

IMMACULATE CONCEPTION HIGH SCHOOL
FRENCH SYLLABUS
GRADE 7
2017 -2018

GENERAL AIMS

1. To develop the four skills – listening, reading, speaking and writing.
2. 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 1 [school rental] ;

RESOURCE TEXTS:

Teachers can use appropriate internet sites and other available to texts to enhance the teaching and learning process.

TERM 1				
TEXTS: Encore Tricolore 1, Units 1 - 5				
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS
[WEEK 1] Introduction to French	Students should be able to: 1. Explain the value of learning a foreign language 2. Identify the countries where French is spoken 3. Greet friends and the teacher in French	Je suis	Bon jour, Bon après-midi – [n.b. used only when taking leave of people Salut Ça va bien/mal Je suis fatigué[e]	1. Francophone countries
UNIT 1 Je me présente	Students should be able to: 1. Identify people 1. Give their name and ask others their names 2. Give age and ask the age of others 3. Count from 1-20 4. identify items in the classroom 5. Understand simple commands related managing the classroom 6. Ask how many of an item there are 7. Post their profile on facebook	1. Comment t'appelles-tu? And variations of this question. Quel est ton nom? Je m'appelle] 2. Quel âge – as tu and variations e.g. Tu as quel âge? J'ai 12 ans 3. Il y a combien de livres? Variation of question – Combien de livres est-ce qu'il y a? Il y a _____ livres 4. C'est un livre, C'est une chaise, 5. Ce sont des crayons	1. Numbers 1 - 20 2. Classroom items	French names Students should be practicing questions on personal information
UNIT 2 J'habite ici	Students should be able to: 1. Say where they live [type of accommodation and	1. J'habite, 2. Oú est-ce que tu habites? Tu habites où?	1. Types of accommodation: maison, appartement, etc	Some Francophone countries and their capitals from European region, Africa and French

<p>TOPICS</p>	<p>town/country/street] 2. Ask others where they live they want to visit and say why 3. Ask what something is , basics 4. Compose a description of where they live</p> <p>FUNCTIONS</p>	<p>3. à + towns, en + countries, au + countries à la + islands 4. Qu'est-ce que c'est? 5. une vs. un,</p> <p>GRAMMAR</p>	<p>2. Countries France, Angleterre, Algérie, some other Francophone countries, French Antillies, Canada, Les Etats Unis</p> <p>VOCABULARY</p>	<p>Antillies, French influenced/speaking areas in Canada and USA</p> <p>Students should be practicing questions on personal information</p> <p>CULTURE AND ORAL CONTEXTS</p>
<p>Unit 3 Ma Famille</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Identify family members and relationships 2. Introduce family members to someone 3. Give the names of members of your families using il est, elle est 4. Be able to distinguish between un and le and une and la 5. Say who items belong to 6. Use mon, ma, mes/ ton ta tes, son/sa /ses 7. Compose a description of your house/a house 8. Say where items are in the rooms of your house 	<ol style="list-style-type: none"> 1. Voici 2. Il s'appelle/elle s'appelle 3. Je suis, tu est, il/elle est 4. Un/une vs le/la 5. C'est le livre de Martine 6. Possesives Mon/ton/son 7. Prepositions Sur, sous, dans 	<p>Vocabulary related to:</p> <ol style="list-style-type: none"> 1. Family – nuclear family + grandparents, aunt, uncle, cousin , niece and nephew 2. Rooms in the house 3. Basic furniture in the rooms 	<p>France and regions in France – Group work: Each group gives information about a region in France</p> <p>Students should be practicing answering questions about their family</p>

<p>Unit 4 Comment est-il/elle?</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Name pets 2. Describe pets using colours and size 3. Describe members of your family-physical and personality [not in the Chapter of Tricolor 1] 4. Say what you have, what others have, ask what others have 5. Say what you and others like/do not like/ 	<ol style="list-style-type: none"> 1. adjectives – colour, size, describing personality, appearance 2. j'ai, tu as, elle/il a 3. Negative je n'ai pas, je n'aime pas 	<ol style="list-style-type: none"> 1. Adjectives of colour 2. Adjectives of size 3. Adjectives describing personality: sympathique, charmant, aimable, etc [keep to adjectives which use –e to form feminine, or are end with –e] 	<p>Policy of pets in public places in France</p> <p>Students should be practicing questions and answers aimed at getting them to describe family members.</p>
<p>Celebrating Holidays Unit 5</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Ask the date for a variety of important dates, birthdays, special holidays, Saints days, in a variety of ways – Quelle est la date..? Le combien sommes-nous? 2. Say when your birthday is 3. Identify the months of the year 4. Identify self and others using the verb être, je, tu, il/elle 5. Identify items of clothing 6. Describe items of clothing 	<ol style="list-style-type: none"> 1. Names of holidays in France 2. Greetings for special holidays/days e.g. Bon anniversaire 3. Agreement of adjectives – plural 4. Nous, vous, ils/ells - avoir and être 	<ol style="list-style-type: none"> 1. Holidays in France 2. Months of the year 3. Greetings for particular holidays 4. Clothing 	<p>Holidays in France le 14 juillet Custom of Saints Days Traditions in celebrating Christmas and New Years</p> <p>Students should be practicing asking and telling date of their birthday</p>
		<p>Term 2 Units 6 -8</p>		
<p>What I do.,,</p>	<p>Students will be able to:</p>	<ol style="list-style-type: none"> 1. Regular er verbs 	<p>Arriver, aimer, bavarder, chanter,</p>	<p>Talking about your routine</p>

Unit 6	<ol style="list-style-type: none"> 1. Talk about what they do in their spare time, 2. What they do on Saturday/s and other days of the week 3. What they do at home to help 4. State weather conditions 5. Say what they do during the different seasons and weather condition. 	<ol style="list-style-type: none"> 2. samedi/le samedi – on Saturday/Saturdays 3. Faire 	chercher, compter, crier, cuisiner, danser, décorer, dépenser, écouter, entrer, Etudier, expliquer, fermer, Gagner, garder, inviter, jouer, marcher, montrer, organiser, parler, participer porter, préparer, présenter, prêter, regarder, téléphoner, toucher, travailler, aller sur l'internet, naviguer dans l'internet, surfer l'internet Manger Il fait beau, du soleil, il pleut and other weather conditions Faire la vaisselle, faire la lessive. Ranger ma chambre, faire la cuisine, faire le ménage, faire les courses aider a la maison	
I am in town! Unit 7	Students should be able to: <ol style="list-style-type: none"> 1. Talk about a town, identify the places in town 2. Ask how to get to places in a town 3. Give directions to go to places in a town and say exactly where places are 4. Talk about where you go to in town 5. Talk about where people are in the classroom 	Pour aller `à`/l au/à la ... ? Est-ce qu'il y après d'ici? A gauche/droite Continuez tout droit Prenez la 1 ^{ère} /2 ^{ème} / 3 ^{ème} rue a gauche/droite C'est tout près Prepositions devant, derrière entre	Places in the town Aller À l', au à la Devant, derrière, entre Numbers 70 - 79	Places in a French town, how a French town is organized
School Life Unit 8	Students should be able to: <ol style="list-style-type: none"> 1, Talk about your school day 	A quelle heure..... Quelle heure est- il?	School Subjects	Format of the school day and week in France

	<p>2. Talk about the time at which you do your activities, have your different classes, when they finish</p> <p>3. Talk about time at which you reach / leave school, eat play etc.</p> <p>4. Identify your classes and say how you feel about them and why</p> <p>5. Identify about your/his favourite sports etc, what you do after school</p>	<p>Cest.....amusant, difficile, ennuyeux, facile etc</p> <p>Son sa ses Notre nos Votre vos</p>	<p>Verbs: arrive, quitter, commencer, terminer,</p> <p>Adjectives amusant etc to describe classes</p> <p>Numbers 80- 89</p> <p>Faire de la natation, faire du foot</p>	
		Term 3 Units 9 – 10		
Foods Unit 9	<p>Students should be able to:</p> <p>1. Identify a variety of foods in French</p> <p>2. Talk about the foods you like/dislike</p> <p>3. Talk about the foods you have for the main meals breakfast, lunch, dinner</p>	<p>Partitive article</p> <p>Je prends, je bois – only these forms of the verb for production – students can be exposed to other forms of these verbs for comprehension</p>	<p>Vocabulary lists of foods for the main meals of the day</p> <p>Numbers 90 - 100</p>	<p>Typical French meals, French cuisine</p> <p>French culinary practices, meal times</p>
How do you spend your leisure time, and what are you going to do during the summer vacation? Unit 10	<p>Students should be able to:</p> <p>1. Talk about how you spend your free time/ what you do at home.</p> <p>2, Talk about what you are going to do</p>	<p>Faire (re-entry) Aller + inf</p>	<p>faire du cyclisme/VTT, faire de la planche à voile, faire du ski, faire des promenades, faire de la voile, faire de la natation etc</p>	<p>How French families and young people spend their time</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.

SPEAKING

1. Giving appropriate responses to situations arising from topics/themes.
2. Describing pictures
3. Role-playing in situations arising from topics/themes.

WRITING

1. Giving responses to situations arising from topics/themes.
2. Letter-writing continued, using present tense –er verbs, aller, faire, . 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

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.