

# The New Senior Secondary Curriculum for Sierra Leone

**Subject syllabus for languages and literatures**  
Subject stream: French as a foreign language



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.





## Syllabus for French as a Foreign Language – a core subject

### Subject Description

French as a foreign language basically develops in the learner an ability to use the language effectively for practical communication (with an emphasis on skills of listening, reading, speaking and writing) and to work with it (ex. do research, debate, write reports, etc.) The pupils are also introduced to critical aspects of the culture of France and neighboring francophone countries and communities thus encouraging positive attitudes towards language learning and towards speakers of other languages.

### General Syllabus objectives

To enable the pupil to:

- understand different registers of French
- communicate with clarity and confidence in French
- acquire useful skills for work in later life
- acquire insights into, understanding and appreciation of the culture and civilization of France and especially Francophone African societies
- discover the joys of learning languages
- strengthen his/her personal and intellectual development and social skills

### Structure of the Syllabus Over the Three Year Senior Secondary School Cycle

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• understand and respond to spoken French</li> <li>• communicate freely in French on typical, everyday situations</li> <li>• understand and utilize basic aspects of French Grammar</li> <li>• understand and respond to audio and video content in French such as video, audio messages, announcements</li> <li>• manipulate French accurately in spoken and written forms</li> </ul>	<ul style="list-style-type: none"> <li>• understand and respond to written texts in French, taken from various sources such as magazines, newspapers, reports, books etc.</li> <li>• understand and respond to audio and video content in French such as films, video, audio messages, announcements</li> <li>• manipulate French accurately in spoken and written forms</li> <li>• select information and present it in French</li> <li>• organize arguments and ideas logically</li> </ul>	<ul style="list-style-type: none"> <li>• understand and respond to written texts in French, taken from various sources such as magazines, newspapers, reports, books etc.</li> <li>• communicate freely in French on typical, everyday situations</li> <li>• understand and respond to audio and video content in French such as films, video, audio messages, announcements</li> <li>• manipulate French accurately in spoken and written forms</li> <li>• select information and present it in French</li> </ul>



- select information, summarize and present it in French

- organize arguments and ideas logically

## Year 1

The first year of Senior Secondary French will be dedicated to strengthening/consolidating the foundation in reading, understanding, writing and speaking French that was assumedly gained at Basic Education level. This prepares the pupil for more complex uses and practice of French in years two and three as well as at post-secondary level.

	N°	Topics/Themes
<b>Term 1</b>	1	Self-introduction, family presentation, person's character and profile's description
	2	Asking directions and shopping around town
	3	Shopping in town
	4	Restaurant, food, and drinks
	5	Health and the human body
<b>Term 2</b>	6	Timetable, calendars, schedules
	7	Sport
	8	Travelling (international)
	9	Travelling (local)
	10	Conference
	11	Environment (Weather, climate, clean environment, erosion, degradation)
<b>Term 3</b>	12	Technology
	13	School and college
	14	The work place
	15	Revision



## Teaching Syllabus

Topic/Theme/Unit	Expected learning outcomes	Language Content (grammar, phonetics, vocabulary)	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Self-introduction, family presentation, person's character and profile's description	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>provide personal information (orally and in writing) about themselves (such as name, address, age, nationality, marital status, profession, family members)</li> <li>describe aspects of their character</li> <li>fill in forms requiring personal and family information</li> <li>greet</li> <li>introduce and make a verbal character sketch or portrait of a friend or someone else.</li> </ul>	<p><b>Conjugation of foundational verbs:</b> Être, avoir, aller, faire</p> <p><b>Interrogative:</b> Qui est-ce? Comment vas-tu? Comment allez-vous? C'est...Ce sont...Il y a combien de...? Quel âge as-tu? Quel âge a-t-il/elle?</p> <p><b>Subject pronouns:</b> Je, tu, il/elle/on, nous, vous, ils/elles</p> <p><b>Direct object pronoun:</b> Je le/la connais; il me connaît; on se connaît</p> <p><b>Definite article:</b> le, la, l', les/ au (a + le), à l', à la, aux</p> <p><b>Indefinite article:</b> un, une, des</p> <p><b>Demonstrative adjectives:</b> Ce, cet, cette, ces</p> <p><b>Stress pronouns:</b> Moi, toi, lui, elle, nous, vous, eux, elles: (ils sont à moi; elle est à lui, chez nous)</p> <p><b>Expressions:</b> Je vous présente (Marie); je te présente, enchanté de vous connaître, je vous en prie, je t'en prie,</p>	<p>Reading/pronunciation: pronunciation drills; spelling drills and competitions; reading texts &amp; dialogue Presentation of personal/family profiles Draw and present the family tree</p> <p>Role play: Use flash cards (with different personal information) to present people. Use business cards to present people</p> <p>Filling forms</p> <p>Dictation to test spelling, understanding pronunciation, etc.</p>	<ul style="list-style-type: none"> <li>Textbooks: Et en Français Book 1 &amp; 2.</li> <li>Mamadou et Bineta Photos,</li> <li>I.D cards, Passport</li> <li>audios, videos, recorded telephone conversations</li> <li>Authentic forms</li> </ul>	<p>Oral practice in French of self-introduction, family presentation and describing a person's character</p> <p>Dictation and spelling</p> <p>Fill in the blanks</p> <p>Spot the error</p> <p>Role play (group work)</p> <p>Multiple choice questions</p> <p>Grammar exercises</p>



		<p>S'il te plait, s'il vous plait, je vous remercie</p> <p><b>Possession:</b> le père de Fatou, la mère de Paul/ la responsabilité du directeur</p> <p><b>Possessive pronouns:</b> mon, ton, son, ma, ta, sa, notre, votre, leur/ mes, tes, ses, nos, vos, leurs</p> <p><b>Singular &amp; plural nouns:</b> le devoir, les devoirs/ notre devoir, nos devoirs</p> <p><b>Vocabulary: Masculine/feminine:</b> relating to introduction or presentation or character, portrait of others ex. Sierra Léonais(e), Guinéen(ne), Parisien(ne), coiffeur/coiffeuse, dentiste, enseignant/enseignante, cinéaste</p> <p><b>Markers:</b> D'abord, tout d'abord, mais, ensuite, puis, alors, par conséquent, par exemple, enfin, s'il vous plait, pardon! Cependant, toutefois, en fin de compte, heureusement, malheureusement</p> <p><b>Adjectives</b> (types and position around the noun) <i>Colour:</i> rouge, rose, marron, noir-e, blanc-he) <i>Size:</i> grand-e, volumineux(se), petit-e, minuscule, <i>Shape :</i> rectangulaire, rond-e, carré-e, long-ue, courte</p>		
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		<p><i>Character:</i> sympathique, gentil-le, difficile, mou/molle, coléreux, paresseux/ paresseuse, énergique, intelligent-e, triste</p> <p>Un petit bonhomme sympathique, un cahier rouge, une jeune fille très ambitieuse, un jeune homme très honnête</p>			
Asking directions and shopping around town	Pupils will be able to ask for directions	<p><b>Landmarks:</b> l'hôpital, le commissariat de police, la gendarmerie, la mosquée, le marché, le centre-ville, la banque, le stade, l'école, le lycée</p> <p><b>Simple verbs:</b> -er, -ir, -re, -aire, -oir habiter, vivre, finir</p> <p><b>Interrogative:</b> Vas-tu...? Qu'est-ce que tu fais (cet après-midi)? Qui est-ce qui (va au marché aujourd'hui)? Où se trouve...? Ou est-ce que (tu vas? ils vont?) Pourquoi est-ce que..., pourquoi? Parce que; comment ca se fait que...?; comment se fait-il que...?</p> <p><b>Negation:</b> ne...pas, ne...plus, ne...jamais, ne...ni...ni... Je ne suis pas..., Je ne mange pas de..., vous ne voyez pas? Il n'y a pas de...</p> <p><b>Expressions:</b> Allez tout droit, première rue à gauche/deuxième à droite; prenez la deuxième rue, à côté de..., près de...,</p>	<p>Speaking: Use maps to stimulate discussions about direction to places</p> <p>Role play: someone asking a local how to get to a place</p> <p>Written exercises: Q&amp;A about landmarks ex. quel est le supermarché le plus proche? Où est-ce que cela se trouve?</p>	<ul style="list-style-type: none"> <li>• Et en Français 1 &amp; 2</li> <li>• Map of town centre</li> </ul>	<p>Role play in shopping centre, asking directions</p> <p>Spelling and dictation</p> <p>Fill in the blanks</p> <p>Spot the error</p> <p>Grammar exercises in sentence construction</p>



		en face de..., devant/derrière; au carrefour, au feu rouge, une passerelle, l'autoroute, une cours, un cul de sac, une avenue			
Shopping in town	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>• make shopping lists</li> <li>• use numbers to make phone calls</li> <li>• talk about prices</li> <li>• calculate purchases</li> <li>• learn currencies</li> </ul>	<p><b>Interrogative:</b> Qu'est-ce que c'est? C'est combien? Combien ça coute? Combien? Ça fait combien? Est-ce que.../ (inversion) avez-vous..., as-tu...? A qui est (ce pull?), à qui sont ces cigarettes? De quelle couleur est...?</p> <p><b>Negation:</b> Ne...pas (je n'aime pas...) Ne...jamais (ma femme ne met jamais...) Ne...ni...ni (je n'aime ni le vert ni le jaune)</p> <p><b>Numbers:</b> 1 to millions; percentages (trente pour cent des Sierra Léonais sont...) <i>Basic calculation</i> : 2 fois 7 font.../ 24 divisé par 6, ça fait... <i>Ordinal numbers:</i> Premier, deuxième, troisième la première fois, son deuxième fils, leur troisième maison/ premièrement, troisièmement, dernièrement</p> <p><b>Quantity:</b> du pain, de la farine, des cacahuètes/arachides, de l'huile, de l'eau, un kilo de..., deux sacs de..., 15 litres de..., une demi-bouteille de..., un sac de...</p>	<p>Reading shopping lists</p> <p>Dictation and spelling to verify pupils' spelling abilities especially of the interrogative structures</p> <p>Role play: using flash cards and imaginary stores/shops, students go shopping around the class and play the roles of customers and salespersons</p> <p>Also purchasing by telephone</p>	<ul style="list-style-type: none"> <li>• Et en Français Books 1 &amp; 2</li> <li>• Shopping lists</li> <li>• Catalogues</li> <li>• Price lists</li> <li>• Flash cards</li> </ul>	<p>Role play in the shop, shopkeeper and buyer Dictation and spelling</p> <p>Fill in the blanks</p> <p>Making a shopping list</p> <p>Calculate purchases</p> <p>Grammar exercises</p>



		<p><b>Vocabulary:</b> trop cher, moins cher, diminuer, le prix</p> <p><b>Currency:</b> Francs CFA, francs guinéens, dollars, leones, livres sterling, yen, euros, le taux de change</p>			
Restaurant, food, and drinks	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• read, understand menu</li> <li>• order food and drinks</li> <li>• state their preferences</li> <li>• read recipes, identify ingredients and follow the steps in preparing a meal</li> <li>• appreciate food and drinks</li> </ul>	<p><b>Verbs:</b> aimer, préférer, aimer mieux, manger, prendre, mettre, faire bouillir, ajouter, verser, bouffer, avoir tres faim, avoir soif, avoir envie de...</p> <p><b>Expressions:</b> un doigt de..., un peu de..., juste un petit peu de..., à ta/votre santé!</p> <p><b>Useful vocabulary:</b> du sel, de l'eau, de l'huile, du vin, du pain, la sauce (d'arachide), du riz, une fourchette, une cuillère, apéritif, hors d'œuvre, plat de résistance/ plat principal, le dessert, le digestif, de la bière, de la limonade, un coca le serveur, la serveuse, le menu, à la carte, Salé, propre, pas assez (cuit), chaud, délicieux, excellent (repas)</p>	<p>Group work: Use of photos, posters showing different types of food or restaurant situations, create recipes and simulate preparation of food</p> <p>Quiz competitions (ex. typical hors d'oeuvre, desserts, plat principal, boissons)</p> <p>Use Flash cards to identify various food items, vegetables, fish, meat, etc</p> <p>Role play (at a restaurant/handling a difficult customer)</p>	<ul style="list-style-type: none"> <li>• Et en Francais 1 &amp; 2</li> <li>• Selected Recipes (in French)</li> <li>• Menus (French &amp; English)</li> </ul>	<p>Prepare a menu Labeling of food and drinks on the table</p> <p>Role play requesting food and drinks in the restaurant</p> <p>Prepare a recipe</p> <p>Multiple choice questions</p> <p>Grammar exercises</p>





<p>Health and the human body</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>name various parts of their body in French, explain symptoms of illness</li> <li>name different specialists in medicine, and some instruments that they use</li> <li>use French vocabulary for medical visits</li> <li>understand instructions given by doctors or at pharmacies</li> </ul>	<p><b>Interrogative:</b> Qu'est-ce qu'il y a? Qu'est-ce que vous avez? Comment vous vous sentez? Cela vous fait mal? Combien de fois par jour/semaine/mois?</p> <p><b>Imperative:</b> Ouvrez la bouche! Montrez-moi! Inspirez! Arrêtez! Fermez! Lève-toi! Asseyez-vous! Entrez s'il vous plait! Enlevez (votre chemise/ les chaussures/ les chaussettes), Dis-moi! Dites-moi comment...!</p> <p><b>Verbs:</b> Tousser, vomir, être enrhumé, avoir froid/chaud; uriner (faire pipi); falloir: il faut + infinitive, il faudrait/ faudra + infinitive; ex. Il faut prendre deux comprimés/gélules trois fois par jour</p> <p><b>Useful vocabulary:</b> La tête, le dos, les yeux, les reins, les pieds, les jambes, l'estomac, les dents, le ventre, les oreilles, les fesses, infirmier(e), sage-femme, pharmacien, Ophtalmologue, dentiste, radiologue, chirurgien, gynécologue, généraliste, température, la fièvre, le paludisme, diabète</p> <p><b>Expressions:</b> Prendre la température/ la tension/ le pouls de quelqu'un; se sentir</p>	<p>Spelling &amp; pronunciation: using the drawing of a human body to name the parts (by filling the blanks), pronounce and write them down</p> <p>Dictation: key words to test ability to hear, understand and write</p> <p>Writing: Pupils write down and pronounce various specialist doctors as shown in photos or illustrations and write down basic information on what they do</p> <p>Role play: pupils pair up and prepare and present sketches about visits to the doctor (giving instructions ex. ouvrez la bouche! inspirez!)</p>	<p>Diagram or chat showing parts of the human body</p>	<p>Label parts of a human body on a given diagram</p> <p>Spelling and dictation</p> <p>Role play in a health clinic or hospital</p> <p>Name different specialists in medicine and their fields</p> <p>Spot the error</p> <p>Grammar exercises</p>



		bien/mal; avoir mal au/ à la/ à l'...; subir une opération/ intervention chirurgicale			
Timetable, calendars, schedules	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• arrange timetable of activities in the day, week or year</li> <li>• explain their daily, weekly, monthly, annual work schedule</li> <li>• describe their activities, using appropriate expressions</li> <li>• read and understand train, bus, flight arrival and departure schedules</li> <li>• discuss personal plans for the future</li> </ul>	<p><b>Reflexive verbs:</b> se réveiller, se lever, se coucher, se laver, se trouver</p> <p><b>Dates:</b> months of the year, days of the week, date of birth: en décembre, au mois de..., le 17 mars 2021; le lundi 20 juillet</p> <p><b>Future tense:</b> infinitive + endings; aller + infinitive (on va arriver à l'heure) ; future + object pronoun (nous le prendrons, vous le verrez)</p> <p><b>Time:</b> à sept heures quarante-cinq, il est huit heures et demie, sept heures moins le quart, après 15 minutes, avant 7 heures, dans 30 minutes, il y a une demi-heure</p> <p>Arriver/partir/ être a l'heure; arriver/être en retard; arriver/être en l'avance; avoir 15 minutes de retard</p>	<p><b>Speaking:</b> Use calendars, roster, timetables, to stimulate conversations in class</p> <p><b>Written/translation:</b> group work to translate class timetables and other schedules into French</p> <p>Pupils prepare their personal daily timetables in French.</p> <p><b>Comprehension:</b> from a written narrative pupils must draw up a timetable reflecting the details in the narrative.</p> <p><b>Dictation:</b> to verify spellings and listening abilities</p>	<ul style="list-style-type: none"> <li>• Et en Français Book 1 &amp; 2</li> <li>• Authentic train/flight schedules</li> <li>• School timetables</li> <li>• Calendars, agricultural calendars showing planting and harvesting seasons</li> <li>• Audios</li> </ul>	<p>Draw up daily activities using the appropriate expressions</p> <p>Role play in discussing personal plans for the day and the year</p> <p>Draw up a holiday schedule, a flight schedule, a study timetable</p> <p>Dictation and spellings</p> <p>Quiz on dates and time</p> <p>Grammar exercises</p>
Sport	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• understand and communicate in French on the subject of sports in general</li> </ul>	<p><b>Vocabulary:</b> le stade, le terrain, la cour, la piste, le tableau d'affichage, le score, les joueurs, l'arbitre, les arbitres de touche, les officiers du match, les paramédics, la défense, les défenseurs, les attaquants, le gardien, les milieux du terrain, le commentateur, hors-jeu, but, les poteaux, carton jaune/rouge, le</p>	<p><b>Analysis and speaking:</b> group project on sport: pupils research and do a presentation on a selected sport (the rules, players, how it is played, spectators, outstanding</p>	<p>Audio/videos of games, sport kits, photos of stars, fixtures, score board/Result of tournament, illustration</p>	<p>Label pitches for their favourite sports'</p> <p>Oral discussion on the various</p>



	<ul style="list-style-type: none"> <li>• read and talk about their favourite sports and their importance, the jobs they generate, the facilities, rules and finance</li> <li>• do a case study on sport</li> </ul>	<p>basketball, le volleyball, l'athlétisme, la boxe, le tir aux buts, une faute, un penalty, un coup franc, un match nul</p> <p><b>Verbs:</b> dribbler, marquer, contrôler, sauver, jouer, sauter, esquiver, afficher, perdre, gagner</p> <p><b>Indirect object pronoun:</b> il <b>lui</b> passe la balle; on <b>m'</b>a proposé un contrat; Les sponsors <b>leur</b> ont donné la moitié de la somme,</p>	<p>players/heroes, money, local practice of the sport)</p> <p>Comprehension: hearing and understanding French. Using audio/video commentary of sport in French, ask questions to test understanding, ability to express in oral and writing</p> <p>Group production of scrapbook on their favourite sport with photos/bio of stars, articles and clippings</p>	<p>sports/favourite sports</p> <p>Spot the error</p> <p>Dictation and spelling</p> <p>Grammar exercises</p>
Travelling (international)	<p>Pupils will acquire</p> <ul style="list-style-type: none"> <li>• basic communication skills about travelling, especially to go through formalities (police, customs, baggage check, security check) at the airport</li> </ul> <p>Pupils will be able</p> <ul style="list-style-type: none"> <li>• to follow instructions</li> </ul>	<p><b>Vocabulary:</b> l'aéroport, le vol, l'arrivée, départs, les passagers (adultes/enfants/mineurs), billet d'avion, réservation, achat, compagnie aérienne, carte d'embarquement, carnet de santé, l'équipage, classe affaires, économie, hôtesse de l'air, à la porte (B12), au guichet, la salle d'attente, le bureau de change, l'enregistrement des bagages, l'excédent de bagages, kilos, couloir, aile, fenêtre, siège, bagages à main, peser, les douanes, marchandises, effets personnels, vêtements, gadgets, quelque chose/rien à déclarer, interdits/interdiction de... (fumer); non-</p>	<p>General discussion in french about travelling by air to ensure that pupils have an understanding of the various steps from arrival at airport to destination. The aim will be to verify knowledge or inform.</p> <p>Listening and repetition</p> <p>Audio of airport announcements</p>	<ul style="list-style-type: none"> <li>• Travel brochures, prototype of air tickets, boarding passes, passports, disembarkation forms, customs declaration forms</li> <li>• Testimonies of pupils that have been on</li> </ul> <p>Role play of travelers and airport officials-customs, police</p> <p>Prepare flight notice board</p> <p>Fill in the parts of an airport</p> <p>Grammar exercises</p>



	<ul style="list-style-type: none"> <li>• have a pleasant flight</li> </ul>	<p>fumeurs; escalier, ascenseur, duty-free, la police, les agents de sécurité, les douaniers, contrôle de passeports, carte d'identité, carnet d'adresses, numéro de téléphone, voyager seul/accompagné, contrôle de sécurité, consignes de sécurité, armes/ munitions, D'abord, ensuite, après, enfin</p> <p><b>Expressions:</b> Le(s) passage(s) sur le vol..... est/sont prié(s) d'aller/ de se présenter à... Veuillez-vous présenter à... Embarquement dans XXX minutes/ embarquement immédiat Faire la queue</p> <p><b>Grammar:</b> Il faut + infinitive, past tense 1 (passé composé): auxiliaire être/avoir + past participle</p> <p><b>Simple verbs of motion:</b> monter, descendre, entrer, sortir, arriver, partir, aller, venir Other verbs: naître, (je suis né(e), mourir (il est mort) Atterrir, embarquer, décoller, contrôler, remplir (ex. un formulaire)</p>	<p>Oral and written comprehension: use flash cards, prototype of air tickets, and flight schedules to pose questions to pupils about journeys and air travel</p>	<p>international flights</p> <ul style="list-style-type: none"> <li>• Audio recordings of airport announcements</li> <li>• Plan of an airport</li> </ul>	
Travelling (local)	<p>Pupils will acquire</p> <ul style="list-style-type: none"> <li>• basic communication skills</li> </ul>	<p><b>Vocabulary:</b> le car, le bus, la gare, le taxi, le taxi-moto, le train, la circulation, le trajet, un accident, les policiers, le chauffeur de taxi, les arrêts, en panne, faire le plein (d'essence), panne</p>	<p>Speaking: pupils use photos of various types of transport to describe in French their own daily journeys</p>	<ul style="list-style-type: none"> <li>• Et en Français Book 2</li> </ul>	<p>Role play simulation of passenger and apprentice</p>



	<ul style="list-style-type: none"> <li>• knowledge in French that they need to travel by bus, train or other local transport</li> <li>Pupils will be able</li> <li>• to follow instructions and road signs</li> </ul>	<p>d'essence, au carrefour, la place, le centre-ville, la corniche</p> <p><b>Verbs:</b> s'arrêter, s'endormir, faire le tour, un détour, les piétons, les animaux</p> <p><b>Past tense (passé composé):</b> auxiliary etre/avoir + past participle;</p> <p><b>Simple verbs of motion :</b> Etre + past participle : monter, descendre, entrer, sortir, arriver, partir, aller, venir Avoir + past participle: doubler, rouler (trop vite); surcharger, charger</p> <p><b>Interrogative:</b> Il y a combien de kilomètres d'ici Lunsar? Combien coute..., Qui descend ici? Il y a quelqu'un pour ...?</p>	<p>Written: after an example given by the teacher, pupils write about a journey (in the past tense)</p> <p>Role play: simulation of apprentice and passenger conversations, police and driver</p>		<p>Composition about a journey, travelling by road, bus, train to a destination</p> <p>Oral comprehension</p> <p>Grammar exercises</p>
Conference	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• know the different types of conferences</li> <li>• know how to prepare for a conference</li> <li>• know how to participate in a conference</li> </ul>	<p><b>Vocabulary :</b> la salle de réunion, la table de conférence, le tableau blanc, un feutre, un marqueur, un écran, le séminaire, le congrès, le colloque</p> <p>Nouns related to conferences,</p> <p><b>Tense:</b> pluperfect +quand Être agreement with subject pronouns e.g elles sont arrivées Avoir agreement with direct object pronoun e.g il les a vus, on l'a prise</p>	<p>Use videos and photos showing conferences</p> <p>Listen to audios of conferences</p> <p>Role play a conference or seminar</p>	<ul style="list-style-type: none"> <li>• Videos, photos of conferences</li> </ul>	<p>Role play of a conference as group work</p> <p>Written grammatical exercises as fill in the blanks, composition writing as a <i>compte-rendu</i> of a conference</p>



					Prepare an agenda for a conference
					Dictation and spelling
Environment (Weather, climate, clean environment, erosion, degradation)	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>identify and express opinion in French on the weather, climatic conditions, clean and unhealthy environment, how to maintain a clean and safe environment</li> <li>comprehend on-going debates about climate change and causes of degradation, erosion etc</li> </ul>	<p><b>Nouns:</b> seasons of the year (saison des pluies, saison sèche, printemps, été ,hiver, automne)</p> <p>La forêt, la banlieue, le jardin, les arbres, la rivière, la mer, le ciel ,la montagne, la mer, la colline, une vallée</p> <p><b>Verbs:</b> the future tense: Il fera beau demain sur.... Il pleuvra...; le temps sera...</p> <p><b>Pronoms possessifs:</b> le mien, la mienne, etc</p> <p><b>Comparison:</b> plus de, moins de, autant de avec nom, verbe, adjectif/adverbe</p> <p><b>Adjectifs:</b> mauvais[e], beau/belle,</p> <p><b>Expression:</b> il fait du soleil, il pleut; il neige,il fait chaud</p>	<p>Use calendars to indicate time, weather</p> <p>Use photos to show the different environment</p> <p>Oral comprehension: explaining the different climate and environment</p> <p>Use the weather forecast</p>	<ul style="list-style-type: none"> <li>Documents, photos of good/bad/unhealthy environment</li> <li>TV weather forecasts in French</li> </ul>	<p>Aural and oral comprehension</p> <p>Composition on given topics already studied</p> <p>Multiple choice questions</p> <p>Spot the error</p> <p>Summary</p>
Technology	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>understand and articulate in</li> </ul>	<p><b>Vocabulary:</b> technical terminology of engineering, construction and communication industry</p>	<p>Show Videos, photos of technological machines or tools</p>	<ul style="list-style-type: none"> <li>Documents on technology</li> </ul>	<p>Comprehension exercises to ascertain the grasp of</p>



	<p>French about the different types of technology and their uses in the world</p> <ul style="list-style-type: none"> <li>• understand technology in information, medicine, communication, industrial and manufacturing, education, construction and business</li> </ul>	<p><b>Tense:</b> imparfait, combination of passé compose and imparfait; position of adjectives vs nouns</p>	<p>Pupils read and discuss selected texts relating to technology Use of authentic materials such as medical prescriptions, directions for use, handbooks, manuals for e.g camera, mobile phones, appliances</p>	<ul style="list-style-type: none"> <li>• Articles used in technology e.g camera, mobile phones,</li> </ul>	<p>lessons learnt: content and grammar</p> <p>Labeling of the gadgets in technology</p> <p>Fill in the blank spaces</p>
School And College	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• know the difference between the stages in schooling and education (pre-school, primary, secondary, technical vocation, teacher training college/institution)</li> </ul>	<p><b>Verbs:</b> assister au cours, être absent, être présent, enseigner, faire ou donner des cours, suivre des cours</p> <p><b>Vocabulary:</b> écolier/ère, étudiant/e, professeur, Enseignant/e, directeur/ice, proviseur, école maternelle, lycée, université, institut universitaire de technologie</p> <p><b>Tenses:</b> futur, futur proche</p> <p><b>Introduction to formal and informal registers:</b> conversations, interrogations, requests, imperative</p>	<p>Show photos and videos of various institutions depicting the structures and personnel</p> <p>Oral and written exercises</p> <p>Role play depicting the different personnel</p>	<ul style="list-style-type: none"> <li>• Videos and photos of structures and personnel in the various institutions</li> </ul>	<p>Oral and aural comprehension exercises on topics taught</p> <p>Labelling of institutions and personnel</p> <p>Spot the error, the difference in identifying buildings and personnel</p>



	<ul style="list-style-type: none"> <li>and the various courses offered in each institution</li> </ul>				
The workplace	<p>Pupils will be able to identify</p> <ul style="list-style-type: none"> <li>professions in corresponding workplaces,</li> <li>code of conduct in workplace</li> <li>dress code in workplaces</li> </ul>	<p><b>Verbs:</b> travailler, être absent, aller en congés, aller en vacances, employer, diriger, contrôler, réguler</p> <p><b>Nouns:</b> employeur, directeur, chef,</p> <p><b>Adjectives:</b> travailleur, paresseux, doué</p> <p><b>Tense :</b> passé simple</p> <p>Introduction to formal vs informal registers, informal vs formal correspondences, expressions and peculiarities in spoken French contraction -, j'sais pas, j'suis ....pas vrai; intonation, gesticulation/ mannerisms</p>	<p>Use of videos and photos of different situations in specific workplaces Describe various workplaces, identify the various workplaces and personnel</p>	<ul style="list-style-type: none"> <li>Videos and photos showing the different workplaces and personnel</li> <li>Charts showing the various workplaces and personnel</li> </ul>	<p>Oral and aural comprehension exercises</p> <p>Spot the error in distinguishing the various work places and personnel</p>







## Years 2 and Year 3

N°	Thematic areas	Topics
1	Economy, governance and politics	Quelle démocratie pour l'Afrique?
2	Colonization and culture	Et ça continue, la colonisation...? Les influences de l'Occident et de la Chine en Afrique
3	Youth, globalization and modern technology	La jeunesse et le chômage en Afrique
4	Economic, social and political integration, African culture and development	Quelle est l'importance de l'Union Africaine pour les pays africains?

Literary texts Year 2			Literary texts Year 2		
<b>Francophone</b>	1	Camara Laye, L'enfant noir	<b>Francophone</b>	1	Aminata Sow Fall, La grève des battus
	2	Ahmadou Kourouma, Les soleils des indépendances		2	Mariam Ba, Une si longue lettre
<b>French</b>	3	Molière, Le misanthrope	<b>French</b>	3	Stendhal, Le rouge et le noir
	4	Camus, L'étranger		4	Les Fables de La Fontaine

N°	Unit of assessment	Activities	Time allocated Year 2	Time allocated Year 3
1	Speaking	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Topic conversation</li> <li>• General conversation</li> <li>• Colloquial French (Year 3 only)</li> </ul>	25%	25%
2	Reading and understanding	<ul style="list-style-type: none"> <li>• Reading and pronunciation</li> <li>• Comprehension</li> <li>• Research</li> <li>• Debate</li> </ul>	25%	25%
3	Writing	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Official letter</li> </ul>	20%	25%



		<ul style="list-style-type: none"> <li>• Non official letter</li> </ul>		
4	Selected text	<ul style="list-style-type: none"> <li>• Literary</li> <li>• Non literary</li> </ul>	30%	25%

N.B. The percentages indicated in the table above show the amount of time allocated for the implementation of a unit (lessons) every term e.g Speaking 25% (i.e., presentation, topic conversation and general conversation) and study of selected texts 30% (i.e. Literary and non-literary texts)

Unit	Speaking			
Activity	Presentation			
Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	Assessment of learning outcomes
Pupils will be able to: <ul style="list-style-type: none"> <li>• prepare and make short (4 minutes) presentations on a topic of their choice that is reflective of an understanding of French or Francophone or Sierra Leonean culture and contemporary society</li> <li>• present relevant facts using a flash card with notes on figures, facts, statistics, or maps etc.</li> <li>• the pupil can present his/her own opinions on the topic</li> </ul>	n/a.	Teacher gives background information about French colonization and the Francophonie and pupils search for basic information (facts, data, statistics etc.) about France and French-speaking countries in ECOWAS and Mano River Union. Teacher prepares a rostra for 4 minutes presentations by pupils. One or two presentations by pupils at every French speaking lesson	Magazines, newspaper clippings, extracts from reports, TV news, audios and videos on the subjects  Flash cards with notes and facts, maps and, statistics	Oral practice by teacher/pupil conversations. Pupils will be tested for: <ul style="list-style-type: none"> <li>• good pronunciation, intonation and expression</li> <li>• for full and well-organized coverage of the topic, their ideas and opinions</li> <li>• facts (data and statistics)</li> <li>• spontaneity</li> <li>• a lively presentation</li> <li>• references to contemporary French or Francophone society</li> <li>• fluency and appropriate use of vocabulary and idioms</li> </ul>
Activity	Topic conversation			
Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	



<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>respond to questions on his/her presentation</li> <li>provide more clarity or information when asked</li> </ul>	<p>Present and past tenses (passé composé, imparfait)</p> <p>Direct and indirect object pronouns (me le, le lui, nous le, le leur etc.)</p>	<p>Q &amp; A on each presentation. Pupils are encouraged to ask their colleagues questions on their presentation</p>	<p>n/a</p>		
<b>Activity</b>		<b>General conversation</b>			
<b>Expected learning outcomes</b>	<b>Language content</b>	<b>Recommended teaching method(s)</b>	<b>Suggested resources</b>		
<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>have a broad, lively conversation on his background and interests</li> <li>respond and react spontaneously and offering personal opinions on the matters discussed.</li> </ul>	<p>Use of adjective</p> <p>Descriptive language</p>	<p>During French speaking lesson, the teacher animates general discussion in French on the topic/theme being addressed</p>	<p>n/a</p>		
<b>Unit</b>	<b>Reading and understanding</b>				
<b>Activity</b>	<b>Reading and pronunciation</b>				
<b>Expected learning outcomes</b>	<b>Language content</b>	<b>Recommended teaching method(s)</b>	<b>Suggested resources</b>	<b>Assessment of learning outcomes</b>	
<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>read selected passages in French with correct</li> </ul>	<p>Key grammatical interests</p>	<p>A set of reading passages are issued to pupils who practice reading them before coming to class.</p>	<p>Passages relating to the topics of the year and drawn from the literary texts and non-</p>	<p>Through reading of passages pupils will be assessed for:</p>	



pronunciation, stress and intonation patterns • be sensitive to varieties in dialects, accents and styles	(verbs, idioms, etc.)	Pupils read in turns in class and phonetic and other corrections are done. From time to time, teacher plays recordings to introduce pupils to a variety of accents and dialects	literary documentation compiled by the teacher.	<ul style="list-style-type: none"> <li>• accuracy in reading, intonation, stress and pauses (with only few minor errors)</li> <li>• ability to recognize variety of dialects, accents and styles</li> </ul>
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<b>Activity</b>	<b>Comprehension</b>			
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Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	Assessment of learning outcomes
Pupils will be able to: <ul style="list-style-type: none"> <li>• respond in writing to specific and general comprehension questions on selected passages</li> <li>• do a summary of issues raised therein</li> <li>• do a short write-up on the information contained in the passage and their opinion about it</li> </ul>	n/a	Comprehension exercises include Q & A, summary and short written accounts	Documentation compiled by the teacher relating to the topics of the year	Using comprehension exercises including multiple choice, fill in blanks, spot the error and short dictation, assess: <ul style="list-style-type: none"> <li>• accurate use of more complex structures (verb forms, tenses, prepositions, word order)</li> <li>• vocabulary, meaning recognition</li> <li>• grammatical manipulation</li> <li>• content versus quality of language</li> </ul>

<b>Activity</b>	<b>Research</b>			
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Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	Assessment of learning outcomes
The students will be able to: <ul style="list-style-type: none"> <li>• conduct research individually and in small groups on the chosen topics from a French language perspective</li> <li>• to speak, write and do work on them in French</li> </ul>	Grammar review	A set of four main topics of general interest and on contemporary issues shall be issued at the start of the year (see examples below). The teacher shall draw extensively from this set of topics in designing lessons, activities and assessments reflecting	Materials relating to the topics of the year	Throughout the year, the teacher shall assess students according to: <ul style="list-style-type: none"> <li>• effort and ability to effectively search/find appropriate information and data on the topics of the year from French sources</li> <li>• pupils' group ethic</li> <li>• ability to produce report on a project</li> <li>• ability to do a presentation in French</li> </ul>



		<p>French and Francophone African interests and situations.</p> <p>Focus will be on two topics each for the first and second terms and revision work with all four in the third term</p> <p>Pupils conduct group research into the four topics of the year and produce notes in French. Teacher provides guidelines on the areas of emphasis</p>		
Activity		Debate		
Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	Assessment of learning outcomes
<p>Based on their research on the topics, pupils will be able to:</p> <ul style="list-style-type: none"> <li>• practice public speaking in French by taking part in class or inter-class debates</li> <li>• grow in confidence and ability to manipulate grammar and vocabulary in French while acquiring argumentative and general presentation skills</li> </ul>	<p>Use of markers and devices such as: à mon avis, tout d'abord, tout à fait, par exemple, de toute façon, en fin de compte, le fond du problème</p> <p>Perfect, imperfect, pluperfect tenses</p>	<p>Pupils (supported by the teacher) prepare for inter-class debates in French to be held at the end of every term in front of the school. Awards will be given.</p>	<p>Videos of debates, books on debating skills</p>	<p>Through organized debates in French (ex. intra or inter class, end of year, inter-school) assess:</p> <ul style="list-style-type: none"> <li>• quality of language</li> <li>• argument or subject matter presentation</li> <li>• appropriate use of idiomatic expressions</li> <li>• diction</li> <li>• debating techniques</li> <li>• spontaneity</li> </ul>



Unit	Writing			
Activity	Essay			
Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	Assessment of learning outcomes
Pupils will be able to: <ul style="list-style-type: none"> <li>write short essays (250 - 400 words) in French on each of the four topics of the year</li> </ul>	Review vocabulary, general grammar	Pupils study prototype essays and prepare theirs regularly throughout the year on the topics selected for the year	See topics of the year	Pupils 'essay will be assessed on: <ul style="list-style-type: none"> <li>content</li> <li>organization</li> <li>language quality including grammatical</li> <li>manipulation, tenses, vocabulary, use of idiomatic and expressions</li> </ul>
Activity	Official letter			
Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	Assessment of learning outcomes
Pupils will be able to: <ul style="list-style-type: none"> <li>understand and write official letters</li> <li>understand the conventions of official letter writing in French</li> </ul>	Phrases, expressions, formal language, all forms of tenses	Through the study of sample official letters, pupils learn the techniques and specific devices used in French official letter writing	Relevant samples of formal letters and messages in French	Using letter writing exercises, spot the error, fill in the blanks, pupils will be assessed on <ul style="list-style-type: none"> <li>understanding and application of rules and conventions in standard French official letter</li> <li>writing,</li> <li>correct use of language (grammar, vocabulary etc.)</li> <li>use of formal register</li> </ul>
Activity	Non-official letter			
Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	Assessment of learning outcomes
Pupils will be able to: <ul style="list-style-type: none"> <li>write letters to friends and family</li> </ul>	Informal, colloquial expressions,	Pupils learn to write informal letters, make friends on the internet with French speaking	Relevant samples of informal letters, messages, texts, email in French	Using letter writing exercises, spot the error, fill in the blanks, pupils will be assessed on <ul style="list-style-type: none"> <li>clarity of expressions,</li> </ul>



<ul style="list-style-type: none"> <li>send informal messages (such as text messages on the internet)</li> </ul>	all forms of tenses	pupils in neighbouring countries, text messages		<ul style="list-style-type: none"> <li>informal register (use of colloquial forms, slangs etc.),</li> <li>expressing emotion,</li> <li>language (grammar, vocabulary etc.)</li> </ul>
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<b>Unit</b>	<b>Selected text</b>
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<b>Activity</b>	<b>Literary</b>
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Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	Assessment of learning outcomes
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<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>analyze passages selected from literary writings of two authors (one French and one Francophone African)</li> <li>acquire knowledge and insights into French and Francophone African culture and civilization</li> </ul>	Review of the tenses, especially passé simple and subjunctive.	Focus on language (vocabulary, grammar etc.) style, literary devices and meaning Thorough study of passages from the selected texts	Books suggested above for each year	<p>Pupils will be assessed on:</p> <ul style="list-style-type: none"> <li>understanding of author's use of literary forms, techniques and devices</li> <li>interpretation and meaning</li> <li>understanding of the main features of pre and post-independence African literature in French</li> <li>grasp of aspects of French and Francophone culture and civilization</li> </ul>
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<b>Activity</b>	<b>Non-literary</b>
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Expected learning outcomes	Language content	Recommended teaching method(s)	Suggested resources	Assessment of learning outcomes
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<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>access knowledge, information, data, statistics about countries where French is spoken and about important institutions with Francophone influence that are relevant to their lives such as ECOWAS, Mano River Union, African Union</li> </ul>	Review of aspects of vocabulary and grammar including the tenses, word order, descriptive devices	Study of carefully selected texts The texts will typically throw light on the population history, geography, resources, politics, governance, youth and women, economy, environment of Guinea, Cote d'Ivoire, Senegal, Mali as well as on ECOWAS and MRU	<ul style="list-style-type: none"> <li>Data and statistics in French about French speaking countries, important multilingual institutions and their activities e.g ECOWAS, MRU African Union</li> </ul>	<p>Through comprehension passages, dictation, short translation, oral and written comprehension passages in French, pupils will be assessed on:</p> <ul style="list-style-type: none"> <li>basic knowledge of francophone countries in their neighbourhood such as Guinea, Cote d'Ivoire, Senegal and Mali, especially their:                             <ul style="list-style-type: none"> <li>geography,</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"><li>○ population (size, ethnic composition)</li><li>○ natural resources</li><li>○ political system</li><li>○ economy</li><li>○ youth and women's issues</li><li>• knowledge about sub-regional and regional integration bodies (MRU, ECOWAS, African Union)</li><li>• oral and written expression: speaking and writing in French about neighbouring francophone countries.</li></ul>
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