

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus for French for business
Subject stream: Languages and Literatures



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



Curriculum elements for French for Business and Marketing – an applied subject

Subject Description

French for business develops in the learner an ability to use the French language effectively for practical communication in business or in typical business-related situations, with an emphasis on the learner's skills of listening, reading, speaking and writing in French. From a business perspective, the pupils are also exposed to critical aspects of the culture of France and neighbouring francophone countries and communities thus preparing them for confident and positive interactions with French speakers that they may come across, especially for business. In addition, the learner is exposed to wider international contexts and issues that affect business activities such as the MRU, ECOWAS, African Union, and European Union.

General Syllabus objectives

To enable the pupil to:

- understand different registers of French
- communicate with clarity and confidence in French
- acquire useful French vocabulary needed for communication in business and business-related situations
- acquire insights and understanding about the world of work and business from a French perspective
- develop reading and writing skills (in French) that will be useful in commercial life
- acquire insights into, understanding and appreciation of aspects of the culture and civilization of France and especially Francophone African societies that will come in handy for business
- acquire insights into the wider international contexts and issues affecting businesses

Assessment objectives

The pupil will be expected to:

- Understand and respond to spoken French
- Communicate freely in French on typical business or business-related situations
- Understand and utilize basic aspects of French Grammar and vocabulary needed for interaction and communication in business
- Understand and respond to audio and video content in French such as messages, announcements, notices, pitches and advertisements.
- Write simple official correspondence in the correct register, messages, notes etc.
- Process and summarize information from flyers, adverts, infomercials, brochures and websites
- Gather information and do short presentations on subjects relating to business life.



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

Year 1	Years 2 & 3
French for business will be dedicated on the one hand to strengthening/consolidating the foundation in reading, understanding, writing and speaking French that was assumedly gained at Basic Education level, while on the other hand starting to prepare the pupil with communication skills in basic French needed to operate in business or business-related contexts	Pupils will deepen their ability to operate in French and become more confident to work or do business in a French speaking environment

	N°	Topics/Themes
Year 1	1	Why learning French is good for business
	2	Meeting business contacts and getting to know them; introducing self/others
	3	Finding one's way around town: asking directions
	4	Shopping in town
	5	Business lunch/dinner (restaurant, food and drinks)
	6	Making reservations by telephone (hotel)
	7	Making reservations by telephone (flight)
	8	Travelling (international)
	9	Travelling (local)
	10	At the hotel (check-in/check out)
	11	At the hotel (facilities)
	12	Timetable, calendars, schedules
	13	The office space (physical)
	14	The office space (personnel) organigramme
	15	Professions and trades (guessing game/quiz)
	16	Revision
Year 2	1	At the border
	2	At the bank
	3	Conference



	4	Letter writing 1: application for employment
	5	Letter writing 2: samples of business letters
	6	Discovering the internet and email in French
	7	Making an order
	8	Discovering advertising in French
	9	Business documentation
	10	Basic legal terminologies relating to business
	11	Understanding company profiles in French
	12	Revision
Year 3	1	Learning about business: Import & export
	2	Learning about business: travel agents
	3	Learning about business: wholesale and retail
	4	The Mano River Union (MRU)
	5	Economic Community of West African States (ECOWAS)
	6	African Union (AU) & European Union (EU)
	7	China and Africa in business
	8	Revision



Teaching Syllabus

Topic/Theme/ Unit	Expected learning outcomes	Language Content (grammar, phonetics, vocabulary)	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Why learning Business French?	Student will learn about the advantages for a Sierra Leonean living in West Africa to learn French, the opportunities for finding jobs, doing business, travelling, learning about other cultures and exposure to the francophone world	This introductory unit is for motivation and will be mainly delivered in English	<p>Ice-breaking activity, interactive and motivational approach.</p> <p>Using audio and video recording of testimonies, Q & A, stimulate group research/survey on real life experiences of Sierra Leoneans who have travelled or done business in Guinea and other Francophone countries.</p> <p>Pupils working in groups take part in a class debate or discussion on the subject. A summary of the debate or discussion can be kept and displayed in the form of motivational messages in the class. Example: "I learn Business French because..." or "French creates big opportunities for business people..." or "Sierra Leoneans need to learn French because..."</p>	<ul style="list-style-type: none"> • Audio and video clips • Questionnaire • Pictures and photos • Maps 	Individual essays on the topic "why French is important for business people in Sierra Leone."



<p>Meeting business contacts and getting to know them, introducing self/others</p>	<p>Pupils will be able to</p> <ul style="list-style-type: none"> • communicate effectively when interacting with people for business for the first time • introduce self or third party • give basic information about themselves and what they do and soliciting the same information from the people they meet 	<p>Appropriate greetings: Bonjour, Bonsoir, Bonne journée, Au revoir, Bonne nuit, A très bientôt, A ce soir, à demain, à toute à l'heure Monsieur, Madame, Messieurs, Mesdames</p> <p>Expressions: S'il vous plait, Enchanté de vous connaître, je vous remercie, je vous en prie, A vous de même, Je vous présente..., Voici mon collègue...</p> <p>Conjugation (present tense) of foundational verbs: Etre, avoir, aller, faire</p> <p>Interrogative: A qui ai-je l'honneur? Vous êtes Monsieur/Madame...? Comment allez-vous? Vous êtes originaire d'où? Vous êtes de quelle nationalité? Qu'est-ce que vous faites dans la vie? Quelle est votre profession? Que faites-vous en Sierra Leone/ici? Vous êtes basé où...? Il y a/ vous avez combien de...?</p>	<p>Pupils imagine and design their own business cards.</p> <p>Pupils imagine and design a passport or ID card with basic personal information.</p> <p>Oral: Pupils introduce themselves to the class as the person on the business cards (use flash cards or paper). Stimulate dialogue in class, by pairing up the pupils into mock meet and greet business improvisations.</p> <p>Next, pupils introduce a third person.</p> <p>Reading/pronunciation: pupils read short bios in French of business executives</p> <p>Writing: pupils write short sentences introducing the person on their business cards ex. "Je me présente Madame Sesay, directrice de marketing à la Société Sierrabric..."</p> <p>Spelling and pronunciation:</p>	<ul style="list-style-type: none"> • Selected authentic texts • Models of passport and ID cards • Audios or video recordings of conversations in French • Bower, Malcolm; Lucette Barbarin. French for Business. Fifth edition. London: Hodder and Stoughton, 2002. 	<p>Dictation of words, phrases, sentences etc.to verify spelling, listening</p> <p>Oral practice to assess speaking (pronunciation, grammar) understanding, spontaneity.</p> <p>Grammar tests: Fill in the blanks or multiple choice or spot the error</p> <p>Role play: to test pronunciation, grammar, fluency, spontaneity</p> <p>Multiple choice questions Grammar exercises</p>
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	<p>Subject pronouns: Je, tu, il/elle/on, nous, vous, ils/elles The formal "Vous"</p> <p>Direct object pronoun: Je le/la connais; il me connaît; on se connaît</p> <p>Definite article: le, la, l', les/ au (à + le), à l', à la, aux</p> <p>Indefinite article: un, une, des</p> <p>Demonstrative adjectives: Ce, cet, cette, ces</p> <p>Stress pronouns: Moi, toi, lui, elle, nous, vous, eux, elles: (ils sont à moi; elle est à lui, chez nous)</p> <p>Possession: le bureau du directeur/ de la directrice, la voiture de Monsieur X, la responsabilité/ le rôle du directeur</p> <p>Possessive pronouns: mon, ton, son, ma, ta, sa, notre, votre, leur// mes, tes, ses, nos, vos, leurs</p>	<p>Take home spelling assignments of key business French vocabulary Class dictation to test spelling, listening, pronunciation</p>		
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		<p>Singular & plural nouns: le devoir, les devoirs, notre devoir, nos devoirs</p> <p>Vocabulary: Masculine/feminine: relating to public officials or people in business: le PDG, le directeur, la directrice, le directeur/chef du marketing, secrétaire, le personnel, le conseil d'administration, actionnaires, ressources humaines, la logistique, chef comptable, le gérant, client, le coordinateur, la coordinatrice</p>			
Shopping in town	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • make shopping lists • use numbers to make phone calls • talk about prices, calculate purchases, learn currencies 	<p>Interrogative: Qu'est-ce que c'est? C'est combien? Combien ça coute? Combien? Ca fait combien? Est-ce que.../ (inversion) avez-vous..., as-tu...?</p> <p>A qui est (ce pull?), à qui sont ces cigarettes? De quelle couleur est...</p> <p>Negation: 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>Reading shopping lists</p> <p>Dictation and spelling to verify pupils' spelling abilities especially of the interrogative structures/ questions</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 Also purchasing by telephone</p>	<ul style="list-style-type: none"> • Et en Francais Books 1 & 2 • Shopping lists • Catalogues • Price lists • Flash cards 	<p>Role play in the shop, shopkeeper and buyer</p> <p>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>Numbers: 1 to millions; Pourcentages (trente pourcent des Sierra Léonais sont...) Basic calculation (2 fois 7 font.../ 24 divise par 6, ça fait...)</p> <p>Ordinal numbers: Premier, deuxième, troisième la première fois, son deuxième fils, leur troisième maison Premièrement, troisièmement, dernièrement</p> <p>Quantity: 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>Vocabulary: trop; cher, moins cher, (il faut) diminuer, le prix</p> <p>Currency: Francs CFA, francs guinéens, dollars, leones, livres sterling, yen, euros, le taux de change</p>			
Business lunch/dinner (restaurant,	Pupils will be able to: <ul style="list-style-type: none"> • read, understand 	Verbs: aimer, préférer, aimer mieux, manger, prendre, mettre, faire bouillir, ajouter, verser, avoir très faim, avoir	Group work: Use of photos, posters showing different types of food or restaurant situations	• Et en Francais 1, 2 & 3	Reading/writing: Prepare a menu Labeling of food and drinks on the table



<p>food and drinks)</p>	<p>menu, order food and drinks, state their preferences.</p> <ul style="list-style-type: none"> • read recipes, identify ingredients and follow the steps in preparing a meal • appreciate food and drinks 	<p>soif, avoir envie de..., goûter, conseiller, prendre</p> <p>Expressions: un doigt de..., un peu de..., juste un petit peu de..., saignant, à point, à ta/votre santé!</p> <p>Useful vocabulary: le gout, le poisson, des légumes, du riz, le piment, le poivre, du fromage, du sel, de l'eau, de l'huile, du pain, la sauce (d'arachide), du riz, de la soupe, les frites, une fourchette, une cuillère, apéritif, garniture, hors d'œuvre, entrée, plat de résistance/ plat principal, la viande, le dessert, la boisson, de la bière, de la limonade, un coca; le serveur, la serveuse, le menu, a la carte, Sale, propre, pas assez (cuit), bien cuit, chaud, sale, délicieux, excellent (repas) Dégoutant, imbuvable, trop cuit, froid</p> <p>Interrogative: Qu'est ce que (vous prenez) comme boisson?, Qu'est-ce que vous avez (comme entrée)? Voulez-vous du...</p>	<p>groups 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/ serving food, handling a difficult customer)</p>	<ul style="list-style-type: none"> • Selected Recipes (in French) • Menus (French & English) • Dialogues (internet) 	<p>Speaking: Role play requesting food and drinks in the restaurant Prepare a recipe</p> <p>Grammar Multiple choice questions</p> <p>Civilization/Culture: Quiz on the courses of a meal, wines, typical features of a French meal (bread, wine, cheese etc.)</p>
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<p>Making reservations by telephone (hotel)</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • make a telephone call • have a telephone conversation • make a hotel reservation 	<p>Words/useful expressions: Allo, C'est bien (l'hôtel)...? Bonjour/bonsoir Monsieur/ madame, Je vous écoute, je voudrais (réserver) une chambre, le prix de la chambre, une chambre disponible, je regrette, une confirmation, une chambre pour deux personnes (pour trois nuits), 400 francs la nuit, le petit déjeuner est compris, la semaine prochaine, votre numéro de téléphone (ex. le 54 60 14 98), du 5 au 18 septembre, Merci Madame/Monsieur, je vous en prie, s'il vous plait, nous sommes complets, une carte de crédit, une carte bancaire, une pièce d'identité, gratuit, un passeport, hôtel, établissement</p> <p>Interrogative: à quelle date? à quel nom? Quel est votre nom, s'il vous plait? Pour combien de nuit? c'est de la part de (qui?), Voulez-vous m'épeler votre nom...? Que puis-je faire pour vous? Comment souhaitez-vous payer?</p> <p>Grammar:</p>	<p>Play 2 recorded dialogues of person booking a hotel room (one available the other fully booked) Q & A to check what they understand.</p> <p>Use flashcards, write telephone numbers and distribute to pupils Pupils practice spelling their names aloud and calling their telephone numbers in French (eg. Mon nom, c'est Kamara Morlai M-O-R-L-A-I K-A-M-A-R-A et mon numéro de téléphone c'est le 54 60 14 98</p> <p>Role play: pupils exchange roles and simulate booking hotel accommodation by telephone.</p>	<p>Authentic voices recorded https://linguim.com/en/fr/booking-hotel-room-phone.html https://www.youtube.com/watch?v=t pRwLbtVtes</p> <ul style="list-style-type: none"> • Flash cards • Hotel websites 	<p>Reading dialogue for pronunciation, intonation Listening comprehension: pupils answer questions on a recorded dialogue Dictation to assess spelling and listening Written comprehension: reconstruction of jumbled dialogue, Written narrative of the conversation, to assess grammar, spelling</p>
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		<p>Verbs: (present and future tenses) Ça fera 200,000 francs, ce sera</p> <p>Reported speech/indirect object pronouns: (me, te, lui, nous, vous, leur) Il dit que... Il lui dit que... Elle lui demande (combien), Elle lui répond que...</p>			
Making reservations (flight)	Pupils will acquire enough communication skills to make flight reservation	<p>Useful expressions: je voudrais réserver un vol, celui de, celle de, partir, si possible, d'accord, places disponibles, pour combien de personnes? Adultes, enfants, bébé, l'enregistrement, L'avion part à (19 heures) et arrive à (23 heures), le départ, l'arrivée, avant/après, vers quelle heure..., de Freetown à Paris; entre le 24 et le 27 juillet, de préférence dans l'après-midi, le soir, (le départ) être prévu pour (20.30), voyager en classe économique, classe affaire, première classe, billet aller-retour, aller-simple, numéro de référence, le ferry, faire escale à..., une correspondance à..., le billet, le prix, le prix est élevé/bas, une promotion, vingt-trois kilos de</p>	<p>Listening: Play recorded dialogues in class followed by Q & A for comprehension</p> <p>Prepare written dialogue or scenarios: for booking air tickets at a travel agency</p> <p>Reading: Pupils read aloud in turns as teacher pays attention to pronunciation, intonation etc... Pupils respond in writing to questions on the passage</p> <p>Role play: using notes on flash cards, pupils simulate a conversation with travel agent, Speaking: pupils are given short individual travel itineraries which they will describe to the class</p>	<p>Written dialogue Recorded conversations: https://www.youtube.com/watch?v=86XBpSPQnWQ https://www.youtube.com/watch?v=P6ZwRMwbJjs</p>	<p>Vocabulary tests Find the opposites, Dictation/spelling Listening comprehension (pupils answer questions on recorded texts)</p> <p>Grammar Written test: change infinitive verbs in a passage to conditional tense; change infinitive verbs into future tense Written: pupils write out in words time given to them in figures both 12 hour and 24 hour systems.</p>



		<p>bagages par adultes, cela vous convient, cela me convient, suffisant</p> <p>Grammar: Conditional tense: vous souhaiteriez, vous voudriez, ce serait..., il pourrait, ça devrait aller, Future tense: Vous arriverez à..., vous partirez...le retour se fera... ce sera tout. Telling the time: Using 12 hour and 24 hour systems: ex. 10.30 pm: dix heures et demie or vingt deux heures trente. Months of the year: (correct preposition) en octobre, en aout, au quatorze janvier, au premier mars</p> <p>Names of major capital cities pronounced in French: Londres, Paris, Bruxelles, Dakar, Abidjan, Montreal, Berlin</p>			<p>Exercise reversed from words to figures</p> <p>Oral Quiz 1: pupils find the capitals of countries pronounced in French Quiz 2: pupils given the names of capital cities find the names of corresponding countries pronounced in French.</p>
Travelling (international)	<p>Pupils will acquire :</p> <ul style="list-style-type: none"> • basic communication skills 	<p>Vocabulary: l'aéroport, le vol, arrivée, départs, passagers (adultes/enfants/mineurs), billet d'avion, réservation, achat, compagnie aérienne, carte d'embarquement, carte de</p>	<p>General discussion about travelling by air</p> <p>Listening and repetition</p>	<ul style="list-style-type: none"> • Travel brochures, prototype of air tickets, boarding passes, passports, 	<p>Role play of travelers and airport officials- customs, police</p>



	<ul style="list-style-type: none"> • knowledge in French that they need to travel; especially to go through formalities (police, customs, baggage check, security check) at the airport • follow instructions • have a pleasant flight. 	<p>santé, l'équipage, classe affaires, économie, hôtesse de l'air A la porte (B12), au guichet, la salle d'attente, le bureau de change, enregistrement des bagages, excédant 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-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>Expressions: le(s) passager(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>Audio of airport announcements</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>disembarkation forms, customs declaration forms</p> <ul style="list-style-type: none"> • Testimonies of pupils that have been on international flights • Audio recordings of airport announcement • Plan of an airport 	<p>Prepare flight notice board, fill in the parts of an airport</p> <p>Grammar exercises</p>
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		<p>Verbs: Il faut + infinitive, Past tense : passé composé: (auxiliary:être/avoir); être + past participle simple verbs of motion (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>			
Travelling (local)	<p>Pupils will acquire</p> <ul style="list-style-type: none"> • basic communication skills • knowledge in French that they need to travel by bus, train or other local transport <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • follow instructions and road signs 	<p>Vocabulary: 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 d'essence, au carrefour, la place, le centre-ville, la corniche</p> <p>Verbs: s'arrêter, s'endormir, faire le tour, un détour, les piétons, les animaux</p> <p>Past tense (passé composé): auxiliary être/avoir + past participle;</p> <p>Simple verbs of motion :</p>	<p>Speaking: Pupils are supported to describe in French their own daily journeys to and from school</p> <p>Written: Using an example given by the teacher, pupils write a short and simple essay about a journey (in the past tense) Same story to be written in the future tense</p> <p>Role play: simulation of train station conversation, police and driver</p>	<ul style="list-style-type: none"> • Et en Français Book 2 	<p>Written: Composition about a journey by bus, by train</p> <p>Oral comprehension: pupils respond orally to questions posed on a given text</p> <p>Remove the brackets: conjugation tests on the reflexive verbs Spelling drill</p> <p>Vocabulary: Crossword puzzles on road and train travels</p>



		<p>Etre + past participle : monter, descendre, entrer, sortir, arriver, partir, aller, venir</p> <p>Avoir + past participle: doubler, rouler (trop vite); surcharger, charger</p> <p>Interrogative: Il y a combien de kilomètres d'ici Lunsar? Combien coute..., Qui descend ici? Il y a quelqu'un pour ...?</p>			
At the hotel (check-in)	Pupils will be able to check in or out at a hotel	<p>Vocabulary: La réception, Bonjour, Que puis-je faire pour vous? Je peux vous aider? Vous avez une réservation? C'est ça? J'ai fait une réservation, j'ai réservé une chambre, au nom de (Madame Dupont),vous restez jusqu'à lundi/mardi, vous réglez comment? Carte de crédit, en liquide, espèces, au lobby, l'escalier, l'ascenseur, remplir une fiche/un formulaire, Le passeport, une pièce d'identité, une carte de crédit, une carte bancaire, chambre double, chambre pour deux personnes, deux lits, prolonger pour une nuit de plus, toute la semaine, toute la nuit, payer en argent liquide, un restaurant, un</p>	<p>Listening: Play a hotel check-in recorded conversation (guest and receptionist) Q & A to assess pupils' comprehension</p> <p>Oral:Use flash cards with notes, directions and information to simulate hotel reception conversation, pupils pair up and are given time to prepare for the exercise</p> <p>Written: Pupils discover the conditional tense and the some polite expressions or structures in French: contrasting ex. je veux/ je voudrais, je peux/pourrais, vous pouvez/vous pourriez, je</p>	<p>https://www.youtube.com/watch?v=xqKknQ-6URw</p> <p>Photos/pictures</p>	<p>Comprehension: Find the questions to given answers Reading texts, dialogues: assess pronunciation, intonation etc.,</p> <p>Grammar: find the contrast between the present, future and conditional form of verbs relating to hotels</p>



		<p>bar, ouverture, ouvert/fermé, de 7 heures du matin, 8 heures du soir, Une salle de sports, une piscine, le jacuzzi, l'établissement, premier étage, troisième étage, à quel étage? Passez un bon séjour, le couloir, au fond du couloir, à gauche, à droite, derrière, devant, à côté de, monter, malheureusement, prendre l'ascenseur, monter l'escalier, libérer la chambre, bonne soirée, payer la facture, régler, Avez-vous passé un bon séjour?</p>	<p>souhaite/ je souhaiterais, vous souhaitez/vous souhaiteriez</p>		
<p>At the hotel (facilities)</p>	<p>Pupils will be able to talk/request/complain about the interior of their hotel room by learning maximum number of French names for things in a hotel room</p>	<p>Vocabulary: Le wi-fi, douche, accès internet, grand lit, salle de bain, une télévision, C'est inclus, la télé est incluse, j'aimerais (bien) avoir... le petit déjeuner, gratuit, Voici, la clé, où est..., la douche, le lit, la climatisation, le chauffage, la salle de bain, le bidet, donner sur la cour/la mer/le jardin/la rue/la plage, les draps, les serviettes, le savon, le coussin, les cintres, l'armoire, la poubelle, fer à repasser, l'oreiller, le repassage, l'eau chaude, un mini-bar, les chaînes de télévision, allumer,</p>	<p>Display pictures of objects found in hotel rooms; identify them in French</p> <p>Find as many faults as possible with furniture, appliances, facilities, pupils acquire the expressions and guided by teacher practice complaining about things in a hotel: (ex. les draps sont sales, la climatisation ne marche pas, le chauffage est en panne, l'eau chaude ne coule pas, le robinet est cassé)</p>	<p>Pictures, photos of hotel rooms</p> <p>https://www.bing.com/images/search?q=french+lesson+hotel+room&qpv</p>	<p>Vocabulary: label hotel room items</p> <p>Oral: pupils use appropriate adjectives to appreciate or condemn the hotel service and facilities.</p> <p>Written: Short essay: (1) un agréable séjour à l'hôtel Ivoire. (2) un séjour épouvantable à l'hôtel Domdom</p>



		<p>le mot de passe, brancher sur..., une ampoule, le rideau, éteindre, le service de chambre, le cafetière marche/ ne marche pas, (la climatisation) est en panne, la télé est en panne, propre/sale, s'allumer, la lampe ne s'allume pas, confortable, les toilettes, la chasse d'eau, le robinet, l'eau coule, l'eau ne coule pas, trop bruyant, Le technicien, le plombier, l'électricien, la femme de chambre.</p> <p>Expressions, positive adjectives of appreciation: excellent, sympathique, chaleureux, propre, tout marche, un bon service, très content, joli séjour, garder un bon souvenir</p>	<p>Pupils use positive language to compliment the hotel and its service</p>		<p>Describe the picture of a hotel room.</p> <p>Fill in the blanks</p> <p>Text: from affirmative to negative</p>
<p>Timetable, calendars, schedules</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • arrange timetable of activities in the day, week or year • explain their daily, weekly, 	<p>Reflexive verbs: se réveiller, se lever, se coucher, se laver, se trouver</p> <p>Dates: 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>Speaking: Use calendars, roster, timetables, to stimulate conversations in class</p> <p>Written/translation: Group work to translate class time tables and other schedules into French</p> <p>Comprehension: From a written narrative pupils must</p>	<ul style="list-style-type: none"> • Et en Français Book 1 & 2. • Authentic Train/Flight schedules • School time tables • Calendars, 	<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>monthly, annual work schedule</p> <ul style="list-style-type: none"> describe their activities using appropriate expressions read and understand train, bus, flight arrival and departure schedules discuss personal plans for the future 	<p>Future tense: infinitive + endings; also aller + infinitive (on va arriver à l'heure; future + object pronoun ex. Nous le prendrons, vous le verrez;</p> <p>Time: distinguish between 12 hour and 24 hour systems; à sept heures quarante-cinq, il est huit heures et demie, sept heures moins le quart, vingt-deux heures quarante-sept, après 15 minutes, avant 7 heures, dans 30 minutes, il y a une demi-heure Arriver/partir/ être à l'heure; arriver/être en retard; arriver/être en avance; avoir 15 minutes de retard, la réunion commencera dans quelques instants</p>	<p>draw up a time table reflecting the details in the narrative. Pupils prepare their personal daily timetables in French. Dictation: to verify spellings and listening abilities</p>	<ul style="list-style-type: none"> Documents on agricultural calendar showing planting and harvesting seasons Audios https://www.bing.com/images/search?q=Horaire+Train&form https://www.bing.com/images/search?q=flight%20schedule%20board&qs 	<p>Draw up a holiday schedule Draw up a flight schedule Draw up a study timetable Dictation and spellings Quiz on dates and time Grammar exercises</p>
The office space (physical)	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> name and locate things communicate conveniently with others 	<p>Office furniture (le mobilier): le fauteuil, la table, le bureau, le rideau, une chaise tournante, une étagère, des livres, un meuble classeur,</p> <p>Office tools (Les outils du bureau): un stylo, du scotch, un crayon, un dossier, un classeur, une gomme, une règle, un carton, une enveloppe, un</p>	<p>Use pictures, photos or videos of office spaces with all types of office equipment.</p> <p>Group work: in small groups, pupils are given tasks to bring pictures of heavy items and real examples of the smaller items to class.</p> <p>Creating an imaginary office:</p>	<ul style="list-style-type: none"> Photos of office furniture, stationery and other office items. https://www.youtube.com/watch?v=c4_NXz483gk 	<p>Vocabulary: labelling the objects in French</p> <p>Use of imperatives: From infinitive transform verbs into imperative in sentences with office items</p>



		<p>calendrier, une photocopieuse, un téléphone, un bloc-notes, une calculatrice, une agrafeuse, des ciseaux, une cafetière, un ordinateur, une imprimante, une chemise, des trombones, le projecteur, l'écran, le perforateur, l'élastique, la punaise, le surligneur, l'agenda, une feuille de papier, le papier, la papeterie, des feuillets auto-collantes</p> <p>Interrogative:(Searching for things): où est le...? Où sont les ...? Où se trouve la...? Je cherche (l'agrafeuse), Est-ce que vous avez vu la ...?</p> <p>Location: sur, sous, au-dessus du/de la..., derrière, devant, à côté de..., en face de...</p> <p>Imperative: Donnez le (stylo) à Monsieur Jalloh, s'il vous plait. Passe-moi l'agrafeuse, s'il te plait! regardez l'écran! Mettez-vous là-bas, à côté de la photocopieuse!</p>	<p>The items and photos are placed around the class to create an imaginary office space.</p> <p>Games: Pupils are led into a round of commands given to their classmates and requests to them to move around and do things in the office space.</p>		<p>Spelling drills: take home and study 50 spellings of office items, followed by spelling test in class.</p> <p>Reading passages of names of office materials to test pronunciation</p> <p>Position/location of objects: use pictures/photos to test for understanding of words/phrases such as “sur, au dessus, en dessous, à côté de, près de”</p>
The office space (personnel) organigramme	The pupil gets to know the people who are in the office,	Vocabulary : Le personnel, les employés, les effectifs, le PDG (Président directeur général), Chef du marketing, directeur de l'administration et des finances,	<p>Define the various tasks of staff at different levels</p> <p>Discuss specimen organigrams in class</p>	<ul style="list-style-type: none"> • Diagrams of organigrams • Audio or video recordings 	Written: fill in the blanks in an organogram tree



	their positions and duties	<p>directeur des ressources humaines, directeur de la planification, Le chef-comptable, Chef de division, secrétaire de direction, auditeur interne, agent de logistique, le département de/la division de, le superviseur, responsable des questions de genre</p> <p>Fonctions of the staff. (Le comptable) se charge de ... C'est le ... qui est responsable pour le/la</p>	<p>Group work in class: Teacher provides the different posts in an establishment (ex. school) and pupils design the organigram tree</p> <p>Career aspirations: "Je voudrais (être, devenir, travailler comme...) Pupils have free expression (in short, simple sentences) of their career aspirations in French</p>		<p>From a list of definition of duties, pupils select and attach the appropriate officers to their duties</p>
Professions and trades	The pupil discovers a variety of professions and trades	<p>Vocabulary: Les métiers, les professions: Un(e) informaticien(ne), un(e) enseignant(e), syndicaliste, un scientifique, le comptable, le boulanger, le boucher, architecte, dentiste, le médecin, l'infirmier, le pharmacien, le mécanicien, l'électricien, le plombier, l'ophtalmologue, le fleuriste, l'agent immobilier, ingénieur, le pompier, le coiffeur/la coiffeuse, un avocat, le policier, le serveur/la serveuse, barman</p>	<p>Pupils are asked to bring pictures of photos or items depicting various jobs or professions.</p> <p>Teacher names a selection of jobs and professions and explain what they do in French (ex. on appelle un électricien pour réparer les pannes électriques, le dentiste s'occupe des dents etc.)</p> <p>Pupils are given assignment to define in French specific jobs or professions</p> <p>Guessing game: volunteers mimic particular jobs and the class guesses the job</p>	<ul style="list-style-type: none"> • Pictures, photos, videos of different jobs <p>Les métiers: https://www.youtube.com/watch?v=9dE3tRSs2bl https://www.youtube.com/watch?v=ar1EX3qsF9k</p>	<p>Vocabulary: label the jobs</p> <p>Each pupil writes a few lines describing his/her dream job</p> <p>Spelling drill</p>



			Search for the feminine equivalent of jobs and professions		
Révision	Review of all the topics studied in the year with emphasis on the language aspects.				
At the border	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> understand and communicate freely at the border into a French speaking territory use interrogative forms in French 	<p>Useful words & expressions: Traverser la frontière, entrer dans un pays, rien à déclarer, passer par la douane, quelle est votre nationalité? Ma nationalité est sierra léonaise, je suis sierra léonais, postuler pour un visa</p> <p>The different formalities/stages at a border: la douane, la police, la santé</p> <p>Things you need to do or have to cross the border: (remplir) un formulaire de déclaration, nationalité, un passeport, un tampon sur le passeport, une carte de santé, le visa,</p> <p>Interrogative: (Questions you may have to answer at the border) C'est votre première fois de venir (en Guinée/à Conakry/en</p>	<p>Teacher works pupils through the various stations at the border</p> <p>Pupils in the class suggest in English, possible questions that may be asked at every station of the border</p> <p>Written translations are done into French with attention paid to the different ways of asking the same question. For your origin (ex. vous êtes de quelle nationalité? vous êtes d'où? vous venez de quel pays? D'où venez vous? Vous êtes sierra leonais?) Or for your name (quel est votre nom? Vous vous appelez comment? Comment vous appelez-vous? Vous vous nommez comment? A qui ai-je l'honneur? C'est au nom de qui? C'est à quel nom? Voudriez-vous me donner/dire</p>	<p>https://www.youtube.com/watch?v=qm37UycR4-U</p>	<p>Written: find the question: pupils are given a set of answers to find the appropriate questions. Two or more options of the same questions required. Find the answer: the reverse of the earlier exercise will apply. Pupils are given questions and search for the appropriate answers from a list supplied.</p> <p>Find the error: questions are written with some errors; pupils find the errors and write out the correct forms</p> <p>Listening translation:</p>



		<p>Côte d'Ivoire/à Abidjan/au Sénégal/à Dakar)? Vous êtes de nationalite sierra léonaise, n'est-ce pas? Vous allez rester combien de temps (en Guinée)? Vous venez pour affaires? Quel est l'objet de votre visite? Que faites-vous dans la vie? Quel est votre métier? Quelle est votre profession? Vous avez de la famille ici? Vous avez des partenaires ici? On vient vous accueillir à l'aéroport? Votre carte de sante, s'il vous plait? Est-ce que vous avez êtes vacciné (contre le COVID?) Vous avez quelque chose à déclarer? Vous voyagez seul? Vous êtes accompagné? C'est votre bagage à main? Où sont vos bagages, monsieur/madame? Voulez-vous poser vos bagages sur la balance, svp? Vous voulez enregistrer celui-ci?</p>	<p>votre nom, svp? C'est quoi votre nom?</p>		<p>Teacher calls words in English relating to the border and pupils translate directly into French</p>
At the bank	<p>The pupil will be able to:</p> <ul style="list-style-type: none"> communicate conveniently in 	<p>Vocabulary: l'argent, la monnaie, un billet, des espèces, du liquide, une pièce de monnaie, un chèque, un carnet de chèques, un chèque</p>	<p>Work will be based on the following scenarios: 1. A customer arrives at a bank and wants to open an account.</p>	<p>https://www.thoughtco.com/french-vocabulary-lesson-banking-and-money</p>	<p>Comprehension: short dialogues followed by short answer questions on the meaning of some</p>





	<p>a banking hall situation</p> <ul style="list-style-type: none"> do simple transactions in French 	<p>de voyage, une carte bancaire, une carte de crédit, un impôt, un guichet, un GAB (ATM), un compte, un compte-chèques, un compte d'épargne, un prêt, un emprunt, le taux d'intérêt, un dépôt, un virement, un retrait, un relevé de compte, le bilan, les frais, un reçu, le montant, un bureau de change, le taux de change</p> <p>Expressions: Faire un chèque, toucher un chèque, un chèque barre, payer en espèces, payer avec une carte de crédit, payer avec des chèques de voyage, faire des économies</p> <p>Verbs: Il faut/faudra, je voudrais...</p>	<p>2. A customer wants to cash a cheque. 3. A customer wants to transfer money. 4. A customer wants to buy travelers cheques. 5. A customer wants to use the ATM. More scenarios possible. In every scenario, pupils do role play exchanging roles as bank tellers or managers and clients</p>	<p>French practice dialogue at the bank https://www.bing.com/videos/search?q=french+lesson+for+banking+dialogues How to fill out a French bank cheque https://www.youtube.com/watch?v=wV1o4fXBtLM</p>	<p>key banking related expressions and terms</p> <p>Writing: based on the dialogue pupils write out the guidelines given to the client in narrative form (test for use of verbal expressions and the imperative: "Pour ouvrir un compte-chèques il faut présenterAmenez votre acte de naissance... Allez voir le monsieur au...")</p>
Conference	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> know the different types of conferences know how to prepare for a conference know what happens in a conference and what 	<p>Vocabulary : la salle de réunion, la table de conférence, le tableau blanc, un feutre, un marqueur, un écran, accueil, comité de rédaction, cérémonie d'ouverture séance plénière, groupes de travaux, pause café, les travaux, rapporteur, allocution principale, interventions, traduction simultanée, traduction consécutive, interprètes, table</p>	<p>Open discussion in French about the organization of conferences Discuss one or two sample agendas or conference program and some related protocols such as arrival of participants, welcome, accommodation tour, tourist attractions.</p>	<ul style="list-style-type: none"> Videos, photos of conferences Samples of Conference/meeting agendas, resolutions or communicate Sample of compte-rendu 	<p>Translation: French to English, ex. portions of a communicate, or program Role play: ex. a volunteer welcomes and directs arriving participants to their respective places at a conference or a</p>



	participants are expected to do	d'honneur, communique, rapport Le séminaire, le congrès, le colloque and nouns related to conferences, Conjugaison: Tense pluperfect +quand Etre 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	Translation of conference programs: French to English, English to French Use videos and photos showing scenes in a conference. Listen to audios of French speakers in a conference Role play: welcoming participants into the conference hall Pupils prepare short speeches in French such as a welcome address		participant delivers the welcome address Written grammatical exercises as fill in the blanks, composition writing as a compte-rendu of a conference Prepare an agenda for a conference Dictation and spelling
Letter writing 1: application for employment	Pupils are able to write in French letters of application/cover letter for employment and their CV	Layout/Format examples: Addresses, subject, greetings, etc. Formal introduction Endings Brevity Grammar: Conditional tense Common errors of punctuation, capital letters, brackets, etc. Post boxes, Post codes in French Some examples of CV written in French; layout and mistakes to avoid	Among the several samples available, select some simple "lettres de motivation" or cover letter. Teacher and some volunteers read the application letter aloud. Teacher explains the layout: position of addresses, subject, date, paragraphs. Translation of selected phrases and expressions into English to show the typically long sentences in formal French. Pupils take home and practice such expressions in writing	https://redfrancia.com/en/cover-letters-samples-in-french https://www.free-sample-letter.com/contact.html	Writing: guided composition: writing letters of application for employment (with guidelines and suggested phrases/expressions) Reading: (portions of letters) pronunciation and intonation Dictation: to test a) spelling and b) understanding of the layout of official letters.



			<p>Pupils are also introduced to a variety of authentic job adverts in French. Working in small groups of three or four, pupils study and discuss the job adverts, one advert assigned to a group. With some help from the teacher, each group develops a letter of application corresponding to its own job vacancy advert.</p> <p>CV: Samples of CV are studied in class. Pupils start to write their own CV</p>		<p>CV: test of pupils' competence in writing their own CVs</p>
Letter writing 2: samples of business letters	Pupils are able to write and respond to business letters as may be required in a variety of situations	<p>Typical layout: Place and date: <i>Conakry, le 5 septembre 2020</i></p> <p>Salutations: <i>Messieurs</i> (general) or <i>Monsieur, Madame, Mademoiselle, Monsieur le Directeur, Monsieur le Chef du Personnel</i> (if the addressee is known)</p> <p>Reference: Nos Ref: MF/VG/2074</p> <p>Subject: <i>Objet: demande de renseignements</i></p> <p>Attached documents: PJ or pieces jointes</p> <p>PJ: prospectus</p>	<p>Work on different scenarios, such as: a client asking for more information about a product, or the supplier responds to the request for information, or the client makes an order, or the supplier writes to apologize for late delivery etc.</p> <p>Translation: Business letter from English to French,</p>	<ul style="list-style-type: none"> • Samples of business correspondence in French 	<p>Writing: guided composition: writing business letters (with guidelines and suggested phrases/expressions)</p> <p>Reading: (portions of letters) pronunciation and intonation</p> <p>Dictation: to test a) spelling and b) understanding of the layout of official letters.</p>



		<p>Grammar: link words and expressions: en premier lieu, premièrement, d'une part, aussi, également, d'ailleurs, de plus, de surcroît, en outre, ensuite, en second lieu, mais encore, par ailleurs, quant à, surtout, à ce propos, à cet égard, ainsi, notamment, par exemple</p> <p>Nous vous prions d'agréer, Monsieur, l'assurance de nos sentiments respectueux.</p> <p>Nous vous prions d'agréer, Monsieur, l'assurance de nos salutations distinguées.</p> <p>Nous accusons réception de votre...</p> <p>En date du ... dernier, vous nous avez transmis un bon de commande n°</p>			
Discovering the internet and email in French	Pupils are able to communicate in French using the internet and particularly the email	<p>Vocabulary: En ligne, sur Internet, un blog, un email, une vidéo, télécharger (download), un texto, mon portable, l'équipement informatique, l'ordinateur, l'ordinateur portable (laptop), le câble, recharger (charge) le clavier, la souris, l'imprimante, compatible, sans fil, le logiciel (software), installer, le clic, le menu, le dossier(folder), fichier</p>	<p>Pupils study labelled diagrams relating to the internet/email. Ex. computer, mouse, printer etc.</p> <p>Pupils label diagrams</p> <p>Translation French to English, English to French</p> <p>Introduce guidelines for writing a professional email</p>	<p>https://www.masteryourfrench.com/how-to/write-professional-email/</p> <p>https://www.frenchtoday.com/blog/french-vocabulary/how-to-write-letters-in-french/</p>	<p>Translation: key internet related words and phrases</p> <p>Dictation: of an email to test spelling and aspects of grammar</p> <p>Find missing words or complete a sentence</p>



		<p>(file), sauvegarder (save), un bug, déconnecté (offline), faire glisser, le navigateur (browser), le lien (link), se charger, un virus, le pop-up, le chat, le message, le brouillon (draft) l'émoticône, l'adresse e-mail, la pièce jointe (attachment), les médias sociaux, s'inscrire, se connecter (log in), le mot de passe (password), le forum, la communauté, le réseau</p> <p>Expressions: se mettre en ligne, télécharger le logiciel,</p>			
<p>Making an order: <i>passer une commande</i></p>	<p>Pupils are able to conveniently place orders using the correct words and expressions in French</p>	<p>Key words and expressions : Le service des ventes, Je voudrais passer une commande de..., on a besoin de..., il nous faut un..., le numéro 220 de votre catalogue, envoyer un confirmation par écrit, un produit, le numéro de référence, la description de l'article, la couleur, le modèle, la quantité, la date de livraison, nous vous confirmons notre commande..., veuillez nous les faire parvenir..., veuillez livrer..., par retour, avant le 20 avril, dans un délai de 7 jours, avant la fin du mois, un bon de commande, votre paiement,</p>	<p>Explain different ways of placing orders for goods: by telephone, letter, invoice.</p> <p>Select order for four different products; give the details such as size, colour, model, quantity, reference number, price, delivery date etc.</p> <p>Pupils explain in French about the order: ex. Nous avons besoin de... nous voudrions commander....</p> <p>Emphasis on the meaning of key words and expressions</p>	<ul style="list-style-type: none"> • Margaret Michell, <i>Working with French</i>, Stanley Thornes 	<p>Comprehension: pair up English words and expressions with the correct translation</p> <p>Scrambled: from scrambled details pupils reconstruct the story of the order in French</p> <p>Listening comprehension and Translation (verification): pupils listen to words and expressions in</p>



		<p> votre colis, la facture, les frais d'envoi, payer à la réception, payer à la commande, payer avec une carte bancaire, participation aux frais, la taille, le prix de l'unité, le coloris, le mode de paiement, le montant, cochez la case, accuser réception de la commande (lettre), Nous vous remercions de la commande que vous avez bien voulu nous passer, votre commande faisant l'objet de votre lettre du 14 juillet, les marchandises seront expédiées selon vos instructions, le transport sera..., à vos frais, port payé, franco a bord, franco d'emballage, franco de port, la livraison gratuite, mettre des étiquettes, emballer en paquets de dix, emballer sous plastique, un contrat, contrat de location d'un..., conditions de location, responsabilité du locataire, durée de location, assurances-vo, toute personne âgée de plus de 18 ans peut... Sous réserve de produire une pièce d'identité, toute personne de moins de 18 ans est tenue de présenter une autorisation signée par ses parents ou par </p>	<p> Translation practice: French to English and English to French </p> <p> Role play: pupils alternate the roles of supplier and client making and accepting orders in French </p>		<p> French and write them out in English </p>
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		la personne ayant sa responsabilité, Le locataire s'engage à utiliser le vélo avec soin, à l'entretenir, à régler tous frais et amendes, à un tiers, sans l'assentiment du loueur, dans les délais prescrits par le contrat, apposer sa signature sur le présent contrat, conserver le double			
Discovering advertising in French	<p>Pupils are able to:</p> <ul style="list-style-type: none"> understand and describe in French the various aspects of advertising, including what the product is, who designs the advert, who is the target etc. 	<p>Vocabulary : Quoi? Un produit: une merchandise, un service Qui? l'agence de publicité, publicitaire, client, annonceur, une entreprise La cible? Quel produit et pour qui ? Quel consommateur ? Qui est l'acheteur ? Qui veut-on viser, toucher ? Comment? Personnages, Objets, le texte, un slogan, l'accroche, l'argumentaire le message, la marque, le nom un logo, un jeu de mots, un paradoxe, l'humour, une provocation Techniques: couleurs, sons, odeurs, photo, dessin, image, montage, collage, distribution dans l'espace, typographie Référents: l'atmosphère, le lieu et le temps, symboles,</p>	<p>Introduce the class to "la publicité à la française"</p> <p>Pupils do individual research into various forms of advertising, audio and visual, providing authentic examples.</p> <p>Pupils analyze French adverts in class, describing them (colour, tone, target audience, script etc.) and assessing their effectiveness</p>	<p>https://www.lepointdufle.net/p/publicite.htm</p> <ul style="list-style-type: none"> Samples of adverts, posters, audio adverts, video adverts, 	<p>Written: pupils study adverts describe and assess them in French</p> <p>Speaking: pupils assess adverts Pupils interrogated on the cultural references of adverts; ex. cuisine française, wine culture, accordéon music, madingo traditional music and dance, Africa and modern technology.</p>



		<p>mythologies, clichés, stéréotypes</p> <p>Supports et media: Radio, télévision, presse, affiches, panneaux lumineux, la distribution</p>			
Business documentation	<p>Pupils become accustomed to various important types of documentation in French that they will be using in business transactions</p>	<p>Vocabulary:</p> <p>Devis: l'article, la désignation, le montant, le prix unitaire, un tarif spécial, une remise de..., ventes en gros, ventes au détail, de l'ordre de, environ</p> <p>Rapport annuel: le chiffre d'affaires s'établit à un million, une forte progression de..., le conseil d'administration, le budget annuel, les matières primaires, les produits d'origine guinéenne, les salariés, cette hausse a été contrebalancée par..., le graphique, Comptabilité, finances, relations humaines, marketing, informatique, direction technique, Administration, organisation, Bon de commande</p> <p>Facture: Le numéro de la facture, la date de la facture, le prix unitaire hors taxe, le montant hors taxe, net à payer, TVA – taxe à la valeur</p>	<p>Teacher introduces samples of the following to the class: a proforma invoice, a bill, a report, a contract, a receipt, a cheque and a bank statement</p> <p>Pupils in small groups make drawings of these documents and label them</p>	<ul style="list-style-type: none"> Samples of documentation in English and French 	<p>Given a set of phrases and words relating to business documentation in French, connect with the right equivalent in English</p> <p>Verification (subjunctive tense): in a set of sentences demanding the use of the subjunctive, change the verb in brackets from the infinitive to the subjunctive: ex. Il faut que tu (venir) avant 8 heures; je suis désolé que vous (ne pas avoir reçu) votre commande.</p> <p>Spelling drill</p>



		<p>ajoutée, TTC – toutes taxes comprises, HT – hors taxe, Contrat: Articles, Un reçu, un récépissé, un chèque courant, un relevé de compte (bancaire), avis de paiement, un prospectus</p> <p>Verbs: The subjunctive tense: il est possible que..., être étonné que..., regretter que..., être désolé que..., douter que..., il faut que..., il se peut que..., ne pas être sur que..., ne pas croire que...</p>			
Basic legal terminologies relating to business	Pupils are introduced to some legal terms that they are likely to encounter in doing business in a French context.	<p>Vocabulary: SARL (Société à responsabilité limitée), société anonyme, une société par actions, une association à but non-lucratif, petite et moyenne entreprise SMIC, SMIG Domicile légal, capital social, les statuts, le statut constitutive, actionnaires, les actions, entreprise individuelle, une multinationale, les biens, faire faillite, la marque déposé (registered trademark), un acompte, acte de vente, acte authentique, une attestation, attestation d'acquisition, attestation de conformité aux</p>	<p>These French legal terms are used in specific contexts.</p> <p>Explain the context first in English before introducing the French terms.</p> <p>Translation of phrases and terms from French to English</p>	<ul style="list-style-type: none"> • List of legal terms • Memorandum of Association for a company in French • Any other legal document in French ex, a rent agreement (un bail) 	<p>Translation of phrases and legal terms from English into French</p> <p>Comprehension: read portions of an authentic French M&A document and answer questions</p>



		règles de sécurité, attestation de propriété, autorisation provisoire de travail, autorisation de prélèvement automatique, le bail, le bail commercial, le bailleur, code pénal, code du travail, conseiller juridique, contrat à durée indéterminée, contrat à durée déterminée, domicile fiscal, état des lieux, expert-comptable, expert foncier, huissier, hypothèque, résiliation			
Understanding company profiles in French	Pupils are able to build company profiles in French	Vocabulary : couverture, l'année de fondation, les clients servis, les utilisateurs actifs mensuels, mission, vision, l'équipe, les services, les clients, les projets, citations, informations de contact	A comparative examination of some French company profile samples Class discussion on the nature, identity, size and activities of the companies	<ul style="list-style-type: none"> Samples of company profiles in French, preferably West African 	<p>Written: create profile of your company for a French audience</p> <p>Speaking: pupils read company profiles and make a presentation of the companies.</p>
Révision	Review of all the topics studied in the year with emphasis on the language aspects.				
Learning about business: import & export	<p>Pupils:</p> <ul style="list-style-type: none"> are immersed into the world of import and export viewed from the French perspective acquire vocabulary in 	Vocabulary : freight, air freight, sea freight, e-commerce, freight agent, customs and transport regulations, duties and taxes, compliance, VAT, logistics, cargo, demurrage, meat, milk, dairy products, cigarettes, tobacco, alcohol, vehicles, pets,	<p>Free discussion about import and export businesses</p> <p>Make list of all the institutions and sectors related to the import/export business: customs, health, police, Ministry of trade, Ministry of Finance, the ports, airlines, etc.</p>	<p>https://www.waystocap.com/blog/fr/</p> <ul style="list-style-type: none"> Samples of documents (forms, regulations, notices, instructions) relating to 	<p>Written: essay in French about the procedures for importing or exporting goods</p> <p>Written comprehension: summarize (in own</p>



	<p>French needed to communicate in this line of business</p>	<p>Une équipe de gestion, capacité de production, capacité financière, la planification, la recherche, l'évaluation du marché, recherche de clients, gestion de la logistique, l'établissement des documents exigés, les permis et licences, les règlements gouvernementaux, les restrictions, les risques financiers, les risques sur la modification du produit, le plan de l'exportation, la stratégie marketing, le paiement d'avance, virement bancaire, chèque, lettres de crédit, ouverture d'un compte, le producteur, le consommateur, les grossistes, les détaillants, acheteur, vendeur, la concurrence, la tarification, le portail, la plateforme, le dédouanement, le transitaire, le commissionnaire, entrepôt, le manutentionnaire, l'entrepoteur, le transporteur, la réglementation douanière, déclaration d'importation en douane, la facture douanière, certificat d'origine, certificat phytosanitaire, licence d'importation, la facture</p>	<p>Find as many documents as possible that are used within the import/export chain</p> <p>Find the French/English equivalents</p>	<p>customs, health, clearing and forwarding, import and export</p>	<p>words) selected regulations and instructions relating to customs, freight, clearing of goods etc.</p> <p>Speaking: short presentations on topics about import and export</p>
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		commerciale, certificat d'inspection, certificat d'assurance, le connaissance (bill of lading), la lettre de transport aérien (airway bill)			
Learning about business: travel agents	<p>Pupils are able to :</p> <ul style="list-style-type: none"> understand and use the services of travel agencies in a French speaking environment 	<p>Vocabulary : Agence de voyages, le prix, le billet d'avion, réservation, le vol, navette aéroport, remboursement des billets, classe économique, aller/retour, le passeport, faire escale, compagnie aérienne, horaires d'ouverture, achat de billets en ligne, le site web</p> <p>Airport codes for West African cities and main cities in Europe, USA and China</p>	<p>Create role play/scenarios such as:</p> <ul style="list-style-type: none"> A client at a travel agency seeks to book a ticket to Abuja. A client seeks to change a flight. The travel agent explains the itinerary to the client from ex. FNA to ABJ to ABV <p>Pupils read out air ticket itineraries in French (including, cities, departure, arrival and transit times, baggage allowance weight, number of passengers, seat number and position such as aisle and window seats)</p> <p>Language: reinforce the future tense: vous partirez à vingt heures quarante-cinq, vous arriverez à Abidjan a vingt-trois heures, vous voyagerez en classe affaire</p>	<ul style="list-style-type: none"> Sample air ticket List of IATA codes for all capital cities of ECOWAS countries Web site of a selected travel agency in Guinea or other French speaking West African country 	<p>Comprehension: complete the list: provide randomly a city airport code or the name of a West African francophone country, pupils fill in the missing items</p> <p>Written: from a sample air ticket, pupils write out the itinerary in French of an air traveller</p>



<p>Learning about business: wholesale and retail</p>	<p>Pupils are introduced to the two commercial worlds of wholesale and retail and to various categories of retail business</p>	<p>Vocabulary : La vente en gros, la vente au volume, le fournisseur, la vente au détail, le grossiste, le détaillant, le distributeur, l'inventaire, une entreprise de vente au détail, un prix réduit, déstockage-liquidation, alimentation, bijoux, montres, accessoires, cosmétique, beauté, bien-être, habillement, lingerie, électronique, maison, Jardin, bricolage, pièces détachées, sport</p>	<p>Identify a few categories of retail businesses and define what they deal in.</p> <p>Pupils do their own research on a given set of retail businesses and explain the details in French.</p> <p>Dictation and spelling drills</p>	<p>https://www.grossiste-en-ligne.com</p>	<p>Translation of categories of retail from French to English and English to French</p>
<p>The Mano River Union (MRU)</p>	<p>Pupils will be able to speak confidently about the MRU as:</p> <ul style="list-style-type: none"> • an organization for sub-regional integration • about its aims, structure, activities, achievements and constraints • its importance and prospects for ordinary 	<p>All aspects of grammar and vocabulary extracted from documentation on the MRU</p>	<p>Lesson intro: teacher introduces the subject with a short presentation on similar organizations around the world and their role in facilitating business and economic growth activities for business.</p> <p>Group research: in small groups (of about four), pupils conduct research on specific aspects of the MRU such as history, organs, Secretariat, Administrative structure, Member states, main objectives, programs, finance. Pupils will be expected to go to the MRU Secretariat, interview officials and obtain</p>	<ul style="list-style-type: none"> • Documentation from and on MRU • Interview recordings • Books/articles on MRU and regional integration • mru.int 	<p>Assessment</p> <p>Essay composition in French</p> <p>Comprehension passages about the MRU in French</p> <p>Translation: French to English</p>





	<p>people, business people, traders</p>		<p>information/documentation. There can also be a random survey on what Government officials, business people and ordinary citizens feel about the Union. Research topics are issued at least 2 to 3 weeks before groups start presenting their reports in class in English.</p> <p>Presentation: Groups present their respective reports to the class in English</p> <p>Translation: Each group translate their report into French</p> <p>Compilation: the reports are compiled in French into a single class research report on the MRU</p> <p>Production: class can fund raise to produce the report. Sources may include the school, parents, MRU, Ministry of development, banks and business houses.</p> <p>Share: the final class report is signed by the entire class,</p>		
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			teachers and all associated with the research and copies shared with MRU, the school and any other interested person that can donate		
Economic Community of West African States (ECOWAS)	<p>Pupils will be able to speak confidently about ECOWAS:</p> <ul style="list-style-type: none"> • as an organization for international cooperation and sub-regional integration • about its aims, organs, structure, activities, achievements and constraints • its importance and prospects for the member states, the governments, ordinary people, 	All aspects of grammar and vocabulary extracted from documentation on the ECOWAS	<p>As in the case of the MRU, pupils conduct their research into ECOWAS and present reports to the class in English before translating them into French.</p> <p>Particular attention to the role ECOWAS is playing in the area of national and sub-regional security through ECOMOG, in terms of economic integration (single currency) and governance especially elections.</p>	<ul style="list-style-type: none"> • Documentation from and on ECOWAS • Interview recordings • Books/articles on ECOWAS, ECOMOG • Single currency and regional integration https://www.ecowas.int 	<p>Assessment</p> <p>Essay composition in French about ECOWAS</p> <p>Comprehension passages about ECOWAS in French</p> <p>Translation: French to English</p>





	business people and professionals				
European Union	Pupils will be able to talk confidently about the European Union	<p>Vocabulary: Names of countries (and their capitals) in the European Union in French (ex. Belgique – Bruxelles; Allemagne – Berlin; Autriche – Vienne)</p> <p>Economic advantages of the Union to member countries. Single currency, free market</p> <p>Direct advantages of the EU for citizens of the Union</p> <p>Foreign policy of the EU with specific reference to African countries such as Sierra Leone</p> <p>The Brexit issue</p>	<p>Discussion on the composition of the EU and the exit of Britain.</p> <p>Research: pupils research and presentations various topics such as the impact of the Union on travel within the Union, youth opportunities in the Union, cultural aspects (Eurovision contest)</p>	<p>https://europa.eu/european-union/</p> <p>https://www.britannica.com/topic/European-Union</p> <p>https://www.express.co.uk/latest/brexit</p>	<p>Comprehension passages about EU in French</p> <p>Translation of passages about the EU: French to English; English to French</p> <p>Against the names of EU countries in French, find the correct version of their capitals in French</p> <p>Essay: Write on EU related topics ex. why did Britain leave the EU? What are the benefits of the EU for young Europeans? What is the relationship between the EU and Sierra Leone with particular reference to governance and the economy?</p>



<p>China and Africa in business</p>	<p>Pupils will have an understanding of China's relationship with African countries in general and Sierra Leone in particular and be able to speak about it in simple French</p>	<p>Renforcement de la coopération sino-africaine dans tous les domaines</p> <p>Contacts de haut niveau</p> <p>Échanges entre les institutions législatives</p> <p>Contacts entre les partis politiques</p> <p>Coopération dans les affaires internationales</p> <p>Contacts entre les collectivités locales</p> <p>Commerce</p> <p>Investissements</p> <p>Coopération Agricole</p> <p>Construction d'infrastructure</p> <p>Coopération en matière de ressources</p> <p>Coopération touristique</p> <p>Réduction et annulation des dettes</p> <p>L « Fonds de mise en valeur des ressources humaines en Afrique »</p> <p>Coopération militaire</p> <p>Le Forum sur la Coopération sino-africaine (FCSA), créé en 2000,</p> <p>Bataille pour les ressources naturelles en Afrique: (la Chine, l'Europe, les USA)</p>	<p>History of Sino-Sierra Leone relations: infrastructure, agriculture, forestry, trade</p> <p>Pupils' group research: controversies and accusations over Chinese role in the economy in Africa, case studies: Sierra Leone and Guinea</p>	<p>Documentation from Ministry of Foreign Affairs and International Cooperation, Embassy of China (Guinea and Sierra Leone)</p> <p>https://www.afdb.org/sites/default/files/documents/</p> <p>https://thediplomat.com/2021/08/chinas-presence-in-africa-is-at-heart-political</p>	<p>Comprehension passages about China Africa relations in French</p> <p>Translation of passages about China: French to English; English to French</p> <p>Aspects of the history of China – Sierra Leone relations</p> <p>Essay on topics such as: China: colonization or economic partnership? The new scramble for Africa, Europe and Africa. Facts about the role of China in Sierra Leone</p>
<p>Révision</p>	<p>Review of all the topics studied in the year with emphasis on the language aspects.</p>				