

IMMACULATE CONCEPTION HIGH SCHOOL

FRENCH SYLLABUS

GRADE 8 2017-2018

GENERAL AIMS OF THE GRADE 8 SYLLABUS

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 ;
French is Fun Book 1, Cahier d'exercises, [blue cover]

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 2, Units 1 - 4

TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS
Unit 1 On fait les courses	Students should be able to: 1. Ask for items they want 2. Say how much you want of an item 3. Identify various French shops [expand beyond what is offered in Tricolor – bijouterie, parfumerie, etc 4. Ask the price of items 5. Give the price of items 6. Say what you are buying 7. Understand and compose dialogues between French vendors and clients 8. Use the partitive article appropriately	1. Partitive article 2. De after negatives 3. De after expressions of quantity 4. acheter, preferer and verbs that function like these 5. Review of –er verbs 6. –re verbs 7. – ir verbs	1. Expressions used in shopping: je voudrais..., c’est tout 2. Names of shops 3. Grocery items, a few of the items available in each shop 4. Expressions of quantity: une tranche de gateau, etc 5. Common –re verbs 6. Common – ir verbs	1. Money in France Euro franc
UNIT 2 On rencontre des gens et on voyage	Students should be able to: 1. Say where they and others come from 2. Use the appropriate preposition with feminine countries/masc countries and towns 3. Say what means you use to travel from place to place 4. Say what you are going to do at a later date, tomorrow 5. Express what you can do while	1. Venir de 2. En + feminine country, au/aux + masculine countries, a + town 3. Aller + infinitive 4. Pouvoir +infinitve	1. French names of countries 2. Different modes of travel 3. Holiday activities – visiter les monuments historiques etc. 4. Activities you do in your spare time	Research French tourist locations Students should be practicing oral questions – saying where they come from, what they are going to do on the weekend

	on holiday, during your free time 6. Compose an email describing a location and what you can do there while on holiday			
UNIT 3 Qu'est-ce que tu fais au college?	Students should be able to: 1. Distinguish between the various levels of schooling, école maternelle, primaire, college, lycée 2. Compose a description of their school 3. Identify the subjects they do and give an opinion on them 4. Identify other aspects of school life and give an opinion 5. Talk and compose an email about your school routine, how you travel to school, time you arrive, have lunch, classes etc 6. Talk and write about your daily routine 7. Express what you want to do	1. Reflexive verbs 2. vouloir + infinitive 3. lire, dire, écrire 4. prendre and compounds of 5. Je _____ à X heure[s]	1. Places in school 2. Types of schools 3. School subjects 4. Adjectives describing subjects 5. lire, écrire, dire, prendre and compounds of prendre 6. Reflexive verbs that refer to daily activities, se reveiller, se lever, se coucher etc 7. Je pense que, à mon avis 8. Je suis membre du club de....., de l'équipe de...., de l'orchestre etc	School routine in France Students should be questions patterned off of the CXC exam under the category School and daily routine
		Term 2 Tricolore 2 Units 4 - 6		
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS
Le nouveau trimestre	Students should be able to: 1. Express what they HAVE DONE to prepare for the new term	Students should be able to identify and form Passé Composé of regular er,	Acheter des livres, un nouveau sac, payer les frais scolaire, reparer mes chaussures,	
Qu'est-ce que tu as fait? [Tricolore Unit 4 pp 53 - 55	Students should be able to : 1. Talk about activities they	Students should be able to form Passé Composé of regular verbs		

	<p>have done to prepare for a celebration at school, a friend's party, an outing to a concert{ or any other contexts appropriate to activities that interest young people] using regular er, ir, and re verbs</p>	<p>with avoir and use appropriately in different contexts</p>		
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS
J'ai faim!	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Order or buy food / drink in a café and play the role of the waiter 2. Talk about what you have ordered 3. Use Passe Compose of some irregular verbs [although the Unit presents a list of most frequently used irregular verbs, the teacher should cover them a few at a time, maybe in groups of 4, using appropriate contexts for practice and aim to complete list by the term's end, rather than doing them all at once 4. Ask questions using Passe Compose structure. 5. Make Passe Compose Structure negative 	<p>Passe Compose of irregular avoir verbs Negative Passe Composee structure Interrogative Passe Composee structure</p>	<p>Foods/snacks available in cafés in France</p>	<p>Meal times in France, popular dishes in a French speaking country</p> <p>Students should be practicing to talk about foods they like or dislike and why, express what they did for the holidays past/last weekend etc</p>
En train	<p>Students should be able to do:</p> <ol style="list-style-type: none"> 1. Read and understand a train schedule 2. Understand the lay out of a 	<p>Passé Composé as simple past as opposed to perfect tense</p>	<p>Places in the station Expressions to do with train travel e.g. types of tickets</p>	<p>Look at different types of train travel overground</p>

	<p>French railway station</p> <ol style="list-style-type: none"> Buy tickets for a train journey Ask time of train arrival /departure and any other questions relevant to making a train trip or answers Talk about what they and others did in a variety of contexts 			
		Term 3 Tricolore Unit 7		
Allons-y ce soir [Unit 7 pp 96 - 101	<p>Students should be able to talk about:</p> <ol style="list-style-type: none"> Going out to social events Describing what people wear out Describing others 	<p>Object pronouns le, l' , la, les Mettre present and passé composé Irregular adjectives – long longue Neuf/neuve, mignon mignonne/ cruel/cruelle sportif/sportif gentil/gentille – eux/euse , gros/grosse fier/fiere</p>	<p>Items of clothing Adjectives adjectival descriptions ir</p>	
Qu'est-ce que tu as ? [Unit 7 pp 102 - 107	<p>Students should be able to :</p> <ol style="list-style-type: none"> Identify the parts of the body of people and animals Express how you are feeling Express what part of your body is hurting Understand a doctor's instruction Use the expressions with avoir 	au//à la / aux	<p>Parts of the body Idiomatic expressions with avoir avoir mal à avoir chaud avoir faim avoir soif avoir froid etc. ordonnance médicament etc Polite commands/reflexive</p>	
Sortons ce soir Unit 8	<p>Students should be able to:</p> <ol style="list-style-type: none"> Understand advertisements of events 	<p>Passé compose Aller + infinitive</p>	Places of interest to visit/go to	How young people in French speaking countries spend their leisure time (choose)

	2. Express where you are going to go out to 3. Invite someone out 4. Accept or decline an invitation 5. Express what you did yesterday/last weekend			
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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

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.