

IMMACULATE CONCEPTION HIGH SCHOOL

FRENCH SYLLABUS

GRADE 9

2017-2018

GENERAL AIMS OF THE GRADE 9 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 3 [School rental]; French First Year by Eli Blume [to be purchased by student]

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 3, Units 1 - 3				
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS
Unit 1 – On rentre au cours de français [These topics are all revision and time allotted to this unit must not exceed two weeks. If some students appear not to have mastered what is content from Grade 8 , instructor must move on. These same concepts will recur in other parts of the syllabus , affording other opportunities for practice]	Students should be able to: 1. Give information about what they and their family usually do using the present tense 2. Use avoir and être to describe self, friends and family 3. Express what you use the internet to do normally	1. Review of all present tense verb families. 2. Review of avoir and être 3. Review of adjectives and structures used to describe	1. Common regular –er/-ir/-re verbs [French First Year] 2. Adjectives which describe personality and physical characteristics	Students should be practicing CXC type questions based on the category of my family and I for oral assessment
UNIT 2 Un séjour à Paris	Students should be able to: 1. Give an account of a visit made to Paris using the passé compose by saying where they went 2. What you did while there 3. Ask others what they did in Paris 4. Say what they did not do, where they did not do 5. Express generally what happened in the past	1. Perfect tense être verbs – where you went – review other être verbs. 2. Perfect tense ‘avoir’ verbs regular verbs + the following irregular - faire, voir, boire, lire, prendre 3. Perfect tense: Interrogative form 4. Perfect tense: negative form 5. Perfect tense: reflexive	1. Activities you did, places you and others visited, places and things you saw in Paris 2. Connectors used to make writing flow, e.g. puis, en fin, etc 3. Regular, -er/-ir/-re verbs 4. Vocabulary relevant to travelling by metro	Activities and tourist attractions in Paris Students should be practicing CXC type questions based on the category of travel for oral assessment

	5. use expressions required when travelling to a place by metro	verbs		
UNIT 3 Ça me passionne/passionnait parce que....	Students should be able to: 1. Talk about what they do in their spare time, the hobbies that interest them 2. Give opinions on the interests 3. Express what you and others used to do 4. Express what was happening 5. Describe in the past 6. Express which activities, films, sports, school subjects, are better or worse than others 7. Ask and state which is the best and give reason why	1. Common irregular adjectives 2. Bel, beau, belle, vieil, vieux, vieille etc 3. Comparative structures [adjectives]: plus que, moins que, aussi que 4. Irregular comparatives: meilleur que, pire que, 5. Superlative structure: le plus intéressant, le meilleur etc. Imperfect tense: used to happen, was happening, description	1. Activities that interest young people 2. Expressions/structures that allow you to express opinions 3. Relevant vocabulary that facilitating the expression of what used to happen when you were young, when parents etc were young, when you were on holiday	Students should be practising CXC type questions from the category Sports and recreation
		Term 2 Encore Tricolore Units 4-6		
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS
Going to school and preparing for your job/career	Student should be able to express: 1. What area they want to work in/are interested in for the future and why	1. Aller + infinitive 2. Future of regular verbs 3. Future of aller and faire 4. Passé Composé /Imparfait vs future	School subjects Professions Expressions like matiere obligatoire etc. related to school and professions	Students should be able to identify similarities and differences in how education is organized in Jamaica and France

	<p>2. what they will study in the future and why</p> <p>3. What subjects they like/dislike and why</p> <p>4. What they did/used to do in the past vs what they will do in the future [distinguish between past, present and future]</p>	5. Negative expressions		Students should be practising CXC type questions from the topic School life and those which require giving parents occupations
Visiting a theme park and staying in a hotel	<p>Students should be able to express:</p> <p>1. What they will do while on a trip or next weekend or in any appropriate future context</p> <p>2. What the weather will be like</p> <p>3. Book into a hotel, ask for a particular type of room, the facilities at a hotel</p> <p>4. Report problems</p>	<p>1. Future tense of regular</p> <p>2. Future tense of irregular verbs</p> <p>3. Pronoun y</p>	<p>Time cue expressions</p> <p>Vocabulary and expressions related to booking a room and talking about hotel facilities and problems</p> <p>Weather expressions</p>	<p>Theme Parks in France</p> <p>Students should be practising CXC type oral questions on future plans, travel plans</p>
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS
Keeping in shape	<p>Students should be able to:</p> <p>1. Identify parts of the body</p> <p>2. Express what they do/did and eat to stay in shape</p> <p>3. Use adverbial expressions of time to say how often they do these activities</p> <p>4. Form and use adverbs in general</p> <p>6. Express what is wrong with you to the doctor</p>	<p>1. Commands of verbs/reflexive verbs</p> <p>2. Adverbs</p>	<p>Body Parts</p> <p>Vocabulary and expressions associated with expressing health problems</p>	Role of the Pharmacist in France

	7. Understand doctors diagnosis 8. Fill prescription/buy items at a pharmacie			
		Term 3 Unit 7		
TOPICS/THEMES	FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE AND ORAL CONTEXTS
Going Camping	Students should be able to: 1. Understand a camp site lay out 2. Book in at a camp site 3. Write to reserve a camp site 4. Report problems on the camp site 5. List items you might use at a camp site 6. Ask for items and places in the campsite	1. Object pronouns –le la les lui leur 2, Commands + object pronouns 3. qui vs que	Places in a campsite Items you need for camping	Students should answer questions based on the topic: Travel / Vacation Les gites et les auberges de jeunesse en France

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)
8. Information Gap activities

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.