

IMMACULATE CONCEPTION HIGH SCHOOL

FRENCH SYLLABUS

GRADE 10

2017-2018

GENERAL AIMS OF THE GRADE 10 SYLLABUS

1. To continue to develop the four skills – listening, reading, speaking and writing.
2. To continue to expose students to the language and culture of the Francophone world so as to develop an appreciation for the similarities and differences between them.
3. To develop the acquisition and accurate use of the grammar rules of the language.
4. To encourage vocabulary acquisition and the acquisition of a wide base of idioms and an appreciation for their usage and the differences between English and Spanish forms of expressions.
5. To encourage the appreciation of the French language through their knowledge of and involvement in cultural activities.
6. To use the language in practical daily situations using skits and role-play.
7. To practice the skills and techniques integral to the CXC syllabus, e.g. responses to oral and written situations, reading, conversation, listening comprehension with multiple choice type responses and reading comprehension with written responses. The writing of essays, letters, dialogues and the use of translations and picture series to promote good writing skills.

GENERAL GUIDELINES

1. Be mindful of the fact that students learn in different ways and have a variety of talents. With this in mind, try to vary methodology and activities to allow all students a chance to excel.
2. Convey your enthusiasm and love for the French language and its culture. This will generate in the students a willingness and love for learning and for expanding their horizons.
3. Games continue to be a useful way of reinforcing what has been taught and should be used frequently. Games such as 'hang-man, tic-tac-toe, battleships, boggle, bingo, stepping stones and verb relays' among others are useful activities for practicing structures or vocabulary in an exciting way.
4. Tests should be given fairly frequently. It is not necessary to wait until a unit is finished before testing. Set grammatical accuracy as a goal from the onset, taking care with accents, pronunciation etc.
5. Ongoing practice of the tenses through the writing letters, dialogues, compositions, short messages is essential at this level and focus on the accuracy of language and good use of vocabulary is key.
6. Encourage the students to strive for excellence at all times.

TEXTS: Encore Tricolore 4 ;
 Deuxième livre [French Two Years]
 A vous de choisir
 Essential Exercises for CXC French

RESOURCE TEXTS:

It is advisable that the sessions timetabled be organized so as to cover the content and skills on the syllabus. Texts and skills should be scheduled for each session. For example. Writing and Grammar, Deuxième Livre 2 sessions - Tricolore 4/speaking – 2 sessions; A vous de choisir Reading and Listening – 1 session; This does not have to be followed slavishly but, each teacher must organize use time so as to cover the material in a systematic way while developing all the language skills.

TERM 1				
TEXTS: Encore Tricolore 4, Units 1 - 3				
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS

<p>[WEEK 1] LESSON 1</p> <p>MY SUMMER HOLIDAYS</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Speak about the things they used to do during the holidays / activities they did on Emancipation /Independence holidays 2. Write short paragraphs explaining what they did / used to do during their holidays 3. Use vocabulary relating to vacations 	<p>Revision of passe compose, starting with être, avoir verbs regular er,ir re and irregular voir, faire,</p>	<p>Vocabulary relating to vacations</p> <p>Places visited</p>	<ol style="list-style-type: none"> 1. Places of interest in French speaking countries
<p>YOUR LIFE AND YOUR INTERESTS</p> <p>UNIT 1</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Exchange personal information; Speak about and write short messages about themselves and friends, 2. Describe family members and friends 3. Make arrangements to go out with friends; extend and decline invitations 5. Relate family celebrations 6. Extend wishes on anniversaries, birthdays, death of a loved one etc 	<ol style="list-style-type: none"> 1. Revision of present tense, interrogative structures 2. Irregular verbs in present tense, [do 6 per week] 3. Depuis quand/Ca fait combien de temps + present tense 4. Revision of adjectives – physical description, character 5. Prepositions – en + country, au + country, à + town 	<ol style="list-style-type: none"> 1. Francophone countries in Europe/ Africa /Asia and the Caribbean 2. Nationalities 3. Descriptive adjectives 4. Places young people go to and activities they do together e.g aller à la plage, au cinéma, faire des achats, [compile a list taking into account classes interest, resource, Tricolore 3 Unit 3 	<p>Where French is spoken, in Africa and Asia</p> <p>Orals – Describing Family and Family activities</p> <p>Tie in depuis into celebrations</p> <p>Tie in invitations</p>

TALKING ABOUT WHERE YOU LIVE – URBAN VS RURAL LIVING UNIT 2	Students should be able to: 1. Compose a letter/brochure describing where they live, surroundings, rural and urban, where it is located, give an opinion on it 2. Write a letter/email in which they identify a French town/region they want to visit and say why 3. Ask for and give directions to places in a town [re entry and expansion, basics met in Tricolore 1] 7. Read and understand advertisements for houses 8. Give suggestions for maintaining the environment	1. Use of perfect tense verbs with avoir and être 2. Asking questions using the perfect tense 3. Commands and suggestions [re-entry] 4. Direct object pronouns – with commands, with perfect tense[re entry] 5. Use negative expressions with present and passé compose	1. Places in town 2. Descriptive adjectives for places 3. Expressions for indicating directions 4. Places in a rural region 5. Animals 6. Types of houses, parts of houses and furniture 7. Environmental expressions	Theme parks in France Advertising for homes in France – [use the French newspapers to read ads] Orals – Conversation topic – Home and family
TALKING ABOUT WHERE YOU LIVE – URBAN VS RURAL LIVING UNIT 2 continued -				
		TERM 2	8.	
Unit 3 Travel by Plane	Students should be able to: 1. Talk about what they will do in the New Year 2. Ask and respond to questions	1. Imperfect [revisión] 2. Passé Composé and imperfect tenses working together 3. Future	Vocabulary related to: 1. Travel by plane 2. Immigration 3. Customs	Differences and similarities in modes of travel between Jamaica and some Francophone countries

	<p>related to travel by plane: make a reservation, inquire about flight arrival / departure, understand and respond to questions in immigration and customs</p> <p>3. Write dialogues at airport contexts</p>	<p>4. Object pronouns direct and indirect</p> <p>6. Preceding Direct Object</p>	<p>4. Holiday activities</p>	<p>Orals – Travel – How you travel to school, where you want to visit, why etc</p> <p>Air travel – agence de voyages, immigration and customs</p>
		<p>Term 2 Unit 3 and 4</p>		
<p>Unit 8 A l’hotel</p>	<p>Students should be able to:</p>	<p>1. Passé Composé and imperfect tenses working together</p> <p>Il faut +inf Devoir + inf Conditional sentences Si + pres + future Si + imp + conditional</p>	<p>Vocabulary related to:</p> <p>Making a reservation Problems in a hotel Solutions</p>	
<p>La santé</p>	<p>1. Say what ails them</p> <p>2. Make an appointment at the doctors</p> <p>3. Express various medical conditions</p> <p>4. Go to the pharmacy and fill a</p>	<p>1. Commands review</p> <p>2. Je veux que tu + subjunctive</p>		

	<p>prescription</p> <p>5. Understand directions on medicines etc</p> <p>6. Read and understand some of the health concerns of the French</p>			
La vie d'un adolescent	<p>1. Ask for clothes/shoe sizes</p> <p>2. Say which one you like</p> <p>3. Identify types of stores / sales</p> <p>4. Talk about school life, challenges encountered at school</p>	<p>Ce/cette/cet / Ces Celui celle etc Lequel etc Pluperfect Il faut / devoir/ i lest obligatoire d+ inf</p>	School, taking and passing exams, school work load, shopping shoe size clothes size etc	Oral questions on school and shopping
Les Medias	<p>1. Talk about movies, and books</p> <p>2. Talk about spare time activities</p> <p>3. Talk about importance of sports etc to good health</p> <p>4. Give opinions on movies sports activities etc</p>		Types of books/movies/	Oral questions on recreation and Sports

THE FOUR SKILLS – SPEAKING, WRITING, LISTENING, READING

Throughout the delivery of the curriculum, all four skills are to be practiced on a regular basis, in class activities, homework exercises and tests. The following are suggested activities to be used to practice the four skills.

SPEAKING

1. Giving appropriate responses to situations arising from topics/themes.
2. Describing pictures
3. Role-playing in situations arising from topics/themes.
4. Asking and giving directions
5. Expressing opinions orally – *a mon avis, je pense que, je crois que...*
6. Making comparisons
7. Understanding instructions and telling people what to do (Use of the familiar commands)

WRITING

1. Giving responses to situations arising from topics/themes.
2. Letter-writing continued, using simple past and future tenses. Focus on format – date, opening lines, closing words.
3. Responses to situations described in English – preferences, accepting and declining invitations.
4. Writing of compositions, focusing on coherence – use of linking words and organizing narrative, setting, writing sequences of events based on an unexpected/funny/sad event explaining what happened, how you felt and what you did in response/to solve problem.

LISTENING

1. Listening to short selections of songs, dialogues etc based on the lesson and answering questions.
2. Use of French by teacher in class for simple instructions.
3. Giving answers to oral questions based on large pictures.
4. Simple multiple choice items for listening comprehension.

READING

1. Reading aloud for correct pronunciation and intonation
2. Reading short passages and answering questions in both French and English for Comprehension, without translating word for word
3. Multiple choice items based on grammar and vocabulary covered.