

IMMACULATE CONCEPTION HIGH SCHOOL

FRENCH SYLLABUS

GRADE 11 2012

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 French 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 5, 7 and 8				
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS
Unit 5 LIFE OF A TEENAGER Activities of teens during the week and on weekend – School life, shopping [much of this is reentry and too much time must not be spent on reflexive verbs and basic routine questions met in Grade 8 – pgs 90 – 92 94 – 95 should be treated as revision	Students should be able to: 1. Talk about problems encountered at school, tests, repeating etc 2. Compare school life in France and in Jamaica 3. Talk about what one must/should do each week 4. Express what you like and dislike about school/your daily routine 5. Identify types of stores and the departments in large stores 6. Ask for and give shoe/clothing sizes 7. Give opinion on items bought 8. Express a complaint about an item you bought 9. Describe a robbery 10. Write contextual announcements about sales/shops	Devoir, Il faut, être obligé + inf c'est obligatoire / facultatif passe compose, imperfect, present tense regular and irregular Demonstrative adj, pronouns ce, cet /cette ces reentry celui, ceux, celle(s) ci/là Interogative adj and pronoun Quel/quelle/quels/quelles lequel, lesquels, laquelle, lesquelles		
Unit 8 ALLER EN VACANCE EN FRANCE OU A L'ETRANGER	Students should be able to: 1. Talk about holidays in France, biking, camping, skiing 2. Identify French territories for vacationing 3. Make reservations at a hotel/youth camp 4. Describe hotel room 5. Reporting problems; make a complaint about a problem in the hotel/hostel / report something you	1. Future tense and conditional tense reentry – [quiz recommended rather than reteaching] 2. If clauses pres + future/imp + conditional	Lists of holiday activities on various types of holidays Je voudrais faire une reservation.... Avez-vous quelque chose à déclarer ? Je n'ai rien à déclarer etc Votre passeport s.v.p.	1. Francophone countries in Europe/ Africa /Asia and the Caribbean Where French is spoken, in Africa and Asia Orals –CXC type questions from the category Travel and sport!

	<p>lost</p> <ol style="list-style-type: none"> 4. Make a flight booking 5. Compose a dialogue between an immigration officer/customs officer and traveller. 6. Write about a holiday you took and something extraordinary /funny/frightening that happened 7. Write an announcement about holidays/trip 			
<p>Unit 7 [Much of this unit is reentry – leisure activities WHAT TEENAGERS LIKE TO DO</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss uses of the Internet and using the Internet 2. Describe what films/books are like 3. Give your opinion on types of books, movies and TV programmes you like/dislike and why 3. Make requests – context invitations and decline invitations /accept invitations 	<p>present/imperfect/passé compose</p>	<ol style="list-style-type: none"> 1. Vocab related to computer use 2. Movie/novel genres 3. Descriptive adjectives 	<p>Orals –CXC type questions from categories Sports and Recreation</p>
		Term 2 Unit 6		
<p>UNIT 6 BON APPETIT</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Make a reservation at a hotel 2. Read and understand a menu/receipes 3. Create dialogue in a restaurant setting ordering a meal 4. Make a complaint in a restaurant setting e.g. about service or meal 5. Talk about traditional meals and foods and how occasions are celebrated with meals 	<ol style="list-style-type: none"> 1. Commands 2. Passé Composé and imperfect tenses working together 	<p>Vocabulary :</p> <ol style="list-style-type: none"> 1. Types of foods 2. Meals 3. Expressions related to reserving a table, ordering, requesting prices etc in a restaurant 	<p>Differences and similarities in foods and eating habits between Jamaica and France</p> <p>Orals – Students should be practicing with CXC type questions from the category Travel – How you travel to school, where you want to visit, why etc</p> <p>Family activities meals and celebrating occasions</p>

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 at this grade level.

SPEAKING

1. Giving appropriate responses to situations arising from topics/themes on syllabus.
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. Responses to situations described in English taken from functions in syllabus, e.g. preferences, accepting and declining invitations.
3. Writing of compositions and letters, 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. Letter format as used by the French should be reinforced.

LISTENING

1. Listening to short selections of songs, dialogues etc based on topics on syllabus 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.

