

501 - FRENCH

GENERAL OBJECTIVES

The objectives of teaching French in secondary schools are to:

- 1) equip learners with the basic communicative skills for effective communication where French is required;
- 2) give learners access to oral and written materials in French;
- 3) facilitate further studies in Francophone institutions;
- 4) promote global peace through the understanding and appreciation of the cultures of French-speaking peoples and through a more positive perception of foreign peoples and their cultures.

1.0.0 SKILLS

1.1.0 LISTENING AND SPEAKING SKILLS

These two skills should be developed side by side. Learners should be able to listen to a variety of oral materials in French and extract information from them. They should be able to communicate orally in real life situations and should articulate correctly. They should understand the meaning and functioning of prosody (intonation, rhythm, liaison, etc.) and use it in their speech.

1.2.0 READING SKILLS

Learners should have been exposed to authentic documents from a variety of written sources such as comics, magazines, readers, newspapers, brochures, etc.

1.3.0 WRITING SKILLS

Writing and reading skills both demand visual recognition and comprehension of words and structures. The two skills complement each other.

1.4.0 SPEECH ACTS AND GRAMMAR

It is vital for any language learner to both master and correctly use grammatical structures. Since language is a vehicle of communication, grammatical structures and vocabulary should have been learnt within communicative situations. Speech acts and grammar constitute the content.

2.0.0 LISTENING AND SPEAKING SKILLS

2.1.0 Specific Objectives

- By the end of the course, the learner should be able to:
- a) respond to instructions and to other varied stimuli;

- b) answer the telephone and convey oral messages;
- c) answer questions on everyday topics;
- d) manipulate in conversation the grammatical structures and vocabulary learned;
- e) ask for and give directions to places;
- f) express an opinion and give reasons;
- g) narrate experiences in different tenses;
- h) comment on oral information;
- i) talk about personal experiences using a wide range of vocabulary;
- j) dramatize real life situations (role-play);
- k) extract information from recorded audio-visual material;
- l) appreciate French spoken at varying speeds and in different registers (niveaux de langue);
- m) speak with reasonable fluency and accuracy of articulation, liaison and intonation on a variety of topics within their own experiences;
- n) express themselves orally using a wide range of vocabulary and grammatical structures.

2.2.0 READING SKILLS

2.2.1 Specific Objectives:

By the end of the course, the learner should be able to:

- a) read with understanding materials like advertisements, simple comics, novels, dialogues and notices etc;
- b) independently read materials from various sources e.g. newspaper articles, etc.;
- c) read materials such as timetables, signs, poems, etc, to enable them to cope with a francophone environment;
- d) extract and manipulate information from the above texts;
- e) read aloud set passages.

2.3.0 WRITING SKILLS

2.3.1 Specific Objectives

By the end of the course, the learner should be able to use correctly the vocabulary and grammatical structures to:

- a) write compositions based on a series of pictures;
- b) write narratives (free composition);
- c) write informal and formal letters and CVs;
- d) write other functional/situational compositions e.g. dialogues;
- e) write answers/questions to given stimuli. e.g. programmes, recipes, posters, dialogues etc.;
- f) answer complex questions;
- g) solve puzzles;
- h) fill in blanks, tables, forms etc.

2.4.0 SPEECH ACTS

2.4.1 Specific Objectives:

By the end of the course, the learner should be able to use the followings speech acts and grammatical structures:

- a) Making contact with others by:
 - greeting/saying farewell;
 - welcoming;
 - apologising/giving apologies;
 - attracting attention of someone;
 - showing doubt;
 - receiving calls/telephoning;
 - confirming a statement;
 - thanking someone;
 - asking someone to wait/hold on/repeat;
 - refusing politely;
 - spelling names etc.;
 - encouraging someone;
 - giving/responding to instructions;
 - talking about export/import.
- b) Saying how one feels:
 - expressing admiration, impatience, value judgement, a preference, a wish, interest, an opinion, agreement, obligation, regret;
 - expressing need and reason for doing something;
 - giving advice;
 - congratulating;
 - making a comparison;
 - saying one remembers/forgets.
- c) Describing an item:
 - Question/answer on identification, number, price, weight, size, colour, quantity.
- d) Describing a person
 - question/answer on name, identity, nationality, presence, place of residence, languages spoken, profession, family, age, abilities/knowledge, habits/lifestyle
 - question/answer on health, appearance, character
 - saying one is new/late etc.
- e) Describing an action
 - Leisure activities
 - Journeys
 - Saying what one has done or one is going to do
 - Recalling a past occasion
- f) Describing an event

- question/answer on plans, projects, events
- recalling a past event
- question/answer on nature and sequence of events
- g) Giving advice on
 - Professions
 - Health
 - Ethical behaviour/social integrity
- h) Describing place and time
 - question/answer on date, time, distance
 - question/answer on time for doing something
 - making a reservations
 - question/answer on place of work/school
 - question/answer on where one is going
 - question/answer on position of an object.
- i) Communicating with others
 - using formal and informal expressions in speech and in writing;
 - asking for/giving advice, formation;
 - writing a job application and CV;
 - responding to advertisements;
 - reassuring;
 - promising
 - announcing news;
 - sending e-mail;
 - asking someone to do something;
 - offering/asking for something e.g. assistance;
 - discouraging ;
 - giving orders;
 - wishing someone good luck etc.

2.5.0 GRAMMAR

2.5.1 Content

1. Articles and nouns:
 - i) indefinite and definite articles;
 - ii) partitive article;
 - iii) gender and number of nouns;
 - iv) definite article with 'de' and 'a'.
2. Pronouns (in the affirmative and negative)
 - i) subject pronouns
 - ii) emphatic pronouns
 - iii) direct/indirect object pronouns
 - iv) impersonal pronouns: on, quelqu'un, tout le monde, quelquechose)
 - v) partitive pronouns
 - vi) relative pronouns: qui/que (not with passé composé)
 - vii) possessive pronouns: le mien etc.
 - viii) demonstrative pronouns: celui etc

- ix) pronouns following prepositions
 - x) expression for presenting a person; C'est/Voici
 - xi) pronoun: chacun/chacune
3. Expressions of quantity:
- using cardinal and ordinal numbers
 - using: beaucoup de, assez de, moins de, plus de, trop de
 - using adverbial prepositions; presque, environ
- d) Adjectives:
- i) agreement in number and gender of adjectives
 - ii) possessive adjectives e.g mon
 - iii) adjectival expressions using 'de' e.g le livre de Paul
 - iv) comparative adjectives (plus ----- que)
(moins ----- que)
(aussi ----- que)
 - v) superlative of regular and irregular adjectives
le/la/les plus/moins -----de
le/la/les pires(s) de
le/la/les meilleur(e) (s) de
 - vi) comparative of irregular adjectives:
bon – meilleur
mauvais – pire
 - vi) demonstrative adjectives e.g. ce, cette etc.
4. Verbs (in the affirmative and negative forms)
- i) present tense of regular and irregular verbs and reflexive verbs
 - ii) futur proche "aller + infinitif"
 - iii) 'passé composé' of all verbs learnt
 - iv) past participle agreement with 'avoir' using direct object pronouns in the affirmative only.
 - v) Second verb infinitives (e.g pouvoir + infinitif)
 - vi) 'imparfait' of all the verbs covered
 - vii) 'futur'
 - viii) "conditionnel présent" of the verbs covered
 - ix) imperative form
 - x) plus-que-parfait
 - xi) style indirect using: si, que, de.
 - xii) Subjonctif présent of regular verbs.
 - xiii) Subjonctif présent of some irregular verbs i.e. faire, venir, savoir, pouvoir, vouloir, être, avoir, voir, aller, écrire, sortir, lire, partir, mettre, prendre.
 - xiv) Subjonctif with the following verbs:
 - il faut que
 - j'aimerais que
 - j'voudrais que
 - je souhaite que
 - il est important que
 - il est nécessaire que
 - xv) subjonctif with : - bien que

- avant que
- après que

5. Adverbs:

- i) adverbs ending with – ment and their position in a sentence
- ii) adverbs of place: ici, là, là - bas, partout, quelquepart
- iii) adverbs of time: encore, déjà, toujours, quelquefois, souvent,
- iv) adverbs of time sequence: d'abord, ensuite, enfin, souvent, après.
- v) adverbial expression: il ya/depuis + expression of time

6. Negative forms:

- (i) ne pas;
- (ii) ne pas de;
- (iii) ne plus;
- (iv) ne jamais;
- (v) ne ---- pasencore;
- (vi) ne ---- rien/rien ne ----;
- (vii) ne ---- personne;
- (viii) ne ---- que;
- (ix) ne --- ni --- ni ---;
- (x) personne ne -----.

7. Interrogative forms:

- i) using intonation,
- ii) using 'est-ce que'
- iii) inversion of subject and verb
- iv) using expressions: comment, où, qui est-ce que, qu'est-ce que, qu'est-ce qui, que, qui,
- quel, il y a -----, combien de, qu'est-ce.
- v) using: lequel, quand, comment
- vi) negative interrogative with 'si' response

8. expressions of time and place

- i) using prepositions en, à, de, sous, sur, devant, derrière, pour, dans, en face de, à côté de, près de, loin de etc.
- ii) expressing time using: - être en train de+ infinitif
- espérer que + futur
- être sur le point de + infinitif
- venir de + infinitif
- iii) using adverbial pronouns 'y' and 'en'

10. Link words / expressions: i) donc, car, alors

- quand + futur, présent, passé composé.
- et, ou, mais, après, puis
- à mon avis
- si -----que
- pour + infinitif
- avant de + infinitif
- sans + infinitive

3.0.0 LEXICAL

3.1.0 Specific Objectives

By the end of the course, the learner should be equipped with vocabulary and idiomatic expressions related to the topics below:

3.2.0 Content

- a) The French-speaking world;
- b) The socialization aspect of humanity;
- c) The family and its many concepts;;
- d) The school and related activities
- e) Professions and careers;
- f) Leisure and hobbies;
- g) Health and environmental issues;
- h) Transport and travel;
- i) Tourism and other economic activities;
- j) Media and information technology.

4.0 ANNEX: VERBS

The following list of verbs is the minimum required for the course.

Irregular verbs

aller	naître	savoir	
apprendre	devoir	partir	sortir
avoir	dire	permettre	sourire
battre	dormir	pouvoir	suivre
boire	écrire	prendre	tenir
comprendre	être	promettre	venir
conduire	faire	recevoir	vouloir
connaître	lire	revenir	
courir	mettre	rire	
croire	mourir		

4.1.0 Regular -er verbs

adorer	écouter	préparer
aider	enseigner	présenter
aimer	entrer	raconter
apporter	fermer	regarder
arriver	frapper	regretter
bavarder	garder	rencounter
cacher	goûter	rentrer
causer	habiter	rester
chanter	jouer	retourner

chasser	laisser	saluer
chercher	manger	sembler
commencer	marcher	soigner
conseiller	mesurer	souhaiter
continuer	monter	tomber
couter	montrer	travailler
crier	nager	traverser
cultiver	oublier	trouver
danser	parler	visiter
dejeuner	passer	voler
demander	pecher	voyager
desirer	penser	
dessiner	pleurer	
detester	porter	
diner	poser	
donner	pousser	

4.2.0 Verbs with some irregular forms

achester	essayer	ouvrir
completer	jeter	peser
envoyer	nettoyer	preferer
esperer	offrir	
regular -ir verbs		
choisir		
finir		
grandir		
grossir		
maigrir		
punir		
remplir		
saisir		
regular-re verbs		
attendre		
descendre		
perdre		
rendre		
repondre		

4.3.0 Reflexive Verbs

s'amuser	se raser
s'appeler	s' reveiller
s' approcher de	se sauver
s' approcher de	se souvenir de
s'asseoir	se taire
se baigner	se trouver

se brosser
se coucher
se dépêcher
se déshabiller
se peigner
se doucher
s'habiller
s'inquêter
s'installer
se laver
se lever
se promener
se rappeler

4.4.0 Impersonal Verbs

ça vaut
il faut
il pleut
il s'agit de
il ya

GENERAL REQUIREMENTS

Schools intending to offer Computer Science are expected to have the following equipment:

- (1) Computer Laboratory
- (2) Computer Centre