

G.H.S

FRENCH CURRICULUM IN LOWER SECONDARY SCHOOL

GENERAL LEARNING OUTCOMES

YEAR / LEVEL ONE

The programme of study for Year One is intended to enable students to develop the abilities and skills listed below.

1. **General Learning Outcomes for Listening and Speaking**

By the end of Year/ Level One, students should be able to:

- Recognize the several basic sounds of the target language.
- Listen to, understand and respond to an educated native speaker speaking at a moderate pace, using some short, simple phrases, commands, statements and questions.
- Seek and give basic information in spoken exchanges.
- Speak to express opinions, ideas, needs and emotions
- Select information / knowledge from spoken / written exchanges and present orally brief comments on this information/ knowledge.
- Deliver with some degree of fluency, accuracy and correct intonation various sounds, words, phrases and sentences of the target language.

2. **General Learning Outcomes for Reading**

By the end of Year / Level One, students should be able to:

- Recognize simple high frequency words, phrases and sentences.
- Recognize borrowed and loaned words.
- Read and interpret simple texts, stories, signs , poems, e-mails etc.
- Read aloud with correct intonation and with sufficient degree of fluency, accuracy, expression and understanding, short selections, simple dialogues, etc.
- Read (silently/ loudly) simple passages/ dialogues, poems etc. for leisure and individual enrichment and provide information about what they have read.
- Use a vocabulary list or dictionary to check meanings.

3. **General Learning Outcomes for Writing**

By the end of Year / Level One, students should be able to:

- Copy or write correctly, words, short phrases or simple sentences they have heard, using knowledge of the sound system.
- Write lists, short notes, e-mails, brief responses to situations, simple dialogues, short passages from memory, giving information and opinions.
- Understand and respond in writing to short, written/ spoken exchanges.

COMMUNICATIVE FUNCTIONS AND CONTENT ORGANISERS YEAR ONE

Students are introduced to the phonetic system, the social conventions, culture and history of the francophonie community. They engage in multi-skill activities, using and understanding basic expressions in French under the broad functions of:

1. Socializing
2. Giving and seeking personal and other basic information
3. Expressing opinions and emotions
4. Giving and responding to instructions

The language content is so designed to develop the four language skills of **listening, speaking, reading and writing**. Thus, at the end of Year One, students should be able to use and understand French for the purposes listed below according to work covered over the three terms:

TERM ONE

- Greeting and welcoming others;
- Taking leave of others;
- Addressing peers and adults appropriately;
- Acquiring meaningful knowledge of and responding appropriately to the culture and social conventions of the francophone community;
- Naming French-speaking countries;
- Enquiring about the well being of others;
- Talking about their well being;
- Introducing self and others;
- Using courtesy expressions;
- Giving personal information. (Name, age, address, nationality, telephone number etc.);
- Giving and responding to simple instructions;
- Using cardinal numbers 0-31;
- Asking and telling the time in hours and half hours; †
- Asking and telling the date, the months of the year and the days of the week;
- Naming objects in the classroom; ✓
- Stating colours (primary and secondary) ✓

TERM TWO

- Identifying family members;
- Naming parts of the body and saying what specific parts are used for; ✓
- Naming the rooms and basic furnishings in a house;
- Identifying and describing people, objects, places, using basic adjectives;
- Using cardinal numbers 0 – 100;

- Expressing possession;
- Asking and telling the time in hours, half hours, quarter hours and minutes;
- Enquire what is the current time;
- Making simple negative statements;
- Acquiring meaningful knowledge of and responding appropriately to the culture and social conventions of the francophone community;

TERM THREE

- Expressing simple likes and dislikes;
- Expressing simple needs, wants and preferences;
- Talking about sports they enjoy;
- Describing the weather;
- Expressing modes of travel;
- Acquiring meaningful knowledge of and responding appropriately to the culture and social conventions of the francophone community;

The programme of study for Year Two is intended to enable students to further develop the skills learned in Year One and to extend these abilities to those listed below.

1. General Learning Outcomes for Listening and Speaking

By the end of Year/ Level Two, students should be able to:

- Listen to, understand and converse with an educated native speaker of French speaking at a moderate pace and using learned expressions, sentences, questions, and commands.
- Understand, ask and respond to oral messages based on familiar themes and vocabulary.
- Listen to material in the target language (stories, poems etc.) for leisure and personal enrichment and discuss briefly.
- Identify and distinguish the several rhythms of the francophone world.
- Understand and use appropriately, oral syntax and inflection in the spoken target language.
- Present orally, information, concepts and ideas on a variety of topics.
- Use the target language to reinforce knowledge of related topics in other subject areas.
- Recognize the similarities and differences in phonetic systems, alphabet and forms of expression between the native language and the target language.

2. General Learning Outcomes for Reading

By the end of Year/ Level Two, students should be able to:

- Read (aloud and silently) a variety of topics of academic and cultural interest with fluency, correct intonation, pronunciation and stress and understanding.
- Read for enjoyment and to understand important ideas and details in highly contextualized authentic and adapted texts, stories, signs, poems, e-mails etc.
- Recognize words / word parts adopted into the native language.
- Work out the meaning of new words from what is already known.

3. General Learning Outcomes for Writing

By the end of Year / Level Two, students should be able to:

- Organize their writing in the most effective way to convey the intended meaning on a number of topics based on familiar themes and cultural interests.
- Use the target language to reinforce knowledge of related topics in other subject areas.
- Recognize and analyze the similarities and differences in the writing systems of both languages.

- Write responses, simple dialogues, short paragraphs, notes, letters, greeting cards, e-mails from memory, giving learned information and opinions.
- Understand and respond in writing to short, written/ spoken exchanges.

COMMUNICATIVE FUNCTIONS AND CONTENT ORGANISERS YEAR TWO

Students continue to assimilate the subsystems of the language (phonology, lexicon, syntax, phonetics, semantics and culture.) They display some measure of communicative efficiency, engaging in multi-skill activities. There is reinforcement of the functions / notions of Level One, with the addition of the following:

1. Talking about school and leisure activities
2. Asking, understanding and giving directions.
3. Locating people, places and things.

The language content is so designed to develop the four language skills of **listening, speaking, reading and writing**. Thus, at the end of Year Two, students should be able to use and understand French for the purposes listed below according to work covered over the three terms:

TERM ONE

- Interacting socially (making introductions, stating nationality, making enquiries, etc.);
- Developing control of pronunciation, intonation and stress.
- Identifying, comparing and contrasting the linguistic characteristics of both languages;
- Discussing school schedules and activities;
- Identifying and exchanging opinions on subjects studied;
- Discussing the school environment;
- Identifying key personnel in the school;
- Talking about food and drink;
- Talking about meals;
- Identifying some eating utensils;
- Accepting or refusing food and drink;
- Discussing likes and dislikes in food and drink;
- Naming various parts of the body;
- Describing physical states and feelings;
- Describing pain;
- Giving advice;
- Describing several articles of clothing, including the material of which they are made;
- Identifying items of clothing you wear depending on the weather / occasion;
- Acquiring meaningful knowledge of and responding appropriately to the culture and social conventions of the francophone community;

TERM TWO

- Expressing quantities 0-10,000;
- Identifying different types of shops and what they sell;
- Shopping for various items according to weight , size, colour, quantity, price etc.;
- Describing daily routine and talking about doing things for oneself;
- Saying what one has to do ;
- Saying what one is going to do;
- Describing actions and events in progress;
- Talking about weekend routine;
- Talking about pastimes, indoor / outdoor activities;
- Stating likes, dislikes, preferences and opinions on chores and activities;
- Inviting someone out;
- Accepting / rejecting invitations;
- Acquiring meaningful knowledge of and responding appropriately to the culture and social conventions of the francophone community;

TERM THREE

- Expressing destination;
- Distinguishing between places, objects and people in different locations;
- Seeking and giving directions, including using commands, to places and facilities,;
- Giving and responding to positive commands and instructions;
- Identifying activities that take place at specific times or in specific places or public facilities;
- Describing the weather and activities associated with the different seasons;
- Identifying various occupations and places of work;
- Providing and requesting information about one's own future occupation.
- Acquiring meaningful knowledge of and responding appropriately to the culture and social conventions of the francophone community

FRENCH CURRICULUM IN LOWER SECONDARY SCHOOL

GENERAL LEARNING OUTCOMES

YEAR / LEVEL THREE

COMMUNICATIVE FUNCTIONS AND CONTENT ORGANISERS YEAR THREE

Students continue to assimilate the subsystems of the language (phonology, lexicon, syntax, phonetics, semantics and culture.) They display an increased measure of communicative efficiency, engaging in multi-skill activities, employing commands, the present, past and future tenses. There is reinforcement of the functions / notions of Levels One and Two, with the addition of the following:

1. Shopping
2. Eating out
3. Travel

The language content is so designed to develop the four language skills of **listening, speaking, reading and writing**. Thus, at the end of Year Three, students should be able to use and understand French for the purposes as listed below according to work covered over the three terms:

TERM ONE

- Requesting assistance and offering service in a shop, market, supermarket, hotel, restaurant, etc.;
- Greeting and serving customers;
- Stating items required and the quantity and quality, size and suitability as required;
- Stating opinions / making comparisons about the quality of items / merchandise / service available;
- Apologizing for poor quality / service / Lack of item;
- Asking and stating the price per item / per quantity;
- Trying on / testing merchandise;
- Making enquiries and complaints about merchandise / items;
- Negotiating a bargain;
- Requesting the bill;
- Enquiring about modes of payment;
- Returning an item;
- Expressing hunger and thirst;
- Ordering a meal in a café, restaurant etc.;
- Requesting a menu / table;
- Enquiring about specific items on the menu;
- Identifying more eating utensils;
- Displaying restaurant courtesies;
- Offering a tip;
- Narrating in the past on specific topics using the Passé Composé;
- Referring to people and things using Direct and Indirect Object Pronouns;
- Acquiring meaningful knowledge of and responding appropriately to the culture and social conventions of the francophone community;

TERM TWO

- Identifying different modes of transportation – land , sea and air;
- Expressing movement from one point to the other;
- Making travel arrangements;
- Preparing travel documents;
- Giving and understanding negative familiar commands
- Purchasing a one way / round ticket for bus, train, airline, or boat;
- Enquiring about dates and times of departures and arrivals;
- Understanding signs / directions;
- Enquiring about the duration of a journey and the route;
- Wishing someone a pleasant trip;
- Narrating about places they have visited or would like to visit;
- Expressing numerical data 0- 1,000,000;
- Booking a room;
- Seeking information about types of rooms / service/ facilities/ amenities available;
- Checking in and out of a room;
- Filling out registration forms;
- Complaining / expressing satisfaction / dissatisfaction about services / facilities provided;
- Identifying key personnel / areas in a hotel, guest house, camp site etc. ;
- Acquiring meaningful knowledge of and responding appropriately to the culture and social conventions of the francophone community;

TERM THREE

- Expressing opinions and interests;
- Expressing what they like to do and when, where, why and with whom;
- Inviting someone out;
- Accepting / refusing invitations;
- Narrating about social activities in which they have been engaged in the recent past;
- Discussing social activities in French speaking countries;
- Acquiring meaningful knowledge of and responding appropriately to the culture and social conventions of the francophone community;

The programme of study for Year Three is intended to enable students to further develop the skills learned in Year One and Year Two and to extend their abilities into the new areas listed below.

1. General Learning Outcomes for Listening and Speaking

By the end of Year/ Level Three, students should be able to:

- Listen to, understand and converse with an educated native speaker of French speaking at a moderate pace and using learned expressions, sentences, questions, and commands.
- Understand, ask and respond to oral messages based on familiar themes and vocabulary.
- Listen to material in the target language (stories, poems etc.) for leisure and personal enrichment and discuss briefly.
- Identify and distinguish the several rhythms of the francophone world.
- Understand and use appropriately, oral syntax and inflection in the spoken target language.
- Present orally, information, concepts and ideas on a variety of topics.
- Use the target language to reinforce knowledge of related topics in other subject areas.
- Recognize the similarities and differences in phonetic systems, alphabet and forms of expression between the native language and the target language.

2. General Learning Outcomes for Reading

By the end of Year/ Level Three, students should be able to:

- Recognize an increasing number of high frequency words.
- Read (aloud and silently) a variety of topics of academic and cultural interest with fluency, correct intonation, pronunciation, stress and understanding.
- Read for enjoyment and to understand important ideas and details in highly contextualized authentic and adapted texts, stories, signs, poems, e-mails etc. and to discuss what they have read.
- Recognize words / word parts adopted into the native language.
- Use strategies e.g. knowledge of root words, to decode new and unfamiliar words and to construct meaning in texts.
- Recognize the use of idiomatic expressions in both languages.
- Recognize grammatical structures such as tense, gender, agreement etc. in both languages.

3. General Learning Outcomes for Writing

By the end of Year / Level Three, students should be able to:

- Organize their writing in the most effective way to convey the intended message on a number of topics based on familiar themes and cultural interests.
- Show knowledge of an increasingly wide repertoire of words and phrases to convey meaning.
- Use the target language to reinforce knowledge of related topics in other subject areas.
- Recognize and analyze the similarities and differences in the writing systems of both languages.
- Write responses, simple dialogues, short paragraphs, notes, letters, greeting cards, and e-mails from memory, giving learned information and opinions.
- Understand and respond in writing to short, written/ spoken exchanges.
- Show marked improvement in spelling words correctly.