3 agree or disagree. 10.7.4 ask about someone's opinion. 10.7.5 produce and recite poems in French .	<ul style="list-style-type: none"> • Vocabulaire et expressions : <ul style="list-style-type: none"> - Je t'aime, je n'aime pas, je déteste... - Je crois/pense/trouve + que - à mon avis/d'après moi/pour moi/selon moi ... - comment tu le trouves? - vous trouvez que ...? - qu'est-ce que vous en pensez? - quel est votre avis? - quelle est votre opinion? - qu'en pensez-vous? - tu es belle/jolie ! • Poèmes africains et français. 	<ul style="list-style-type: none"> - creative thinking - emphatic behaviour - analysing - critical thinking - creativity - self-esteem - innovativeness - synthesizing - evaluating 	<ul style="list-style-type: none"> - brilliance - fluency - efficiency - cordiality - service - reliability - organisation - neatness - loyalty - logic - thoughtfulness
10.8 INFORMATION	10.8.1 ask and give practical information verbally and in writing. 10.8.2 decline to give information to someone orally and in writing. 10.8.3 correcting information given wrongly. 10.8.4 acknowledge receiving or stating non-receipt of information.	<p>Vocabulaire et expressions :</p> <ul style="list-style-type: none"> - pardon! - excusez-moi monsieur/madame/mademoiselle. - J'accuse reception...pourriez-vous... ? veuillez m'envoyer, je regrette, avec plaisir,s'il vous plaît! où est ...? à quelle heure ...? comment? quand? je cherche ... <ul style="list-style-type: none"> • Donner des informations sur: <ul style="list-style-type: none"> - l'heure, le prix, les locaux, la direction à prendre/suivre, les personnes 	<ul style="list-style-type: none"> - accuracy - problem solving - analyzing - critical thinking - synthesizing - risk taking - effective communication - summarizing - directing 	<ul style="list-style-type: none"> - honesty - clarity - secrecy - loyalty - dignity - integrity - truthfulness - attentiveness - concentration

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		Knowledge	Skills	Values
10.9 INVITATIONS	10.9.1 invite someone. 10.9.2 accept an invitation. 10.9.3 turn down an invitation. 10.9.4 publicise invitations 10.9.5 direct the invited guests 10.9.6 cancel or postpone an invitation.	<ul style="list-style-type: none"> • Vocabulaire et expressions : - inviter, répondre, envoyer, remettre, - je vous invite à ... - vous voulez + infinitif + avec + pronom? - ça te/vous plairait? de infinitif? - ça te/vous dirait de + infinitif? - avec plaisir - c'est sympa/sympathique/une bonne idée - d'accord..., oui, je veux bien... - volontiers..., C'est (très) gentil, mais ..., je suis (vraiment) désolé(e) ..., je regrette ... - merci, mais ..., non! 	<ul style="list-style-type: none"> - effective communication - analysing - precision - accuracy - summarising 	<ul style="list-style-type: none"> - clarity - decisiveness - honesty - fearlessness - politeness - interpersonal relationship -
10.10 FUTURE PLANS	10.10.1 talk and write about wishes. 10.10.2 discuss things they do not want in future. 10.10.3 present orally and in writing on things they will do in future. 10.10.4 ask for advice about things they should do/not do in future.	<ul style="list-style-type: none"> • Vocabulaire et expressions : - Je voudrais/je ne voudrais pas ... - j'aimerais/je n'aimerais pas ... - j'ai l'intention de/je n'ai pas l'intention de... - je pense + infinitif/je ne pense pas + infinitif - je compte + infinitif/je ne compte pas + infinitif - je veux + infinitif/je ne veux pas + infinitive - Le présent (je pars demain) - Le futur proche (je vais partir demain) - Le futur simple (je partirai demain) 	<ul style="list-style-type: none"> - analysing - correct choices - literacy - analysis - problem solving - creativity - critical thinking - self-awareness 	<ul style="list-style-type: none"> - decisiveness - fearlessness - honesty - fitness - growth - hopefulness - intelligence - vision - stability - success - reason - sense of planning

GRADE 11

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
11.1 PERMISSION AND PROHIBITION	11.1.1 ask for permission to do something.	<ul style="list-style-type: none"> • Révision (Grade 9 Term 1, Notion 2) • Vocabulaire et expressions <ul style="list-style-type: none"> - je vous conseille de.../je vous déconseille de... - si j'étais à ta place, je... - moi, à ta place, je... - tu ferais mieux de ... - il ne faut pas ... - faites attention! - ce n'est pas la peine de ... - veuillez ne pas.../n'essaie pas de... - est ce que ...? - pouvoir, vouloir, devoir, devoir + infinitif - interdire - impérative - négation: <ul style="list-style-type: none"> ne...pas/ne...jamais/ne...plus/ne...rien/ne...personne. 	<ul style="list-style-type: none"> - critical analysis - problem solving - responsible action - leadership - empathy in action - creativity 	<ul style="list-style-type: none"> - firmness - frankness - harmony - confidence - control - boldness - carefulness - inquisitiveness - integrity - responsibility - hopefulness
	11.1.2 give someone permission to do something.			
	11.1.3 deny someone permission to do something.			
	11.1.4 identify and interpret prohibitive and non-prohibitive signs.			
	11.1.5 advise someone against doing something.			
	11.1.6 develop a list of do's and dont's in given situations.			

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
11.2 OBLIGATION	<p>11.2.1 express the necessity to do things.</p> <p>11.2.2 advise someone on the need to do something.</p> <p>11.2.3 explain the advantages and disadvantages of carrying out given tasks.</p>	<ul style="list-style-type: none"> • Vocabulaire et expressions : <ul style="list-style-type: none"> - falloir, devoir, ordonner, commander, obliger... - je dois/je devrais + infinitif - je suis obligé de + infinitif - il faut que + subjonctif - il est/c'est nécessaire de + infinitif - il est/c'est nécessaire que + subjonctif 	<ul style="list-style-type: none"> - cooperating - controlling others - analysing - effective communication - self-confidence - assertiveness 	<ul style="list-style-type: none"> - respect - humility - empathy - control - sympathy - compliance - obedience - certainty
11.3 LIKES AND DISLIKES	<p>11.3.1 express likes and dislikes for people's objects and ideas.</p> <p>11.3.2 consider other people's views</p>	<ul style="list-style-type: none"> • Vocabulaire et expressions : <ul style="list-style-type: none"> - admirer, adorer, déplaire, dégouter, détester, rejeter ... - je trouve ça, je ne trouve pas ça + adjectif magnifique, chouette, formidable, bien, mal, agréable, amusant ...) - c'est, ce n'est pas merveilleux, superbe - génial, sensationnel, terrible, chic - qu'est-ce que c'est beau/bien - comme c'est beau!/bien! - j'aime ça/j'aime bien (ça) - j'admire + nom propre ou de personne - j'ai de l'admiration pour.../j'adore... - j'aime bien + quelqu'un 	<ul style="list-style-type: none"> - affection for others - advise correctly - controlling others - discussing - judging - giving opinion 	<ul style="list-style-type: none"> - responsibility - happiness - humour - joy

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
11.4 ACCOMMODATION	11.4.1 identify and name different types of accommodation. 11.4.2 discuss the types of accommodation 11.4.3 correctly identify and name the different parts of a building and their use. 11.4.4 make an oral or written presentation about the purchase, sale, or renting of a property (house, flat, hotel)	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - louer, loger, régler, habiter, évincer - déménager - la maison, l'auberge, l'immeuble, l'appartement, la villa, l'hôtel, la pension...le, la concierge, la, le locataire, le porteur, propriétaire..., gardien ... - la vente, l'achat, louer une chambre, payer le loyer 	<ul style="list-style-type: none"> - describing - analysing - appreciating - accepting - sharing speech - negotiating 	<ul style="list-style-type: none"> - hospitality - dependability - care - attractiveness - security - sharing - practicality - self-sufficiency - support
11.5 SPORTS	11.5.1 name, talk and write about different types of sporting activities (ball games, track and field events, cycling, swimming, car racing, boxing, wrestling...) 11.5.2 discuss the benefits of sports to the human being. 11.5.3 research on sporting activities not common in Zambia	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - jouer au football, basket, rugby, tennis - jouer aux + cartes, échecs, boules.. - faire de la natation - faire du catch, cyclisme, ski, cheval.. - faire de la plongée sous-marine, boxe, lutte - faire de l'équitation, alpinisme... - faire (nombre) ...mètres, (saut en hauteur, longueur) - faire la course - lancement du poids, du javelot, du marteau - faire le relais 4 x 100, 4 x 4000, le marathon - participer, prendre part à... 	<ul style="list-style-type: none"> - discussing - analysing - practicing sport - critical thinking - demonstrating games - following rules - jumping - organising others 	<ul style="list-style-type: none"> - health - strength - satisfaction - popularity - recreation - obedience - loyalty - knowledge - liveliness - refinement - courage

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
11.6 SHOPPING	<p>11.6.1 enquire about and tell the prices of goods.</p> <p>11.6.2 express admiration of or disappointment over quality of goods.</p> <p>11.6.3 bargain for the price of goods.</p> <p>11.6.4 name and write down goods they want to buy in any of the following shops: butchery, grocery, bakery, confectionery, market, supermarket, bookshop...</p>	<ul style="list-style-type: none"> • Vocabulaire et expressions - Rappel : unités monétaires (le kwacha, le dollar, le franc) - les prix, poids et mesures - vendeur, vendeuse - monsieur, madame, mademoiselle ...vous désirez, voulez, cherchez...? - qu'est-ce que vous désirez?, voulez?, cherchez...? - client(e): - un kilo, litre de..., s'il vous plaît - un, une + marchandise, s'il vous plaît - donnez-moi..., s'il vous plaît? - il me faut...s'il vous plaît - je veux, voudrais, désire, j'aimerais..., s'il vous plaît. - Est-ce que vous avez..., s'il vous plaît? - je vous dois combien? - c'est combien? - ça fait combien?... 	<ul style="list-style-type: none"> - literacy - composing - listing - orderliness in budgeting - critical thinking - note taking - summary - numeracy - identifying 	<ul style="list-style-type: none"> - contentment - decisiveness - fashion - thought - satisfaction - order - extravagance - recognition - simplicity - uniqueness - elegance - honesty - discipline

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
11.7 TOURISM	<p>11.7.1 give information verbally and in writing on tourist attractions and wonders in Zambia.</p> <p>11.7.2 give and receive information on some touristic attractions and wonders in France and the world at large.</p> <p>11.7.3 State the economic benefit of tourism to Zambia</p>	<ul style="list-style-type: none"> • Vocabulaire et expressions <ul style="list-style-type: none"> - musées, chutes, rivières, parcs nationaux, artisanat, peinture, monuments, sites historiques... - les sept merveilles du monde. 	<ul style="list-style-type: none"> - conservation - defending - critical thinking - analysis - narrating 	<ul style="list-style-type: none"> - adventure - amusement - appreciation - challenge - courage - cordiality - industry - gratitude - fluency - intelligence - pleasure
11.8 MUSIC	<p>11.8.1 identify and name different types of musical instruments.</p> <p>11.8.2 talk and write about Zambian and French music.</p> <p>11.8.3 sing in French.</p> <p>11.8.4 produce and recite poems in French.</p>	<ul style="list-style-type: none"> • Vocabulaire et expressions <ul style="list-style-type: none"> - Chanter, danser, s’amuser, apprécier, écouter - guitare, piano, violon, flute, harmonica, accordéon, tambour, tam-tam, cymbals, trompette... - jouer, de la guitare, du violon... chansons, poèmes africains et français 	<ul style="list-style-type: none"> - analysis - playing an instrument - organising - memorising - presentations 	<ul style="list-style-type: none"> - industrious - gratitude - fluency - intelligence - pleasure - application - assimilation

GRADE 12

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
12.1 NARRATION	12.1.1 narrate verbally and in writing, present, past and future events.	<ul style="list-style-type: none"> • Expressions: - Qui?, Quoi, Où?, Quand? Pourquoi?, - De quel but?, ... - à, à l', à la, au, aux - imparfait - les jours de la semaine, les mois de l'année - les nombres et les chiffres, les saisons - l'heure (heures, minutes, seconds) - l'opposition, passé composé, imparfait - les répétitions: - une fois par mois. tous les jours, toujours - souvent ... - quand, au moment où... - en + participe présent - plus-que-parfait - être sur le point de...être en train de ... + infinitif ... - concordance des temps 	<ul style="list-style-type: none"> - Creativity - Literacy - Precision - Briefing correctly - Reporting 	<ul style="list-style-type: none"> - Calmness - Consistency - Enthusiasm - Expressiveness - Fluency - Focus - Honesty - Intelligence - Liveliness - Maturity - Order - Self-control - Truth

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
12.2 ENCOUNTER	<p>12.2.1 introduce themselves and other people</p> <p>12.2.2 initiate, uphold and end a conversation.</p> <p>12.2.3 use appropriate language register with different people in different situations.</p>	<ul style="list-style-type: none"> • Rappel: les solutions, prendre congé, donner son opinion, ... • Expressions: dis donc + nom propre <ul style="list-style-type: none"> - alors, au fait, à propos, tiens, ça me rapelle, attends, laisse-moi, terminer, ... - tu permets que je termine, ... - tu me permets de terminer - excuse-moi, je dois m'en aller, je suis obligé de partir, on se téléphone, on se revoir, ... 	<ul style="list-style-type: none"> - Confidence in speech - Initiative - Accuracy - Appropriateness - Analysing - Critical thinking 	<ul style="list-style-type: none"> - Calmness - Charm - Composure - Courtesy - Fluency - Care
12.3 TRANSPORT	<p>12.3.1 identify and name various types of transport used in Zambia and abroad.</p> <p>12.3.2 ask and give information pertaining to ticket sales and other relevant operations at airports, bus stations, railway stations sea ports...</p> <p>12.3.3 read and give information pertaining to time schedules.</p>	<ul style="list-style-type: none"> • Rappel: types de transport • Expressions: prendre + nom de moyen de transport <ul style="list-style-type: none"> - voyager: - par avion, bateau, train, moto, camion, - en voiture, en autobus, ... - à vélo, à pied, à cheval, ... 	<ul style="list-style-type: none"> - Problem solving - Creativity 	<ul style="list-style-type: none"> - Experience - Flexibility - Giving - Integrity - Knowledge - Professionalism - Trust

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
12.4 EMPLOYMENT	<p>12.4.1 discuss verbally and in writing future careers stating advantages and disadvantages.</p> <p>12.4.2 apply for employment.</p> <p>12.4.3 express themselves during interviews for employment.</p> <p>12.4.4 read and understand job offers (advertisements).</p>	<ul style="list-style-type: none"> • Rappel (voir professions) • Vocabulaire: - embaucher, limoger, • Expressions: <ul style="list-style-type: none"> - mettre à la porte, offre d'emploi, être au chômage, chomeur, syndicat, salaire, emploi, boulot, travail, allocation chômage, grève, être en grève, se mettre en grève, ... 	<ul style="list-style-type: none"> - Literacy - Analysing - Planning - Critical thinking 	<ul style="list-style-type: none"> - Timeliness - Sincerity - Resourcefulness - Prudence
12.5 DEMOCRACY	<p>12.5.1 express their opinions on matters pertaining to democracy and other similar concepts such as human rights, gender, property grabbing child abuse ...</p> <p>12.5.2 discuss and write on political, social, economic and religious issues with a view to finding solutions.</p>	<ul style="list-style-type: none"> • Vocabulaire: droits de l'homme égalité, liberté, fraternité, - constitution, emancipation, prejudices, voter, suffrage universel, scrutin, elections, bulletin de vote, assemblée nationale, député, Sénat, conseil municipal,... 	<ul style="list-style-type: none"> - Clarity - Self-esteem - Critical thinking - Problem solving - Assertiveness - Empathy 	<ul style="list-style-type: none"> - Knowledge - Obedience - Solidarity - Leadership - Loyalty - Justice - Impartiality - Freedom - Appreciation

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
12.6 EDUCATION	12.6.1 discuss verbally and in writing the general structures of the Zambian and French education systems.	<ul style="list-style-type: none"> • Expressions: <ul style="list-style-type: none"> - relations – pourtant - pendant – pendant que - à mon avis – néanmoins - cependant - c’est dommage - c’est regrettable – c’est regrettable que 	<ul style="list-style-type: none"> - Critical thinking - Reflectiveness 	<ul style="list-style-type: none"> - Achievement - Assurance - Brilliance - Capability
	12.6.2 discuss and inform other people about the importance of education in life.	<ul style="list-style-type: none"> • Vocabulaire: <ul style="list-style-type: none"> - structure (système scolaire): la maternelle - le primaire, le collège, le lycée, institut, l’école normale, l’université - emploi - tolérance, tolérer, tolérant - ouverture d’esprit - chômage. 	<ul style="list-style-type: none"> - Clarity in speech - Critical thinking - Synthesising - Evaluating - Problem solving 	<ul style="list-style-type: none"> - Cooperation - Creativity - Devotion - Exploration - Hopefulness - Knowledge - Motivation - Service
	12.6.3 identify, debate and discuss problems in education with a view to finding solutions. <ul style="list-style-type: none"> - unemployment - over enrolment - girl, boy ratio in schools - insufficient teaching, learning materials - school infrastructure 			

NOTIONS	SPECIFIC OUTCOMES	CONTENT		
		KNOWLEDGE	SKILLS	VALUES
12.7 HEALTH	<p>12.7.1 discuss verbally and in writing the general structures of the Zambian and French health systems.</p> <p>12.7.2 discuss the causes of terminal diseases such as HIV, AIDS, malaria, yellow fever, polio, tuberculosis...</p> <p>12.7.3 identify and discuss problems in health with a view to finding solutions.</p> <p>12.7.4 discuss advantages and disadvantages of traditional medicine.</p> <p>12.7.5 identify and discuss different ways of preventing the transmission of HIV, AIDS and other STDs.</p> <p>12.7.6 give information to other people on basic and prevention of diseases.</p> <p>12.7.7 discuss verbally and in writing advantages and disadvantages of Family Planning and its impact on economy, society, environment and politics.</p>	<ul style="list-style-type: none"> • Vocabulaire, Expression: <ol style="list-style-type: none"> a) structures des systèmes sanitaires. b) malpropreté (manque d'hygiène), ignorance, immoralité, négligence, croyances traditionnelles. c) insuffisance de médicaments, infrastructures, conditions de travail travail (infirmières et médecins...). d) éducation... e) pauvreté, conflicts syndicaux, deforestation, migrations, création de bidonvilles, manque d'emplois, crimes, épidémies... 	<ul style="list-style-type: none"> - Analysis - Evaluating - Creative thinking - Critical thinking - Problem solving - Indefying - Distinguishing - Evaluating 	<ul style="list-style-type: none"> - Awareness - Care - Discovery - Energy - Fitness - Health - Hygiene - Recreation - Variety - Zeal - Traditionalism - Thoughtfulness
12.8 ENVIRONMENT	<p>12.8.1 discuss environmental issues such as charcoal burning, soil erosion, pollution, bush fires, "chitemene", poaching, mining, fishing, solid waste dumping, littering.</p> <p>12.8.2 identify and discuss the causes and effect of environment degradation.</p> <p>12.8.3 give information to others on the importance of environmental preservation.</p>	<ul style="list-style-type: none"> • Vocabulaire: sensibilisation , écologie, dégraation écologique, préservation de la nature, (forêt, flore, faune, vie maritime...). 	<ul style="list-style-type: none"> - Critical thinking - Interpreting - Analysing - Communicating effectively - Evaluation 	<ul style="list-style-type: none"> - Abundance - Appreciation - Nature - Carefulness - Challenge - Thoughtfulness - Education - Extravagance - Imagination - Self-reliance - Vision

EXAMEN DE FRANÇAIS DE GRADE 12, ASSESSMENT

1. Paper 1: ECRIT: 60 points – durée totale: 2 heures

A. Compréhension écrite : 20 points

Forme: 10 questions (5 de type vrai, faux, oui, non, etc... et 5 items de QCM: 2 points par question).

Instrument: documents originaux de même type que ceux proposés par l'examen de Cambridge de 1992 (ex-Paper II)

N.B.: *TOUTES LES CONSIGNES, ECRITES ET ORALES, QUI PRESENTENT L'EXAMEN, SERONT DONNEES EN ANGLAIS.*

B. Grammaire et structure : 20 points

Forme: a. exercices de transformations: 10 points.
b. exercices à trous : 10 points

Instrument: a. phrase d'un texte permettant d'évaluer un ensemble de points grammaticaux (5 points).
b. texte structure où 5 mots grammaticaux ou d'articulation auront été supprimés.

C. Expression écrite (redaction):

Une seule rédaction guide (réponse à une lettre, résumé de texte, compte-rendu, etc...)

- un sujet à choisir par l'élève parmi 3 sujets proposés.
- Longueur : environ 120 mots.

1. PAPER II :ORAL : 40points

A. Expressions orale: 20 points

- Forme:
- a. Lecture (10 points)
 - b. Conversation (10 points) dirigée par les questions du professeur examinateur.

Instrument: un texte choisi par l'élève parmi 4 textes proposés.

Durée : 20 minutes (10 points de préparation et 10 d'examen)

B. Compréhension orale : 20 points

Forme: répondre à 10 questions écrites (2 points chacune), 5 questions de type vrai, faux et 5 items de QCM.

Instrument: un texte d'une demi-page que le professeur lira 3 fois aux élèves qui disposeront du questionnaire.

Durée: 40 minutes

C. Project: Literary work de journal: 30 points.

REFERENCE BOOKS

	TITLE	AUTHOR(S)	PUBLISHERS	YEAR
1.	Contacts	M.J. Capelle et G. Achard-Bayle	Hatier	1983
2.	Échange	Comité de français	CDC	1989
3.	Pierre et Seydou	Jacques David & Damoiseau Robert et al.	Hachette	1967
4.	Tricolore	Sylvia Honor & Heather Mascie-Taylor	Wheaton and Company Ltd.	1982
5.	Sans Frontière	Dominique PH. et. al.	Cle International	1984
6.	Enseigner à communiquer en français langue étrangère	Sophie Moirand	Hachette	1982
7.	Commiquer en français	Francine Cicurel et. al.	Hatier	1987

