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Republic of Zambia
Ministry of Education

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FRENCH LANGUAGE SYLLABUS

**SECONDARY EDUCATION ORDINARY LEVEL
FORM 1 – 4**



**DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE
LUSAKA
2024**



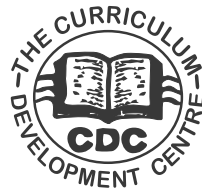
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VISON

Quality life to education for all which is accessible, inclusive and relevant to individual, national and global needs.

PREFACE

The **French Language Syllabus** for Ordinary Secondary School Level has been developed to meet the needs of learners from Form 1-4. It is designed to help them develop essential skills in listening, reading, speaking and writing. The aim is to foster proficiency in written and spoken communication in line with the **Competence-Based Curriculum**. The syllabus endeavors to instil knowledge, skills, values, and positive attitudes as well as nurture learners to become productive and beneficial members of both their communities. The content outlined in this syllabus is tailored towards enhancing French language skills for effective communication. The suggested learning activities are carefully designed to immerse learners in linguistic practice, fostering proficiency through consistent engagement.

It is envisioned that this syllabus will enrich the learning experience at Ordinary Secondary School, making it more meaningful and enjoyable. Its activity-oriented approach is intended to promote learner engagement and pave the way for a seamless transition into tertiary education and the job market.



Joel Kamoko, (Mr.)
Permanent Secretary- Education Services
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

We extend our sincere gratitude to individuals, institutions, and organisations whose technical input contributed to the successful development of this syllabus. This includes teachers, lecturers from colleges and public universities in Zambia, and notably, the Directorate of Secondary Education in the Ministry of Education.

Lastly, I wish to acknowledge the commitment and hard work of all my staff at the Curriculum Development Centre, whose dedication ensured the realisation of this syllabus.



Charles Ndakala, (Dr.)
Director – Curriculum Development
MINISTRY OF EDUCATION

INTRODUCTION

The **French Language Syllabus** covers four years of Ordinary Secondary Education (Form 1 to 4). It is a revision of the 2013 edition. The syllabus was done in consultation with the teachers of French through the Zambia Association of French Teachers (ZAFT) and other stakeholders. During the revision, some notions were added and others were regrouped. General Competencies have been coined in response to the concepts of Human Rights, Democracy, Gender, Environment, Life Skills, Family and Population, Health and HIV/AIDS Entrepreneurship and Climate change. These concepts have already been incorporated in other subject syllabuses to create a linkage to all the learning areas. Thus, this syllabus is conceived within the following dictates of the communicative approach in Foreign Language teaching and learning:

- i. A practical approach to Foreign Language teaching and learning through notions (concepts that bring together a number of speech acts that perform a related function: the notions have been arranged so as to enhance a logical progression based on the learner's abilities and needs and presented in the form of competencies that are stated in verifiable terms.
- ii. The syllabus is built around the cardinal purpose of language teaching and learning, that is, communication and puts emphasis on both spoken and written language.
- iii. It is flexible enough to enable a creative teacher to build his or her lesson out of any method or approach based on modern language teaching and learning techniques.

This syllabus has been arranged in the following order for easy referencing: the Notion, Functional Specific Competencies (communicative competencies), Learning Activities (Linguistic Content) and the Expected Standard. Being a **Notional Driven Syllabus**, this document ensures that the teaching of French is based on the functions that utterances can have and the phenomenal categories that such elements relate to. The approach of new **Notions, Practices and Experiences** the learner will be exposed to, will in many respects assist one to acquire those necessary linguistic skills a learner needs to know in order to meet new challenges in real life for instance, learning how to buy things enables a learner to work on the determiners, quantifiers and pronouns. Furthermore, describing someone's everyday activities allows a learner to work on the present tense. In this way, every aspect of basic French grammar will be covered. The specific competencies listed here are intended to help the teacher and learners see the value of learning French. Therefore, the authors of this syllabus have highlighted to the user what is linguistically worthwhile. However, the teacher should treat this document as a mere guide and as such, he or she should not feel inhibited from delving into other sources of language learning and teaching because there is no “*méthode passe partout*”. What is being demanded of the teacher here is simply creativity, flexibility and resourcefulness.

Rationale

French language, like English, has become a global language over the past several decades. As a modern language, French is an important functional tool in modern society and will as such, be seen as a basis for knowledge acquisition and cognitive development. Learners should use French language skills, values and knowledge, both as an art and a trade to promote entrepreneurship. In this case, the desire is to have learners who can communicate in more than one language. Being able to communicate in at least two or more international languages has strategic importance in such areas as: commerce and industry, science and technology, telecommunication, diplomacy, hospitality etc. Besides, the current trend towards international co-operation, peaceful co-existence and technology transfer, necessitates that a person be able to communicate in a language that is understood by his or her neighbours. Learning the French language increases global understanding and gives a learner the ability to step inside the mind and the context of that other culture. It also makes travel more feasible and enjoyable as knowing somebody's language brings you closer to that person. This cordiality enhances friendship, trade partnership and all other tenets of good co-existence.

Structure of the syllabus

This syllabus contains a range of notions and corresponding sub-topics. In order to maintain a uniform and cohesive delivery of content to learners, specific competences and their subsequent learning activities have been identified to facilitate effective learning. Additionally, the expected standards of performance have been clearly indicated as a benchmark for the desired level of proficiency and achievement. This structured approach ensures a consistent and organised learning experience for all learners. The syllabus also presents the section of **Appendices** where the French content and knowledge have been put to facilitate the French teaching and learning. This content and knowledge section has notions that have been aligned to the ones in the syllabus for easy reference.

Teaching Methodology

In this syllabus, the philosophy of teaching French is based on the task-based approach of teaching and learning. This approach involves the ability to perform language related tasks using the French language in the most appropriate manner to convey meaning. It creates various communicative contexts in the classroom and even outside the classroom, in which learners can adopt appropriate language and knowledge to address different situations. As such, the approach tends to emphasise activities such as real-life or simulated tasks, role-play, pair work, group work, interviews, information gap, opinion sharing, scavenger hunt, and so on. Learners are to carry out activities or tasks that will enable them acquire the four basic communicative skills of listening, speaking (that promote basic oral understanding and practice), reading and writing (for the understanding and practice of basic written discourse). Activities and tasks such as introducing themselves or friends, identifying objects and describing them, listening to instructions and obeying them, filling out forms are what will constitute the basis for learning French; others are making simple and short announcements, writing postal cards, engaging in simple telephone conversations, sending text messages and t.g simple stories.

Time allocation

French has five (5) periods of 40 minutes each, per week on the time table. The five periods should be put into two double periods and a single period.

Assessment Criteria

At the end of the 4 years of secondary education, a learner will have been exposed to varying levels of linguistic and communicative aspects one is expected to acquire in order to widen, reinforce and strengthen one's ability to understand and express oneself clearly and distinctly in French.

The French language assessment will consist of two papers: Paper 1 - Theory and Paper 2 School Based Assessment (SBA). The Secondary School French Language Examinations will be assessed both at school level as SBA and by Examinations Council of Zambia as centrally set theory paper.

Paper 1 - Final Examinations - 60 Marks

Paper 2 - SBA (Aural/Oral) - 40 Marks

The format for the School Based Assessment (SBA) in French Language has been included herein to guide the end user in preparing learners for assessment. The arrangement for assessments shall be as follows:

Distribution: Form 1; two in Term 3, Form 2 three , Form 3 three, Form 4 two; one in Terms 1/2 learners should be able to use French as a tool of communicating through listening, speaking, reading and writing

Form 1-2

Paper 2 : Oral/aural School Based Assessment

Section A: Contextual Communication (Oral) 20 marks

The focus of paper 2 at this level is to assess learners' correct use of spoken French in different situations. It consists of two components: Component 1 is reading which tests candidates' ability to pronounce and stress words correctly.

Component 2 is based on conversation/interpretation from English to French and vice versa.

Section B: Listening Comprehension (Aural) 20 marks

This paper consists of a text of ten questions of two marks each of which, five are multiple choice questions, two “Vrai/Faux” (True/False), two “Oui/Non” (Yes/No), and one “D'accord/pas d'accord” (Agree/Disagree).

Form 3 - 4

Paper 2 : Oral/aural School Based Assessment

Section A: Listening Comprehension (20 marks)

The candidates' usual teacher of French will conduct this assessment. In this section the focus is on assessing the candidate's ability to understand and follow a conversation or a speech in French. There will be one medium passage which the teacher will read three times followed by 10 questions carrying 2 marks each. There are five questions; one true/false, one yes/no, one agree/disagree, two short answer, five multiple choice questions.

Section B: Reading (10 marks)

This section comprises four short reading passages out of which the candidate is given chance to choose only one. The candidate will be given 10 minutes to prepare for the task. The focus is on assessing the pronunciation, accent, intonation, liaisons and understanding of the passage by respecting punctuation marks.

Section C: Free conversation and interpretation (10 marks)

The emphasis is on assessing the candidate's ability to respond to daily situations in a French environment. The candidate will answer questions and interact by asking questions. The teacher will ask the candidate to interpret five situations; two English to French and three French to English.

Note: The 40% SBA obtained at Form 1-2 and Form 3-4 respectively, will add up to 80% which will be divided by 2 to get the 40% SBA required for each learner.

Paper 1 is Written (Final examination) 60 Marks

KEY COMPETENCES TO BE DEVELOPED

S/N	COMPETENCE	DESCRIPTORS
1	Analytical Thinking	<ul style="list-style-type: none"> • Grasp and breakdown information and effectively share with others • Break down problem • Test hypothesis • Apply SWOT analysis • Evaluate solution
2	Citizenship	<ul style="list-style-type: none"> • Display orderliness in one's actions. • Analyse the impact of policy decisions on prevailing conditions in the community • Resolve conflict and build consensus in a group • Prepare for further education, career opportunities, and global citizenship
3	Collaboration	<ul style="list-style-type: none"> • Respect the views of group members while working together • Listen to other group members and make meaningful contribution to a given task
4	Communication	<ul style="list-style-type: none"> • Use appropriate language (verbal and non-verbal) in different situations • Apply good listening, speaking reading and writing skills • Express oneself using different media and symbols • Effectively share one's thoughts and emotions and understand others • Express oneself (spoken and written) clearly and effectively • Manage one's emotions • Speak effectively in public • Ask for feedback • Take turns when conversing with others • Demonstrate self confidence
5	Creativity and Innovation	<ul style="list-style-type: none"> • Organise information and ideas • Justify one's reasoning and procedures • Ask thoughtful questions • Understand connections between seemingly unrelated subject matter

6	Critical Thinking	<ul style="list-style-type: none"> • Solve problems • Analyse texts to improve the ability to understand • Ensure opinions are based on facts • Become more open minded towards different views • Participate in debates and discussions on global issues
7	Digital	<ul style="list-style-type: none"> • Analyse and synthesize complex digital information • Communicate responsibly using social media
8	Emotional Intelligence	<ul style="list-style-type: none"> ▪ Express empathy for other people ▪ Work effectively with others ▪ Demonstrate self-control ▪ Communicate and relate effectively with others ▪ Collaborate with others ▪ Negotiate and resolve differences amicably
9	Entrepreneurship	<ul style="list-style-type: none"> ▪ Exhibit leadership skills ▪ Understand the importance of ethical business practices, social responsibility and sustainability
10	Environmental Sustainability	<ul style="list-style-type: none"> ▪ Understand appropriate mitigation to climate change
11	Problem Solving	Make sense of the gathered information from diverse sources by identify misconceptions, main ideas supporting ideas, conflicting information, point of view or biases

FORM 1

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.1.0 PHONETICS	1.1.1 French Alphabet	1.1.1.1 Recite the French Alphabet	<ul style="list-style-type: none"> • Listening to the recitation of the alphabet and repeating it • Pronouncing the individual vowels and consonants in French • Identifying French vowels and consonants from the alphabet 	The French alphabet recited correctly
	1.1.2 Sounds	1.1.2.1 Produce consonants and vowel sounds in French	<ul style="list-style-type: none"> • Listening to the vowels and the consonant sounds • Combining consonants and vowels ($m + a = ma$) • Combining vowels ($a + i = ai$) • Making nasal sounds ($u + n = un$, $e + n = en$, $a + n = an$) 	<ul style="list-style-type: none"> • Consonants and vowel sounds produced correctly
	1.1.3 Liaison	1.1.3.1 Apply liaison in different situations	<ul style="list-style-type: none"> • Establishing the sound bridge between words. (<i>les enfants</i>) • Reading simple sentences with liaison sound between words . 	<ul style="list-style-type: none"> • Liaison applied in different situations correctly
	1.1.4 Spelling Marks	1.1.4.1 Apply the four French spelling mark rules in writing	<ul style="list-style-type: none"> • Listening to different pronunciation of words read • Pronouncing given words in French • Punctuating given words with l'accent aigu (é, René), l'accent grave (à, voilà), l'accent circonflexe (ô, hôtel), le tréma (ë, Noël), la cedilla (ç, ça va ?) • Punctuating a given sentence 	<ul style="list-style-type: none"> • The four French spelling marks applied appropriately

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.2.0 GREETINGS	1.2.1 Formal and Informal Greetings	1.2.1.1 Use basic greetings in French at different times of the day	<ul style="list-style-type: none"> ● Listening to a conversation /dialogue where people are greeting each other and identifying words used ● Greeting friends in the morning/afternoon/evening (<i>bonjour ... , comment ça va?</i>) ● Greeting adults in the morning/afternoon/evening (<i>tu/vous</i>) ● Reading a simple passage on greetings and answering questions based on the passage ● Role-playing the greetings (Dialogue) 	<ul style="list-style-type: none"> ● Basic greetings in French used accordingly
		1.2.1.2 Use definite and indefinite articles in different situations	<ul style="list-style-type: none"> ● Listening to a conversation/ dialogue in which definite and indefinite articles are used and identifying them (<i>un/une/le/la...</i>) ● Discussing the definite and indefinite articles (<i>un chien/ une table...</i>) (<i>la mère/ le père...</i>) ● Reading a simple passage in which definite and indefinite articles are used and answering the questions ● Completing sentences with correct indefinite and definite articles 	<ul style="list-style-type: none"> ● Definite and indefinite articles used correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.2.2 The Well-being of a Person	1.2.2.1 Enquire about someone's health in French	<ul style="list-style-type: none"> ● Identifying the expressions used in a conversation /dialogue on enquiring and giving information about someone's health (<i>Comment va ton Papa? Il va...</i>) ● Reading a text on enquiring and giving information about someone's health and answering questions based on the passage. ● Role playing enquiring and giving information about someone's health ● Writing dictated words or phrases on enquiring and giving information about someone's health 	<ul style="list-style-type: none"> ● One's health enquired correctly
	1.2.3 Taking Leave	1.2.3.1 Use French expressions for taking leave	<ul style="list-style-type: none"> ● Listening to a conversation /dialogue on greeting and identifying words used when taking leave (<i>au revoir... à bientôt...</i>). ● Role playing greetings and taking leave ● Reading a simple dialogue on greetings and taking leave and answer the questions based on the dialogue. ● Exchanging greetings and taking leave in writing. (Bonjour, Ça va , au revoir) 	<ul style="list-style-type: none"> ● French expressions to take leave used correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.3.0 IDENTIFICATION	1.3.1 Introductions	1.3.1.1 Give information about one's identity and that of others in French	<ul style="list-style-type: none"> ● Listening to a conversation /dialogue where people are introducing each other and identifying words used (<i>Je m'appelle, il/elle s'appelle...</i>) ● Role playing introducing oneself and others ● Reading a simple passage on introducing oneself and others and answer the questions based on the passage ● Filling in a form with personal particulars/ create a form of identity ● Introduce oneself and others in writing (<i>âge/adresse/date de naissance</i>) 	<ul style="list-style-type: none"> ● Information about one's identity and that of others given correctly
	1.3.2 Countries and Nationalities	1.3.2.1 Tell one's nationality and country in French	<ul style="list-style-type: none"> ● Identifying nationalities mentioned in a given dialogue (<i>Zambien(ne), Americain(e)</i>) ● Introducing oneself (<i>âge /adresse /date de naissance</i>) country and one's nationality ● Reading a passage on people's countries / nationalities and answering the questions based on the passage ● Complete an identity form. 	<ul style="list-style-type: none"> ● One's nationality country told in French correctly.
		1.3.2.2 Classify countries according to their gender	<ul style="list-style-type: none"> ● Discussing the gender of countries using definite articles. (<i>La Zambie, L'Angola, Le Canada, La France... Arabes, les comores, ...</i>) 	<ul style="list-style-type: none"> ● Gender of countries classified appropriately.

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		1.3.2.3 Apply gender on nationality	<ul style="list-style-type: none"> Indicating the ending of masculine and feminine adjectives of nationality (<i>Français/e, Chinois/e</i>) Completing sentences with correct gender of nationality. (<i>Maurice est anglais/ Julie est anglaise...</i>) 	<ul style="list-style-type: none"> Gender applied on nationality correctly.
	1.3.3 Professions	1.3.3.1 Describe different professions in French.	<ul style="list-style-type: none"> Identifying different professions (<i>un avocat, un(e) professeur, un soldat, une infirmiere</i>). Discussing professions for family members Reading a passage on professions and identifying various professions in it 	<ul style="list-style-type: none"> Different professions described in French correctly.
		1.3.3.2 Apply gender on professions in French	<ul style="list-style-type: none"> Writing the masculine and feminine form of professions (<i>mecanicien/e, electricien/e, infirmier/e, boulanger/e...</i>) Completing sentences with correct profession according to gender. (<i>Paul est infirmier/ Marie est infirmiere...</i>) 	<ul style="list-style-type: none"> Gender on professions applied correctly
1.4.0 OWNERSHIP	1.4.1 Possession	1.4.1.1 State that something belongs to oneself or someone	<ul style="list-style-type: none"> Classifying items and animals according to gender. (<i>un chat/une chatte, un stylo/une gomme ...</i>) Identifying possessive adjectives from a given passage (<i>mon/ma, ton/ta, son/sa ...</i>) Demonstrating possession of something in a role play. (<i>Masculine forms: mon/ ton/ son/ notre /votre/ leur chat. Feminine forms:ma/ta/sa/notre/ votre/ leur chatte...</i>) 	<ul style="list-style-type: none"> One's or someone's possessions stated correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		1.4.1.2 Use the plural forms of possessive adjectives in French	<ul style="list-style-type: none"> ● Matching a possessive adjective either with a masculine or feminine noun (<i>ma voiture, mon stylo</i>) ● Applying the plural forms of possessive adjectives (<i>mes, tes, ses, nos, vos, leurs</i>) ● Completing sentences using the plural forms of possessive adjectives 	<ul style="list-style-type: none"> ● Plural forms of possessive adjectives used correctly
1.5.0 FAMILY	1.5.1 Family Relationships	1.5.1.1 Discuss simple family relationships in French	<ul style="list-style-type: none"> ● Identifying the types of families (<i>la famille proche et la famille elargie</i>). ● Discussing their family relationships (<i>père, mère, enfants, oncle, tante...</i>) ● Writing about your family in French ● Writing <i>dictated</i> words in French 	<ul style="list-style-type: none"> ● Simple family relationships discussed in French correctly
		1.5.1.2 Explain the roles of each family member	<ul style="list-style-type: none"> ● Identifying roles played by family members in a conversation or dialogue (<i>balayer, nettoyer, éduquer...</i>) ● Listing home chores of family members in French ● Dramatising the home chores in French 	<ul style="list-style-type: none"> ● Roles of each family member explained correctly
1.6.0 ATTRIBUTES OF A PERSON OR A THING	1.6.1 Colours	1.6.1.1 Express preferences for colours in French	<ul style="list-style-type: none"> ● Identifying colours of objects (<i>Rouge, jaune, verte...</i>) ● Discussing one's preference of colours (<i>j'aime la couleur verte/je n'aime pas...</i>) ● Drawing and colouring the flag of Zambia 	<ul style="list-style-type: none"> ● Preferences for colours expressed in French correctly
		1.6.1.2 Distinguish gender in colour	<ul style="list-style-type: none"> ● Describing the colour of an object or thing (<i>vert/e, blanc/he</i>) ● Writing dictated words in on colours (masculine /feminine) 	

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.6.2 Physical Characteristics and Personality	1.6.2.1 Describe someone's physical characteristics and personality in French	<ul style="list-style-type: none"> Identifying physical characteristics and personality (<i>cheveux longs, les yeux bruns</i>) (<i>calme, gentil/le</i>) Describing a person or an object using information provided. (<i>cheveux longs, les yeux bruns, petit(e), grand(e)</i>) Formulating adverbs from adjectives (<i>timide...timidement, gentil...gentilment, prudent...prudemment</i>) Completing sentences with correct adjectives and adverbs 	<ul style="list-style-type: none"> Physical characteristics and personality described correctly
1.7.0 NUMERACY	1.7.1 Cardinal Numbers (0 - 1000)	1.7.1.1 Count from 0 - 1000 in French	<ul style="list-style-type: none"> Counting cardinal numbers from 0 to 1000 Writing numbers (0 - 1000) in French 	<ul style="list-style-type: none"> Cardinal numbers counted correctly
	1.7.2 Ordinal Numbers (First to twentieth)	1.7.2.1 Demonstrate knowledge of ordinal numbers from 1 - 20 in French	<ul style="list-style-type: none"> Listening to a passage on ordinal numbers and identify them (<i>premiere, deuxième ...</i>) Discussing ordinal numbers and their ending (<i>ième</i>) except 1st (masc Premier) or (fem. premiere) Reading a passage on ordinal numbers and answer the questions Writing ordinal numbers 1 - 20 	<ul style="list-style-type: none"> Knowledge of Ordinal numbers 1-20 demonstrated correctly
	1.7.3 Counting Money	1.7.3.1 Apply the four mathematical operations on numbers below 100 in French	<ul style="list-style-type: none"> Adding, subtracting, dividing and multiplying small amounts Writing a small budget in French 	<ul style="list-style-type: none"> The four mathematical operations applied correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.8.0 PREFERENCES	1.8.1 Likes and Dislikes	1.8.1.1 Express likes and dislikes in French	<ul style="list-style-type: none"> • Responding to oral questions on likes and dislikes in French (<i>Qu'est ce que tu aimes? J'aime/ je n'aime pas le chocolat...</i>) • Expressing likes and dislikes for taste, colour, hobbies, places, buildings, scenery, people • Reading a text/passage on likes and dislikes and answer the questions based on the passage. • Writing about likes and dislikes in French 	<ul style="list-style-type: none"> • Likes and dislikes expressed accurately
1.9.0 LOCALISATION AND MOVEMENT	1.9.1 Position	1.9.1.1 Describe the position of an object in French	<ul style="list-style-type: none"> • Identifying prepositions of place from a given passage /demonstration (<i>sur, dans ...</i>). • Discussing the position of one object in relation to another 	<ul style="list-style-type: none"> • Position of an object described correctly
		1.9.1.2 State the location of a person, place or thing in French	<ul style="list-style-type: none"> • Locating a place on a given map or drawing (<i>Notre école se trouve/ est près de la banque, ma mère est devant toi, ...</i>) • Discussing the campus (<i>Est, Ouest, Nord, Sud</i>) • Locating the provinces of Zambia and their headquarters (<i>Province du Nord-Kasama, Province du Sud - Choma, Province du Nord- Ouest, Solwezi...</i>) 	<ul style="list-style-type: none"> • Location of a thing, place, and people stated in French accordingly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.9.2 Direction	1.9.2.1 Give directions to someone in French	<ul style="list-style-type: none"> • Listening to a dialogue on giving directions and identifying expressions used (<i>allez tout droit, tournez à gauche...</i>) • Reading a simple map and locating a place/ village/town/ any other /features • Directing someone to a given place • Giving directions to someone to one's own place of choice in written 	<ul style="list-style-type: none"> • Directions given to someone in French precisely
	1.9.3 Distance	1.9.3.1 Indicate how far or near a point is from another in French	<ul style="list-style-type: none"> • Identifying expressions indicating how far or near a point is from another (<i>près de, loin de, dix kilometre de ...</i>) • Discussing distance between two points (<i>prés de, loin de, dix kilomètre de ...</i>) 	<ul style="list-style-type: none"> • Distance between two points indicated clearly
1.10.0 ACCOMMODATION AND HYGIENE	1.10.1 Types of Homes	1.10.1.1 Compare modern and traditional houses in French	<ul style="list-style-type: none"> • Identifying the difference between a modern and traditional house (<i>en bois, en brique, en bous... </i>) • Reading a passage on modern and traditional houses and summarise the features of each type in French • Describing modern and traditional houses in writing 	<ul style="list-style-type: none"> • Modern and traditional houses compared in French correctly
		1.10.1.2 Name different rooms and their use in a house	<ul style="list-style-type: none"> • Naming different rooms in a house and their use (<i>chambre, salle à coucher</i>) • Describing one's own house in French (<i>couleurs, taille, chambres ...</i>) {written and orally} • Writing a short guided composition on a house of your choice 	<ul style="list-style-type: none"> • Different rooms in a house and their use identified accordingly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.10.2 Care for the Surrounding	1.10.2.1 Describe a clean and dirty place	<ul style="list-style-type: none"> • Describing a clean and dirty place in French • Discussing ways of keeping the surrounding clean (<i>balayer, nettoyer, essuyer...</i>) • Identifying materials used for keep the surrounding clean (<i>balai, torchon ...</i>) • Stating negative effects of dirty surrounding 	<ul style="list-style-type: none"> • A clean and dirty place described correctly
		1.10.2.2 Discuss personal hygiene	<ul style="list-style-type: none"> • Mentioning ways of keeping oneself clean. (<i>se laver, couper des cheveux, ...</i>) • Drawing materials used for personal hygiene (<i>le savon, la brosse à dent, de l'eau ...</i>) • Writing dictated words in French 	<ul style="list-style-type: none"> • Personal hygiene discussed accordingly
1.11.0 MY SCHOOL	1.11.1 Classroom Orders and Instructions	1.11.1.1 Use classroom orders and instructions in French	<ul style="list-style-type: none"> • Listening to a list of French classroom expressions and find their meaning in English (<i>Sortez. – Entrez. – Taisez-vous...</i>) • Discussing classroom expressions / commands /orders in French • Dramatising classroom expressions or orders (<i>Levez-vous.-Asseyez – vous.Ecoutez. Repetez...</i>) • Reading classroom expressions and translating them from French to English and vice versa 	<ul style="list-style-type: none"> • Classroom orders and instructions used in French correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.11.2 My School Subjects	1.11.2.1 Identify different school subjects in French.	<ul style="list-style-type: none"> • Listing the different subjects offered in the school (<i>le Français, les Mathématiques...</i>). • Discussing school subjects (<i>les matières préférées</i>) • Writing a simple composition on one's favourite subjects and explaining why 	<ul style="list-style-type: none"> • Different school subjects identified in French correctly
	1.11.3 School Time-Table	1.11.3.1 Draw up a school/personal timetable	<ul style="list-style-type: none"> • Discussing a school time table (<i>Remplir son emploi du temps avec les matières de son école.</i>) • Formulating own study timetable (<i>l'horaire personnel</i>) • Writing a simple composition including the name of your school/ subjects you take and like 	<ul style="list-style-type: none"> • School and personal time tables drawn correctly
		1.11.3.2 Describe different classroom objects	<ul style="list-style-type: none"> • Listing different classroom objects (<i>la table, le tableau...</i>) • Dramatizing the named classroom objects using interrogative expressions (<i>Qu'est-ce que c'est? C'est ...</i>) 	<ul style="list-style-type: none"> • Different classroom objects described correctly
1.12.0 DAILY ACTIVITIES	1.12.1 Telling Time	1.12.1.1 Tell time in French	<ul style="list-style-type: none"> • Listening to a dialogue / conversation in which people ask and tell time in French (<i>quelle heure est-il? il est ...</i>) • Asking and telling time in French • Reading a passage on a bus schedule indicating departure / arrival/ time • Writing how to ask and tell time in French (<i>quelle heure est-il? il est ...</i>) 	<ul style="list-style-type: none"> • Time expressed in French correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		1.12.1.2 Narrate daily activities in French	<ul style="list-style-type: none"> • Narrating daily activities in chronological order in reference to different times of the day (<i>a six heures, Je me lave, a 7 heures, Je prends le petit déjeuner ...</i>) • Making a diary in French • Writing on one's daily activities 	<ul style="list-style-type: none"> • Daily activities narrated in French accordingly
		1.12.1.3 Identify days of the week and months of the year in French	<ul style="list-style-type: none"> • Naming the days of the week (<i>Lundi, Mardi ...</i>) and months (<i>Janvier, Fevrier ...</i>) of the year in French • Making calender 	<ul style="list-style-type: none"> • Days of the week and months of the year identified in French correctly
1.13.0 THE PAST	1.13.1 Past Actions	1.13.1.1 Describe past actions in French	<ul style="list-style-type: none"> • Listening to a passage on past happenings (<i>Je suis allé hier, J'ai mangé...</i>) • Role playing past actions using <i>être/avoir + participe passé (passé composé)</i> • Reading a passage on passed happenings • Writing a story on past events using pictures • Composing a story from past events 	<ul style="list-style-type: none"> • Past actions described in French correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.14.0 WEATHER	1.14.1 Weather Conditions	1.14.1.1 Describe what the weather is like in French	<ul style="list-style-type: none"> Identifying the expressions used to talk about weather from a given dialogue. (<i>il fait beau, froid ...</i>) Discussing what the weather is like on a particular day (<i>il fait beau, froid ...</i>) Reading a picture/passage showing different types of weather conditions and answer questions based on the picture Writing different dictated expressions used to talk about weather in French 	<ul style="list-style-type: none"> Weather described in French correctly
		1.14.1.2 Identify various seasons in French	<ul style="list-style-type: none"> Discussing the different seasons in Zambia (<i>saison sèche, saison de pluie</i>). Describing the different seasons in French (<i>local/foreign</i>) (<i>printemps, hiver, été automne</i>) 	<ul style="list-style-type: none"> Seasons identified correctly
	1.14.2 Clothes and Activities	1.14.2.1 Describe activities and clothes associated with seasons in French	<ul style="list-style-type: none"> Listening to a dialogue/ conversation in which people are discussing clothes associated with the different seasons (<i>froide - le tricot, sèche - culotte/Tshirt</i>) Discussing activities associated with the different seasons (<i>froide - récolter, pluie - cultiver</i>) Reading a passage on clothes and activities associated with the different seasons (<i>make note summaries</i>) 	<ul style="list-style-type: none"> Activities and clothes for specific seasons described in French correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.14.3 Factors Affecting Weather	1.14.3.1 Discuss factors affecting weather in Zambia	<ul style="list-style-type: none"> • Identifying factors affecting weather from a given passage (<i>température, vent</i>) • Discussing factors affecting weather in Zambia • Writing on factors affecting weather in Zambia 	<ul style="list-style-type: none"> • Factors affecting weather discussed in French correctly

FORM 2

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.1.0 PERMISSION AND PROHIBITION	2.1.1 Permission	2.1.1.1 Ask and give permission in French	<ul style="list-style-type: none"> ● Identifying expressions on asking for, giving and refusing permission from a given dialogue or conversation. (<i>Est-ce que je peux.../ Puis-je) (Oui tu peux /Non tu ne peux pas...)</i>) ● Dramatising asking, giving or refusing permission ● Reading a passage on <i>giving</i> and <i>refusing</i> permission and classifying the expressions used. ● Writing on asking, giving and refusing permission 	<ul style="list-style-type: none"> ● Permission asked for and given in French correctly
	2.1.2 Prohibition	2.2.1.2 Interpret prohibitive and non-prohibitive signs in French	<ul style="list-style-type: none"> ● Identifying and interpreting prohibitive and non-prohibitive signs (<i>Ne fumez pas, Entrez s'il vous plait...</i>) ● Dramatisation giving orders and prohibitions (<i>agent de police et feux rouges ...)</i> ● Discussing what is allowed and not allowed in a community/ at home/ in class. ● Writing and reading the school rules in French and answering questions ● Drawing a prohibitive sign 	<ul style="list-style-type: none"> ● Prohibitive and non-prohibitive signs interpreted in French correctly

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.2.0 POSSIBILITY AND IMPOSSIBILITY	2.2.1 Possibilities	2.2.1.1 Express possibility to do something in French	<ul style="list-style-type: none"> Identifying expressions used when expressing possibility (<i>c'est possible de , c'est facile de..., tu peux ...</i>) Role playing expressing possibility to do things (<i>Est -ce possible d'aller aux champs? Oui c'est possible papa, maman...</i>) Reading a passage expressing possibility do things and answering questions Writing on expressing the possibility to do things 	<ul style="list-style-type: none"> Possibility to do something expressed in French clearly
		2.2.1.2 Express impossibility to do things	<ul style="list-style-type: none"> Identifying expressions used for impossibility to do things (<i>c'est impossible de/ c'est difficile de/ ce n'est pas possible de/ tu ne peux pas+verb ...</i>) Role playing expressing impossibility to do things (<i>Vous ne pouvez pas chanter...</i>) Constructing sentences using expressions that are used to show impossibility (<i>Je ne peux pas danser, travailler...</i>) 	<ul style="list-style-type: none"> Impossibility to do things expressed correctly

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.3.0 LEISURE ACTIVITIES	2.3.1 Hobbies	2.3.1.1 Discuss hobbies and interests in French	<ul style="list-style-type: none"> • Mentioning hobbies and interests (<i>regarder la télévision, écouter la musique...</i>) • Discussing ones hobbies and interests (<i>faire la pêche, du sport, la chasse, les jeux électroniques, ...</i>) • Reading a passage on hobbies/ interests and identifying verbs that go with the outdoor sports (<i>faire de la natation, aller à la pêche, course automobile</i>) 	• Hobbies and interests discussed in French accordingly
		2.3.1.2 Examine income generating hobbies	<ul style="list-style-type: none"> • Identifying Hobbies that can be translated into income generating activities (<i>faire la cuisine, faire la couture, jouer au football,...</i>) • Discussing income generating activities. • Writing on income generating activities 	• Income generating hobbies examined correctly
	2.3.2 Informal Letter	2.3.2.1 Discuss parts of an informal letter in French	<ul style="list-style-type: none"> • Reading an example of an informal letter and identifying the features (<i>la date, l' adresse, la salutation, le développement, la conclusion</i>). • Discussing parts of an informal letter (<i>salutations: cher/chère/cherie, le corps: comment est votre santé?, la conclusion Je t'embrasse</i>) 	• Parts of an informal letter discussed in French correctly

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		2.3.2.2 Write an informal letter in French	<ul style="list-style-type: none"> • Writing a short letter(30 -60 words) to a pen friend about own hobbies and interests 	<ul style="list-style-type: none"> • An informal letter written in French correctly
2.4.0 COMMUNICATION AND TECHNOLOGY	2.4.1 Means of Communication	2.4.1.1 Explain the different means of communication in French	<ul style="list-style-type: none"> • Discussing the different means of communication (<i>Moderne: téléphone, la radio, la télévision, la lettre. Traditionnelle: Tam-tam, siflet, chanson...</i>) • Dramatising on how to make a telephone call, how to communicate in the village... 	<ul style="list-style-type: none"> • Different means of communication explained in French clearly.
	2.4.2 Semi - Formal Letter	2.4.2.1 Write a letter to parents/relatives in French	<ul style="list-style-type: none"> • Reading and comparing samples of a semi-formal and informal letters (<i>similarities /différences</i>) • Identifying similarities and differences between an informal and a semi - formal letter. • Writing a short letter(30 - 60 words) to parents/relatives on a given topic in French. 	<ul style="list-style-type: none"> • A semi-formal letter written in French correctly

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.4.3 Telephone Call	2.4.3.1 Make a telephone call in French	<ul style="list-style-type: none"> • Listening to a telephone conversation and identifying the expressions used in French (<i>Allô! /Qui est à l'appareil? /Je voudrais parler à...</i>) • Role-playing making and responding to a call on a given situation • Identifying a telephone conversation from given dialogues. • Writing a simple telephone conversation in French 	<ul style="list-style-type: none"> • Telephone call made in French correctly
2.5.0 POST OFFICE	2.5.1 Postal Operations	2.5.1.1 Discuss postal operations in French	<ul style="list-style-type: none"> • Identifying postal operations (<i>envoyer /recevoir une lettre</i>) • Dramatizing sending and receiving mail/ letters/ parcels/ money / telegrams/ telephone messages ...(<i>paquet, l'argent ...</i>) • Reading dialogues on receiving and sending letters/parcels/ money etc and answering the questions • Writing dictated words on postal operations (<i>timbre, enveloppe,</i>) • Visiting post office (study tour) 	<ul style="list-style-type: none"> • Postal operations discussed in French correctly.

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.6.0 HOTELS AND RESTAURANTS	2.6.1 Room and Table Reservation	2.6.1.1 Use appropriate expressions to make a room reservation in French	<ul style="list-style-type: none"> • Listening to a conversation/ dialogue on making a room reservation and identifying the expressions used (<i>avez-vous des chambres libres ? ...</i>) • Role playing making a room reservation on phone • Dramatising booking a room in a hotel • Writing an email on room reservation to a hotel of your choice • Visiting a restaurant/ hotel (study tour) 	• Expressions to make a room reservation in French used appropriately.
		2.6.1.2 Use appropriate expressions to make a table reservation in French	<ul style="list-style-type: none"> • Identifying expressions used to make a table reservation in a restaurant (<i>Je voudrais réserver /Pour combien de personnes ? ...</i>) • Role playing making a table reservation • Reading a dialogue on table reservation and answering the questions • Making a table reservation in writing 	• Expressions to make a table reservation in French used appropriately
	2.6.2 Food	2.6.2.1 Discuss different types of food in French	<ul style="list-style-type: none"> • Listing different types of food in French (<i>les legumes, les fruits, la viande ...</i>) • Classifying different types of food into their food groups (<i>les legumes, les boissons, les fruits, la viande...</i>) • Discussing healthy and unhealthy related food 	Different types of food discussed in French correctly

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		2.6.2.2 Use appropriate expressions to order a meal in a hotel/ restaurant	<ul style="list-style-type: none"> Listening to a conversation on ordering a meal in a restaurant and identifying the expressions used (<i>qu'est-ce que tu manges...? qu'est-ce que vous mangez? Je mange...!</i>) Reading a menu and ordering a meal in a hotel/ restaurant Creating a menu using local food (<i>chikanda, Cassava leaves, Nsima, Maize drink...</i>) 	<ul style="list-style-type: none"> Expressions to order a meal in a hotel/restaurant used appropriately
2.7.0 HOSPITAL	2.7.1 Medical Personnel	2.7.1.1 Demonstrate knowledge of various medical personnel in French	<ul style="list-style-type: none"> Identifying various medical personnel from a given passage (<i>infirmier(ère), docteur, médecin</i>). Discussing masculine/ feminine forms of medical personnel (<i>infirmier(ère), docteur(trice), médecin(e)...</i>) Reading a passage on various medical personnel and answering the questions Writing correct endings of medical personnel to gender 	<ul style="list-style-type: none"> Knowledge of various medical personnel demonstrated accordingly.
	2.7.2 Parts of the Human Body	2.7.2.1 Identify various parts of the human body in French	<ul style="list-style-type: none"> Listening to a passage on parts of the body and identifying them (<i>la tête, les mains, les pieds...</i>) Discussing the parts of the body and their functions (<i>les yeux - regarder, les jambe - marcher...</i>) Reading a passage on parts of the body and answering the questions Drawing a sketch of a human body and label the external parts of the body. 	<ul style="list-style-type: none"> Various parts of the human body identified correctly

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.8.0 TRANSPORT	2.8.1 Types of Transport	2.8.1.1 Discuss different types of transport in French	<ul style="list-style-type: none"> Identifying different types of transports (<i>l'avion, le train, le bus...</i>) Discussing the types of transport used locally and abroad (<i>le bateau, vélo ...</i>) Translating the given sentences on types of transport from English to French and vice versa 	<ul style="list-style-type: none"> Different types of transports discussed in French correctly
		2.8.1.2 Give information on ticket sales and fares	<ul style="list-style-type: none"> Listening a conversation on ticket sales and fares at railway and bus stations. Role playing giving information on ticket sales and fares at bus stations, railway stations and lake ports... (<i>C'est combien le ticket?, a quelle heure quitte le bus/ train/ bateau? ...</i>) Dramatizing giving information on departure and arrival schedules Reading a passage on types of transport and answering the questions 	<ul style="list-style-type: none"> Information on ticket sales and fares given correctly

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.7.3 Diseases	2.7.3.1 Discuss different diseases in French	<ul style="list-style-type: none"> ● Listening to a passage on different diseases and identifying them (<i>le sida, la malaria, le cholera, covid 19, la diarrhee...</i>) ● Discussing the different diseases and telling what others are suffering from (<i>j'ai mal au ventre, il a mal á la tête, j'ai la malaria...</i>) ● Role playing administering medication ● Giving/receiving information on ways of preventing some diseases (<i>HIV and AIDS /STIs - Abstinence, Covid 19- Masque, Malaria - moustiquaire</i>) 	<ul style="list-style-type: none"> ● Different diseases discussed in French accordingly
		2.7.3.2 Explain causes and effects of different diseases	<ul style="list-style-type: none"> ● Discussing the causes and effects of different diseases (<i>HIV AIDS, Malaria, Cholera</i>) ● Writing a short composition on the causes and effects of different diseases. 	<ul style="list-style-type: none"> ● Causes and effects of different diseases explained clearly

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.9.0 POLICE	2.9.1 Reporting Incidents	2.9.1.1 Give an account of an incident in French	<ul style="list-style-type: none"> • Listening to a conversation where someone is giving account of an incident (<i>l'accident, la mort, le vol...</i>) • Role playing calling the police/ giving account of an incident (<i>accident, la mort, le vol...</i>) • Writing an account of such incidents in simple French 	<ul style="list-style-type: none"> • Account of an incident given correctly
2.10.0 OWNERSHIP	2.10.1 Possession	2.10.1.1 Use possessive adjectives in different situations	<ul style="list-style-type: none"> • Role playing using possessive adjectives to enquire and state that something belongs to oneself or somebody • Completing sentences with correct possessive adjectives. • Constructing sentences showing that something belongs to oneself or somebody (<i>notre maison est blanche, leur chat est blanc...</i>) 	<ul style="list-style-type: none"> • Possessive adjectives used in different situations incorrectly
		2.10.1.2 Use possessive pronouns in different situations	<ul style="list-style-type: none"> • Identifying possessive pronouns from a given passage (<i>le mien, la tienne...</i>) • Discussing possessive pronouns according to their gender and number (<i>le mien/la mienne, les miens/ les miennes...</i>) • Completing a given passage with correct possessive pronouns 	<ul style="list-style-type: none"> • Possessive pronouns used in different situations correctly

NOTION	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.11.0 PREFERENCES	2.11.1 Likes and Dislikes	2.11.1.1 Express likes and dislikes in French	<ul style="list-style-type: none"> Expressing likes and dislikes for people's objects and ideas (<i>J'adore, je préfère, j'admire c'est bon...je n'adore pas, je ne préfère pas, je n'admire pas, ce n'est pas bon...</i>) Writing sentences expressing likes and dislikes (<i>J'aime, Je n'aime pas...</i>) 	<ul style="list-style-type: none"> Likes and dislikes expressed in French correctly
		2.11.1.2 Use coordination conjunctions in different situations	<ul style="list-style-type: none"> Listening to a conversation in which coordinating conjunctions have been used and identifying them Discussing coordinating conjunction (<i>et, ou, car, mais, donc, ni...ni, soit...soit...</i>) Completing a passage using coordinating conjunctions 	<ul style="list-style-type: none"> Coordinating conjunctions used in different situations correctly

FORM 3

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.1.0 SHOPPING	3.1.1 Prices	3.1.1.1 Enquire about prices of goods in French	<ul style="list-style-type: none"> Identifying expressions used when asking and telling prices in French (<i>C'est combien? C'est cinq Kwacha, combien ça coûte? ça coûte cinq kwacha</i>) Role playing asking and telling prices of goods in French 	<ul style="list-style-type: none"> Prices of goods enquired about in French accordingly
		3.1.1.2 Negotiate for prices of goods in French	<ul style="list-style-type: none"> Listening a dialogue of people negotiating prices of goods in French Role playing negotiating for prices of goods (<i>J'ai seulement , rabaisser le prix, ...</i>) Reading a passage on goods and their prices and answer the questions Comparing the prices of goods from a given passage (<i>très/moins/plus cher...</i>) 	<ul style="list-style-type: none"> Prices of goods negotiated for in French correctly
	3.1.2. Quality and Quantity of Goods	3.1.2.1 Express mixed feelings on the quality of goods in French	<ul style="list-style-type: none"> Listening to a dialogue / conversation in which people express admiration and disappointment on the quality of goods (<i>Admiration: la robe rouge est belle, disapointment: le pantalon bleu n'est pas élégant ...</i>) Role playing expressing admiration and disappointment over the quality of goods 	<ul style="list-style-type: none"> Mixed feelings on the quality of goods expressed in French correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		3.1.2.2 Compare quantity of goods	<ul style="list-style-type: none"> ● Identifying expressions of quantity (<i>une bouteille de, un paquet de, un peu de sucre...</i>) ● Reading a passage on quantity of goods and compare them. ● Creating a flyer showing the quality and quantity of goods 	<ul style="list-style-type: none"> ● Quantity of goods compared accordingly
	3.1.3 Buying and Selling	3.1.3.1 Demonstrate knowledge of buying and selling	<ul style="list-style-type: none"> ● Identifying places where one can buy goods. (<i>boucherie/ magasin /boulangerie supermarché, charcuterie, pharmacie, quincaillerie...</i>) ● Listing goods one wants to buy (<i>la viande, la culotte, le pain, ...</i>) ● Role playing buying and selling at a super market/ shop (exchanging questions and responses - <i>Ça coûte combien? C'est dix kwacha</i>) ● Reading a given dialogue on buying and selling at super market and answer the questions ● Writing a dialogue involving a buyer and a seller at a super market 	<ul style="list-style-type: none"> ● Knowledge of buying and selling demonstrated correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		3.1.3.2 Use partitive articles and demonstrative pronouns	<ul style="list-style-type: none"> • Listening to a conversation on buying and selling • Dramatizing buying and selling using <i>les articles partitifs ... (du /de la /de l' / des)</i> • Completing a given passage with <i>les pronoms demonstratifs (celui-ci/celui-là / celle-ci/celle-là ...)</i> 	<ul style="list-style-type: none"> • Partitive articles and demonstrative pronouns used appropriately
3.2.0 SPORTS	3.2.1 Types of Sporting activities	3.2.1.1. Discuss different types of sporting activities in French	<ul style="list-style-type: none"> • Identifying different types of sporting activities (<i>le basketball, la natation</i>) • Discussing different types of indoor and outdoor sporting activities) • Classifying different types of sports into indoor /outdoor activities (<i>Chess, tennis... volleyball, football</i>) 	<ul style="list-style-type: none"> • Different types of sporting activities discussed in French correctly
		3.2.1.2 Explain the benefits of sports in French	<ul style="list-style-type: none"> • Identifying sporting activities common in Zambia (<i>football, boxe</i>) • Reading a passage on different types of sports and answer the questions • Listing the benefits of sports (<i>la santé, source de revenue</i>) • Writing about one's sporting activity 	<ul style="list-style-type: none"> • Benefits of sports explained clearly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.3.0 BANKING	3.3.1 Bank Operations	3.3.1.1. Carry out different bank operations	<ul style="list-style-type: none"> Identifying activities one does in a bank (<i>retirer et déposer l'argent, ouvrir et fermer un compte, obtenir les credits ...</i>) Identifying expressions used in banking operations from a given dialogue (<i>je voudrais retirer/déposer de l'argent...</i>) Role playing: (<i>opening and closing an account, depositing and withdrawing money, raise and cash a cheque, change one currency to another, obtain travelers cheque, send and receive money...</i>) Visiting a bank (study tour) 	<ul style="list-style-type: none"> Different bank operations carried out correctly.
3.4.0 COMMUNICATION AND TECHNOLOGY	3.4.1 Formal Letter	3.4.1.1. Write a formal letter in French	<ul style="list-style-type: none"> Reading an example of a formal letter and compare it with a semi-formal letter (similarities /differences) Discussing the features of a formal letter (<i>sujet, adresse ... conclusion</i>) Writing a formal letter/ application for employment 	<ul style="list-style-type: none"> A formal letter written in French correctly
	3.4.2 Media	3.4.2.1 Discuss print media (written press) in French	<ul style="list-style-type: none"> Discussing print media (<i>Magazines /newspapers</i>) Reading articles/ stories with comprehension (<i>internet</i>) Making a list of newspapers in Zambia /France and classifying them (<i>privée ou publique</i>) Writing a guided article for a magazine/ newspaper in French 	<ul style="list-style-type: none"> Print media discussed effectively

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		3.4.2.2 Discuss electronic media (broadcast media)	<ul style="list-style-type: none"> Identifying the different types of electronic media (<i>TV, Radio, L'ordinateur, portable</i>) Discussing digital media (<i>ordinateur/ internet/ le téléphone portable</i>) Listening to conversation on broadcast and digital media in French. Discussing advantages /disadvantages of broadcast and digital media Writing about differences /similarities between radio and TVmedia 	<ul style="list-style-type: none"> Electronic media discussed accordingly
3.5.0 OPINIONS	3.5.1 Opinions and Feelings	3.5.1.1 Express one's opinion in French	<ul style="list-style-type: none"> Listening a conversation on expressing opinions in French. Identifying phrases used to express one's opinion. (<i>à mon avis, Je pense que, selon nous...</i>) Expressing personal opinions about someone or something (<i>Je le trouve, ça ne m'intéresse pas, je l'aime, je n'ai pas besoin de ...</i>) Asking about one's opinion (<i>quelle est votre opinion/ avis? ...</i>) Giving one's opinion in writing. 	<ul style="list-style-type: none"> One's opinion expressed in French clearly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		3.5.1.2 Expressing one's feelings in French	<ul style="list-style-type: none"> • Listening a conversation on expressing feelings in French. • Identifying phrases used to express one's feelings. (<i>je suis content/e /fâché(e), il est triste, je suis désolé/ déçu...</i>) • Role playing asking about one's feelings and responding (<i>Est ce que tu es fâché/ Ça va? /Non, Je suis déçu...</i>). 	<ul style="list-style-type: none"> • One's feelings expressed in French clearly
		3.5.1.3 Examine other people's views.	<ul style="list-style-type: none"> • Identifying expressions used to consider other people's views. (<i>tu as raison, mais/ tout a fait, par contre...</i>) • Debating on a given topic in French. (agreeing /disagreeing ... <i>Je crois /pense /trouve + que...</i>) 	<ul style="list-style-type: none"> • Other people's views examined accordingly
3.6.0 INFORMATION	3.6.1 Ask and Give Information	3.6.1.1 Give information to someone in French	<ul style="list-style-type: none"> • Listening to a conversation on asking and giving information • Identifying the expressions used when asking and giving information (<i>s'il vous plaît madam, pourriez vous me montrer où la poste est? Elle est à côté de la Banque....</i>) • Role playing asking and giving information on time/ price /people /direction (<i>Quelle heure est-il? Il est</i>) • Asking and giving information in writing. 	<ul style="list-style-type: none"> • Information given to someone in French correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		3.6.1.2 Use interrogative questions in French	<ul style="list-style-type: none"> • Reading a text with interrogative questions. • Identifying interrogative questions from the given text (<i>qui, quoi, quand, comment, pourquoi, où, combien...</i>) • Role playing using interrogative questions in different situations • Reading and answering questions from a text (<i>comprehension</i>) 	<ul style="list-style-type: none"> • Interrogative questions in French used correctly
		3.6.1.3 Acknowledge receipt or non-receipt of information	<ul style="list-style-type: none"> • Identifying expressions used to acknowledge receipt or non receipt of information (<i>J'accuse réception, Je n'ai pas reçu votre réponse...</i>) • Roleplaying receiving or non-receipt of information (<i>J'accuse réception, Je regrette</i>) • Completing sentences using expressions for acknowledging receipt or non - receipt of information 	<ul style="list-style-type: none"> • Receipt or non-receipt of information acknowledged correctly
	3.6.2 Giving Advice	3.6.2.1 Use expressions to give advice to someone in French.	<ul style="list-style-type: none"> • Listening to a conversation/ dialogue of where one is giving advice to another (<i>je vous conseille de, je vous en prie...</i>) • Role playing giving advice to someone against doing something (<i>il ne faut pas. je vous déconseille de, je te recommande de + infinitif...</i>) • Reading short passages on different pieces of advice and identifying them • Completing sentences with expressions used to give advice to someone 	Expressions to give advice to someone in French used accordingly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.6.3 Curriculum Vitae	3.6.3.1 Write a curriculum vitae	<ul style="list-style-type: none"> • Reading an example of a curriculum vitae and explain the features of a CV • Discussing the features of a curriculum Vitae (<i>les details personnels, qualifications academiques /professionnelles, references</i>) • writing own curriculum vitae 	<ul style="list-style-type: none"> • A curriculum vitae written correctly
3.7.0 ACCOMMODATION	3.7.1 Types of Buildings	3.7.1.1 Identify different types of buildings in French	<ul style="list-style-type: none"> • Identifying different types of buildings from a given passage (<i>l'hôpital, l'hôtel, la banque, la maison...</i>) • Making verbal/written poster presentation on the purchase/sale/ renting of a property/house /flat /hotel 	<ul style="list-style-type: none"> • Different types of buildings identified correctly
3.8.0 EVENTS	3.8.1 Invitation	3.8.1.1 Use appropriate expressions to invite someone in French	<ul style="list-style-type: none"> • Listening to a conversation in which people are inviting each other in french • Identifying expressions used to invite someone, accept or turn down an invitation (<i>Je vous invite à ..., avec plaisir / Je suis vraiment désolé(e) ...</i>) • Role playing inviting someone and accepting or declining an invitation • Dramatising welcoming guests • Reading a dialogue on inviting someone, accepting and refusing an invitation and answering the questions • Making an invitation card and sending it to a friend (project) 	<ul style="list-style-type: none"> • Expressions to invite someone in French used appropriately.

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.9.0 OBLIGATION	3.9.1 Carrying out Tasks	3.9.1.1 Express necessity to do things in French	<ul style="list-style-type: none"> Identifying expressions used to express obligation from a given dialogue /passage (<i>les enfants doivent aller à l'école. Il faut prier tout le temps...</i>) Reading a passage on people's obligations and answering the questions Writing dictated sentences on expressions used for obligation 	<ul style="list-style-type: none"> Necessity to do things expressed in French accordingly
3.10.0 IMMIGRATION AND CUSTOMS	3.10.1 Immigration and Customs Formalities	3.10.1.1 Carry out immigration and customs formalities in French	<ul style="list-style-type: none"> Listening to conversation/ passage on immigration and customs. Identifying expressions used for immigration and customs formalities from a given dialogue /passage /conversation (<i>déclarer, ouvrir la valise, remplir une fiche ...</i>) Dramatizing immigration and customs formalities (<i>declaring goods and filling in forms...</i>) Listing immigration and customs formalities in French 	<ul style="list-style-type: none"> Immigration and customs formalities carried out in French successfully

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.10.2 Corrupt Practices	3.10.2.1 Discuss corrupt practices and their effects on society in French	<ul style="list-style-type: none"> • Listening to a conversation/dialogue depicting corrupt practices and their effects • Discussing corrupt practices and their effects in French (<i>accepter des pots-de-vin</i>) bribes.... • Dramatizing corrupt practices and their effects • Discussing the importance of following rules both at local and international levels. • Writing a composition of 120 to 150 words on corrupt practices and their effects on society in French 	<ul style="list-style-type: none"> • Corrupt practices and their effects on society discussed in French correctly
3.11.0 NUMERACY	3.11.1 Counting Numbers	3.11.1.1 Count from 1000 to 1,000,000 in French	<ul style="list-style-type: none"> • Counting numbers from 1000 to 1000,000 (<i>mille, deux mille ...</i>) • Reading a passage presenting the four mathematical operations of addition / subtraction/ division/ multiplication • Making simple calculations using the different operations • Writing numbers in French 	<ul style="list-style-type: none"> • Counting from 1000 to 1,000,000 done correctly

FORM 4

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.1.0 ENCOUNTER	4.1.1 Conversations	4.1.1.1 Use appropriate expressions in a conversation	<ul style="list-style-type: none"> Identifying phrases used to initiate, uphold and end conversations from a given dialogue. (<i>les salutation, les articulation logique, prendre congé.</i>) Role playing, initiating, upholding and ending a conversation in French. Writing simple dialogues in French 	<ul style="list-style-type: none"> Appropriate French expressions used in conversation correctly
4.2.0 TOURISM	4.2.1 Tourist Attractions	4.2.1.1 Give information on tourist attractions and wonders in Zambia in French	<ul style="list-style-type: none"> Listening to an advert or article on tourist attractions in Zambia Discussing tourist attractions and wonders in Zambia (<i>Les Chutes Victoria, Chishimba, South Luangwa National Park, Les ceremonies Traditionelles - Kuomboka...</i>) Role playing giving information on tourist attractions and wonders in Zambia Reading a passage on different tourist attractions and where they are found in Zambia and answering the questions Writing on tourist attractions in Zambia 	<ul style="list-style-type: none"> Information on tourist attractions and wonders in Zambia given in French correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		4.2.1.2 Explain the economic benefits of tourism in Zambia in French	<ul style="list-style-type: none"> • Listening to a conversation on economic benefits of tourism • discussing economic benefits of tourism to Zambia (<i>forex - les devises, emploi, les industries...</i>) • Writing a composition on the importance of tourism in Zambia 	• Economic benefits of tourism in Zambia explained in French clearly
	4.2.2 Wild Life	4.2.2.1 Explain the importance of wild life in Zambia	<ul style="list-style-type: none"> • Listening to a passage on wild life in Zambia • Discussing wild life in Zambia (<i>the big five - Le Lion, L'éléphant ...</i>) • Reading a passage on wild life in Zambia and answer the questions • Writing on the importance of wild life in French 	• The importance of wild life in Zambia explained correctly
	4.2.3 Travels	4.2.3.1 Identify Francophone countries	<ul style="list-style-type: none"> • Identifying Francophone countries from a given map of Africa (<i>le Maroc, la Côte d'Ivoire ...</i>) • Locating Francophone countries on a given map • Reading a passage on Francophone countries and answering the questions 	• Francophone countries identified correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		4.2.3.2 Use direct and indirect object pronouns in different situations	<ul style="list-style-type: none"> Identifying direct and indirect object pronouns from a given passage (<i>D.O.P me/te/le/la/ nous /vous/les</i>) (<i>I.O.P me/te/lui/nous/vous/ leur</i>) Rewriting sentences using direct and indirect object pronouns (Elle mange la pomme...Elle <i>la</i> mange, je parle a Marie...je <i>lui</i> parle , Il donne un cadeau a ses amis... Il <i>le leur</i> donne) Rewriting sentences using <i>en/y</i> (<i>Nous allons en France ... Nous y allons, Je viens du Zimbabwe ... J'en viens ...</i>) 	<ul style="list-style-type: none"> Direct and indirect object pronouns used in different situations correctly
4.3.0 MUSIC	4.3.1 Musical Instruments	4.3.1.1 Describe different of musical instruments in French	<ul style="list-style-type: none"> Identifying different types of musical instrument (<i>le guitare, le piano, le tam tam, la flûte</i>) Discussing the different types of musical instruments Reading a passage on different types of musical instruments with comprehension and answering questions Describing a musical instrument of one's choice in writing 	<ul style="list-style-type: none"> Different musical instruments described in French correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		4.3.1.2 Compare Zambian and French music	<ul style="list-style-type: none"> • Listening to pieces of French and Zambian music • Discussing Zambian and French music • Singing French songs (<i>L'hymne National de la Zambie, La Marseillaise...</i>) • Writing a composition on Zambian and French music 	<ul style="list-style-type: none"> • Zambian and French Music compared accordingly
	4.3.2 Poems	4.3.2.1 Analyze Poems in French	<ul style="list-style-type: none"> • Listening to different poems in French. • Identifying theme, subject, topic and figures of speech from a given poem (<i>la metaphor, la personification ...</i>) • Discussing features of a poem (<i>thème, sujet, figures de style...</i>) • Composing and reciting poems in French 	<ul style="list-style-type: none"> • Poems in French analyzed correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.4.0 NARRATION	4.4.1 Stories	4.4.1.1 Narrate present, past, future events in French	<ul style="list-style-type: none"> • Listening to a short story and identifying the main characters involved and what happened • Narrating a story /past events using transitional phrases (<i>un jour, ensuite, puis ...</i>) • Reading a biography and answer questions • Writing a story about one's childhood (<i>quand j'étais enfant ...</i>) • Creating a story from given pictures 	<ul style="list-style-type: none"> • Present, Past and Future events narrated correctly
		4.4.1.2 Use direct and indirect speech in French	<ul style="list-style-type: none"> • Reading a passage on present and past actions. (<i>target: passe' compose'</i>) • Identifying the direct and indirect speech in the passage. • Role playing using the direct and indirect speech • Rewriting sentences from direct speech to indirect speech (<i>Pauline dit' Je suis intelligente'. Qu'est-ce que Pauline dit ? Elle dit qu'elle est intelligente...</i>) 	<ul style="list-style-type: none"> • Direct and indirect speech used correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.4.2 Short Stories	4.4.2.1 Analyse short stories in French	<ul style="list-style-type: none"> ● Reading short stories in French and identifying themes, settings and characters, figures of speech. (<i>les fables de la Fontaine...</i>) ● Dramatizing a plot of a short story ● Reading selected short stories and answering the questions ● Writing short stories in French 	<ul style="list-style-type: none"> ● Short stories in French analyzed correctly
4.5.0 THE FUTURE	4.5.1 Future Plans	4.5.1.1 Discuss one's future plans in French	<ul style="list-style-type: none"> ● Listening to a conversation /dialogue on future plans ● Discussing one's future plans; things they want to do in future (<i>Après mes études, j'aimerais être soldat, pilote, médecin...</i>) ● Role playing what they want to do immediately and in future (<i>J'aimerais être ...</i>) ● Asking for advice about things they would like to do/not do in future (<i>Pour être un bon infirmier /une bonne infirmière... il faut que tu...</i>) ● Reading a passage on future plans and answer the questions ● Writing about what they want to do in future in French 	<ul style="list-style-type: none"> ● Future plans discussed in French accordingly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		4.5.1.2 Express wishes in French	<ul style="list-style-type: none"> Identifying expressions used for wishes in French (<i>J'aimerais être, Je souhaite que...</i>) Role playing expressing wishes in French Writing one's wishes in French 	<ul style="list-style-type: none"> Wishes in French expressed clearly
4.6.0 EMPLOYMENT	4.6.1 Future Careers	4.6.1.1 Demonstrate knowledge of different carriers in French	<ul style="list-style-type: none"> Listening to different dialogues involving people of different professions and identifying them Discussing different careers (<i>professeur, avoca, électricien, menuisier, hôtesse de l'air/steward...</i>) Writing on one's future career in French. 	<ul style="list-style-type: none"> Knowledge of different careers demonstrated correctly
	4.6.2 Job Advertisements	4.6.2.1 Apply for employment in French	<ul style="list-style-type: none"> Reading different adverts and identifying a job advert. (<i>qualification /age /autres exigences...</i>) Discussing features of a job advert (<i>position /qualification /âge /autres exigences...</i>) Writing an application letter for employment (<i>responding to an advert</i>) 	<ul style="list-style-type: none"> Application letter for employment written correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.6.3. Interviews	4.6.3.1 Use appropriate expressions in a job interview	<ul style="list-style-type: none"> • Listening to a job interview from a given dialogue /conversation • Discussing interrogative phrases used in a job interview (<i>parlez-nous de vous? Pourquoi choisissez-vous ce travail...</i>) • Outlining hints to consider when going for an interview (<i>confiance, bien habillé, parlez clairement...</i>) • Role playing a job interview (<i>Bonjour Monsieur/Madame...</i>) 	<ul style="list-style-type: none"> • Appropriate expressions in job interviews used correctly
4.7.0 DEMOCRACY	4.7.1 Government Organs	4.7.1.1 Discuss organs of the Zambian Government	<ul style="list-style-type: none"> • Reading a passage on 3 organs of the Zambian Government. • Discussing the functions of the three (3) organs of the zambian Government. (<i>L'Executif: executer les Lois, Legislatif: formuler les Lois, Le Judiciaire: appliqueurs Lois</i>) 	<ul style="list-style-type: none"> • Organs of the Zambian Government discussed correctly
		4.7.1.2 Discuss human rights in French	<ul style="list-style-type: none"> • Describing human rights in French • Making a list of Human Rights in French (<i>libertée d' expression /assemblée /Choix ...</i>) • Writing own opinions on matters pertaining to democracy and human rights in French. (<i>Project</i>) 	<ul style="list-style-type: none"> • Human rights discussed in French accordingly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		4.7.1.3 Explain characteristics of democracy	<ul style="list-style-type: none"> • Discussing characteristics of democracy (élections, respect pour la loi, suffrage universel...) • Reading a passage on characteristics of democracy and writing a summary in French • Listing characteristics of democracy 	<ul style="list-style-type: none"> • Characteristics of democracy explained correctly
4.8.0 EDUCATION AND TECHNOLOGY	4.8.1 Education System	4.8.1.1 Compare and contrast the education system of Zambia with any Francophone country	<ul style="list-style-type: none"> • Discussing the education structure in Zambia (<i>Ecole maternelle, Primaire, Secondaire/ technique et universitaire</i>) • Comparing the Zambian education system to those in the region (<i>Zambie - (Ecole maternelle, Primaire, Secondaire, école normale/ universitaire. Any country in the region - (école maternelle, primaire, Lycée, collège, école normale supérieure, université)</i>) 	<ul style="list-style-type: none"> • Zambian educational system compared to other Francophone country
		4.8.1.2 Discuss the importance of education	<ul style="list-style-type: none"> • Identifying modes of teaching and learning (<i>conventional, e- learning</i>) • Discussing the importance of education in French (<i>debate</i>) • Writing a composition on the importance of education in French 	<ul style="list-style-type: none"> • Importance of education discussed thoroughly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.9.0 HEALTH	4.9.1 Terminal Diseases	4.9.1.1 Demonstrate knowledge of terminal diseases	<ul style="list-style-type: none"> ● Identifying terminal diseases from a given passage (<i>Malaria, le SIDA, Fievre jaune</i>) ● Discussing causes and effects of terminal diseases such as la Malaria, HIV/AIDS and Yellow fever. (<i>Malaria - Moustique, le SIDA - le virus dans le sang, Choléra - les bacteries dans l'environnement sale</i>) ● Reading a passage on how these diseases are transmitted and answering the questions ● Writing about terminal diseases 	<ul style="list-style-type: none"> ● Knowledge of terminal diseases demonstrated correctly
		4.9.1.2 Explain ways of preventing various diseases in French	<ul style="list-style-type: none"> ● Discussing ways of preventing different diseases such as HIV (<i>AIDS/STIs - Abstinence, Covid 19 - Masque, Malaria - moustiquaire, choléra-environnement propre...</i>) ● Dramatising ways of preventing different diseases in French ● Writing on ways of preventing HIV (<i>AIDS/STIs - malaria, choléra, Covid 19</i>) 	<ul style="list-style-type: none"> ● Ways of preventing various diseases explained correctly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.9.2 Drug Abuse	4.9.2.1 Discuss causes and effects of drug abuse in French	<ul style="list-style-type: none"> • Mentioning the different types of drug (<i>Cocain, Alcool, Marijuana, (Chamvre ...)</i>) • Discussing causes and effects of drug abuse (<i>causes: influence d'adolescence., effects: echou�r dans la vie...</i>) • Writing on the effects of drug abuse 	<ul style="list-style-type: none"> • Causes and effects of drug abuse discussed accordingly
4.10.0 ENVIRONMENT	4.10.1 Climate Change	4.10.1.1 Discuss the causes and effects of climate change in French	<ul style="list-style-type: none"> • Reading a passage on the causes and effects of climate change and identifying them • Discussing environmental issues and their solutions. Les défis: (<i>environmental degradation</i>) such as production de Charbon, d�forestation (<i>coupage d'arbres</i>) /<i>�rosion du sol/ la pollution de l'air/ le feu de la brousse, d�chets solides</i>). Les Solutions - <i>Aforestation, l'energie renouvelable...</i>) 	<ul style="list-style-type: none"> • Causes and effects of climate change discussed accordingly
		4.10.1.2 Explain the importance of environmental protection in French	<ul style="list-style-type: none"> • Reading a passage on the importance of environmental protection and answering the questions • Discussing ways of environmental protection (<i>la plantation des arbres, eviter a bruler la brousse n'importe quel temps...</i>) 	<ul style="list-style-type: none"> • Importance of environmental protection explained clearly

NOTION	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.10.2 Energy Conservation	4.10.2.1 Discuss ways of conserving energy in French	<ul style="list-style-type: none"> ● Listening to a conversation on different sources of energy (<i>l'énergie renouvelable, l'énergie propre, l'énergie solaire, l'énergie d'électricité, l'énergie de gaz...</i>) ● Writing a list of dos and donts on energy conservation (<i>Eteindre toutes les lumières après l'utilisation, Remplacer les ampoules traditionnelles par les ampoules à économie d'énergie</i>) ● Dramatising and sensitising the community on ways of conserving energy in French 	<ul style="list-style-type: none"> ● Ways of conserving energy discussed in French accordingly
4.11.0 ENTREPRENEURSHIP	4.11.1 Small Businesses	4.11.1.1 Discuss the benefits of entrepreneurship in French	<ul style="list-style-type: none"> ● Listing the different types of entrepreneurship from a given passage (<i>petit commerce, cooperatives, petites entreprises etc</i>) ● Discussing the benefits of entrepreneurship (<i>emploi personnel, creation d'emploi, contribution au développement économique national</i>) ● Writing about solutions of unemployment in a community in French 	<ul style="list-style-type: none"> ● Benefits of entrepreneurship discussed in French accordingly

APPENDIX

FORM 1

S/N	NOTION	CONTENT /KNOWLEDGE																												
1.1	Phonetics	<p>Outiles/ Maniere de le dire</p> <p>L' alphabet</p> <table> <tr> <td>A a</td> <td>H hache</td> <td>O o</td> <td>V ve</td> </tr> <tr> <td>B be</td> <td>I i</td> <td>P pe</td> <td>W double ve</td> </tr> <tr> <td>C ce</td> <td>J ji</td> <td>Q ku</td> <td>X ix</td> </tr> <tr> <td>D de</td> <td>K ka</td> <td>R erre</td> <td>Y i grec</td> </tr> <tr> <td>E e</td> <td>L elle</td> <td>S esse</td> <td>Z zede</td> </tr> <tr> <td>F effe</td> <td>M emme</td> <td>T te</td> <td></td> </tr> <tr> <td>G ge</td> <td>N enne</td> <td>U u</td> <td></td> </tr> </table> <p><u>Boys names in French</u> Alain/Albert/André/Bernard/Claud/christophe/Denis/Édouard/Étienne/François/Grégoire/Guillaume/Henri/Jacques/Jean/Jérôme/Joël/laurent/léon/ Mac/Matthieu/Nicolas/Olivier/Pierre/Raphaël/Yves...</p> <p><u>Girls names in French</u> Agnès/Andrée/Annette/Béatrice/Brigitte/Cécile/Denise/Éléonore/Fraçoise/Hélène/Irène/Joséphine/Louise/Marguerite/Nicole/Pauline/Renée/Sophie/Suzanne/Sylvie/Thérèse/Virginie/Viviane...</p> <p>Sounds: consonants and vowels examples (m + a = ma), vowels (a + i = ai), nasal (u + n = un, e + n = en, a + n = an)</p> <p><u>Liaison, examples:</u> (les ?enfants, les amis, l'hotel)</p> <p><u>Spelling marks, examples:</u> l' accent aigu (é, René) , l' accent grave (à, voilà) , l' accent circonflexe (ô, hôtel), le trema (ë, Noël), la cedilla (ç, ça va?)</p>	A a	H hache	O o	V ve	B be	I i	P pe	W double ve	C ce	J ji	Q ku	X ix	D de	K ka	R erre	Y i grec	E e	L elle	S esse	Z zede	F effe	M emme	T te		G ge	N enne	U u	
A a	H hache	O o	V ve																											
B be	I i	P pe	W double ve																											
C ce	J ji	Q ku	X ix																											
D de	K ka	R erre	Y i grec																											
E e	L elle	S esse	Z zede																											
F effe	M emme	T te																												
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1.2	Greetings	<p>Outiles/ Maniere de le dire</p> <p><u>Expressions:</u></p> <ul style="list-style-type: none"> - Saluer: Bonjour / Bonsoir /bon apres- midi/Salut ! / Coucou ! - Comment ça va ? / Comment vas-tu ? / Comment allez-vous ? - Comment tu te portes ? / Comment vous vous portez ? / Ça va ? / Ça va bien ? / Tu vas bien ? / Tout va bien ? / Vous allez bien ? - Je vais bien. / Nous allons bien. / Je me porte bien. / Nous nous portons bien. / Oui, ça va. - Comme ci comme ça. / Ça va mal. / Ça ne va pas. / Je ne me sens pas bien. / Je ne vais pas bien. <p><i>Enquiring about someone's health: Comment va ton/ ta/votre... Il/elle va bien</i></p> <p><i>Prendre congé/ Taking Leave: Au revoir. / À plus. / À bientôt. / À toute à l'heure. / À la prochaine. / Ciao ! / À demain. , bien sûr etc.</i></p> <p><u>Les Verbes</u> aller, se porter, être, saluer, embrasser</p> <p><u>Vocabulaire:</u> monsieur, madame, mademoiselle, merci, moi,toi, vous... Mère/ sœur/père/frère/ cousin/cousine</p> <p><u>Grammaire:</u> personal pronouns il/elle,... definite and indefinite articles- le /la/les/un/une... Possessive adjectives: mon/ ma/ ton/ ta/votre/son /leur/notre ... Première approche des pronoms personnels : je/ tu /vous (politesse) ... première approche du verbe être : ? je suis / tu es /vous êtes /apparition du / ez/ vous habitez</p>
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1.3	Identification	<p><i>Outiles/ Maniere de le dire</i></p> <p><u>Expressions</u></p> <p><i>Se présenter /Présenter quelqu'un: Comment tu t'appelles ?/Comment t'appelles-tu ? /Tu t'appelles comment ? Comment vous vous appelez ?/Comment vous appelez-vous ? Vous vous appelez comment ? /Tu es?/ Vous êtes ? / Je m'appelleJe te présente + nom /Mon nom est ... enchanté</i></p> <p><i>Demander et dire l'âge: Vous avez (Tu as) quel âge ?/ Quel âge avez-vous (as-tu) ? / Il (Elle) a quel âge ? / Quel âge a-t-il/elle ? J'ai ... ans/Il (Elle) a...</i></p> <p><i>Date et lieu de naissance : Je suis/Il (elle) est né(e) le(date) à/au/aux/en...(lieu)</i></p> <p><i>Situation familiale: Je suis ... marié(e), celibataire, seperé(e), divorcé(e), veuve/veuf</i></p> <p><i>Demander et dire sa nationalité: Quelle est votre /ta nationalité ?/Vous êtes (Tu es) de quelle nationalité/ Vous venez (Tu viens) de quel pays ?</i></p> <p><i>- Je suis Zambian(ne). /Je suis de nationalité Zambienne. /Je viens de la Zambie</i></p> <p><i>Quelle est sa nationalité ? Elle/Il est de quelle nationalité ? Il/elle vient d'où ? /D'où vient-il /elle ? Il/Elle vient de quel pays ?</i></p> <p><i>- Il /elle est Zambien (ne). /Il /elle est de nationalité Zambienne. /Il / elle vient de Zambie</i></p> <p><i>-Les pays: Le Ghana, le Senegal, le Mali, le Cameroun, le Portugal, le Bresil ...la Zambie, la Tanzanie, la Namibie, la France, la Chine... l'Angola, l'Angleterre, l'Egypte, l'Inde...les Etas Unis d'Amerique, les Phillipines, les Comores, les Emirats Arabes...</i></p> <p><i>Profession :Quelle est ta/votre profession ? Je suis/Il (elle) est + ...(professeur / menuisier /infirmier/infirmière ; enseignant/enseignante)</i></p> <p><i>Les lieux de travail : l'école, la poste, le marché, la boulangerie, la boucherie, le garage, la boutique, le magasin, hôpital, l'hôtel, la clinique, l'assemblée nationale, le tribunal, la présidence, etc.</i></p>
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Verbes:

- *être, avoir, habiter, s'appeler, naître, appeler, travailler présenter, se présenter, demander, connaître, travailler, faire,*

Vocabulaire

nom, prénom, âge, profession, nationalité (mas/fem), carte d'identité, passeport, certificat de naissance, domicile, quartier, état civil:

Les métiers: artisan, chauffeur, mécanicien/mécanicienne, fermier/fermière, boulanger/boulangère

marchand/marchande, musicien(ne), boucher/bouchère.

Grammaire:

Les adjectifs de nationalité (Congolais /Congolaise, Zambien /Zambienne)

Pronoms personnels je/il/elle/tu/vous (politesse),

Les adjectifs possessifs et du masculin/ féminin ; mon/ma , ton/ta ,votre .. Les pronoms toniques (moi, toi, lui, elle ...) Les prépositions (à, au, à la, à l', aux, chez)

1.4	Ownership	<p><i>Les Maniere de le dire</i></p> <p><u>Expressions</u> <i>C' est + adjective possessif + nom commun e.g C' est mon livre</i> <i>C' est à moi, toi . il est a lui/elle/nous/vous/eux/ells</i> <i>C' est + nom commun appartient a moi</i></p> <p><u>Verbes:</u> <i>avoir; être, appartenir</i></p> <p><u>Grammaire:</u> <i>Première approche des adjectives possessifs et du masculin/ féminin ;mon/ma / ton/ta / votre /les adjectifs possessifs (pluriel); son/sa/ses ,? notre/votre/leur ,? nos/vos/leurs</i> <i>Exceptions (some feminine nouns starting with a vowel or silent 'h' will use a masculine possessive adjectives e.g mon ecole, mon histor, mon ...)</i></p>
1.5	Family	<p><i>Maniere de le dire</i></p> <p><u>Expressions:</u></p> <p><i>- combien de frères/sœurs/cousin(s)/cousine(s)...quel âge...? plus/moins/aussi +adjectif +que... avoir + nombre + ans ,avoir + nombre + sœur/frère(s) etc....</i></p> <p><i>La famille nucléaire :-le père, la mère (les parents) et les enfants – garçon (le frère) fille (la sœur)</i></p> <p><i>La famille élargie :- les grands – parents, les oncles et les tantes, les neveux et les nièces, les cousins et cousines, les beaux-parents, les beaux-frères et belles sœurs, les petits fils, les petites filles etc.</i></p> <p><u>Verbes:</u> <i>avoir, etre, obéir, désobéir, mourir, permettre, défèndre</i></p> <p><u>Vocabulaire:</u> <i>membres de la famille proche et elargie – parents, le père, la mère oncle ...</i></p>

1.6	Attributes of a Thing/Person	<p>Outil/Manière de le dire</p> <p>Expressions</p> <p><u>Décrire le couleur</u> : Il/elle est + nom de couleur (Il est noir, le chien) , C'est + nom de couleur</p> <p><u>Décrire quelqu'un</u> : Il/Elle est comment ?/ Comment est- est-il /elle ?</p> <p>- Il /elle est ... (petit/petite,/grand/grande/, gros/ grosse, mince / Il(elle) est très ... beau/belle, etc.</p> <p>- il /elle est un peu, assez Il/elle a les cheveux longs et noirs</p> <p>Verbes: colorer, decolorer, peindre, etre, avoir</p> <p>Vocabulaire: blanc, blanche (masculin/féminin) noir/noire, rouge, jaune, vert/verte, bleu/bleue, brun/brune, marron, orange, rose</p> <p>Grammaire: Le comparatif; Il/Elle est plus +(adjectif) que ,Il/Elle est moins+(adjectif) que ...</p>
1.7	Numeracy	<p>Outil/Manière de le dire</p> <p>Expressions:</p> <p>C'est cher/ce n'est pas cher/C'est + très/trop/vraiment + cher/Ça coûte combien?/Ça vaut combien?Quel est le prix de?/C'est cher, bon marché/faire l'addition</p> <p>Verbes:</p> <p>Compter, être, additionner, acheter, vendre, multiplier, diviser, soustraire, payer ...</p> <p>Vocabulaire:</p> <p>La taille, la peinture, le prix, la monnaie, l'argent, le billet, la devise (le dollar, le franc, l'euro, le kwacha.division, multiplication, addition, soustraction, l'achat la pauvreté, la richesse</p>

1.8	Preferences	<p>Outils / Maniere de le dire</p> <p><u>Expressions:</u></p> <p><i>C'est bon/mauvais/ce n'est pas bon/c'est bien mal/ce n'est pas bien/ je suis désolé(e) -désolé(e)</i></p> <p><i>Qu'est-ce que vous aimez ? /Tu aimes ?</i></p> <p><i>J'aime assez/beaucoup.....Regarde la télévision / Ecouter la radio / Aller au cinéma /Lire, écrire, J'adore... les sport / les arts / les jeux /Je préfère</i></p> <p><u>Verbes:</u> Sélectionner, choisir, aimer, préférer, adorer, detester...</p> <p><u>Vocabulaire:</u> corruption, mauvais comportement</p> <p><u>Grammaire:</u> La négation; nepas (ex...: je n'aime pas) /oui/ non/Si/ On = nous/ Je n'aime pas beaucoup... /Je n'aime pas du tout /Je déteste...</p> <p><i>les pronoms démonstratifs; celui-ci/celui-là /celle-ci/celle-là / ceux-ci/ceux-là</i></p>
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1.9	Localisation and Movement	<p>Outiles / Maniere de le dire</p> <p><u>Expressions</u></p> <p><i>Pour indiquer la position : Où est le tableau ? Il est devant la classe.</i> - derrière, devant, sur, sous, dans, entre, parmi, etc.</p> <p><i>Situer un endroit /La direction: Où est... ? Où se trouve... ?</i> - près de, à droite/gauche de, à côté de / en face de /au milieu de /autour de / en dessous de / au-dessus de /</p> <p><i>Au sud/Au nord/ A l'est/ A l'ouest de... /au centre / bord, / loin / /entre...et... /dans.../à.../vers.../ en dehors de...</i></p> <p><i>Quel est le chemin pour aller à l'hôpital/au parc/ etc.? /Comment trouver le chemin /on tourne à gauche ou à droite ? /Quelle rue prend-on ?</i></p> <p><i>Reponse; Allez tout droit /Continuez tout droit / Tournez à droite (à gauche) / Prenez la première route à droite/ Prenez à gauche (à droite)</i></p> <p><i>Traversez la rue (le pont)</i></p> <p><i>La distance: À quelle distance de...se trouve... ?/ C'est à quelle distance ? À combien de kilomètres de+nom de lieu? ... /où?se trouve... ?</i> - il y a ...kilomètres de ...à.../c'est à... kilomètres de...à.. C'est à...km de...</p> <p><u>Verbes:</u> <i>aller, tourner, monter, habiter, traverser, prendre, passer, se trouver, se diriger, être, courir, marcher, rouler, conduire, piloter, naviguer, mesurer, se trouver, trouver</i></p> <p><u>Vocabulaire:</u> <i>Route, village, ville, direction, coin, cinéma, poste, banque, hôtel, église etc..petit/petite, grand/grande... le kilomètre, la distance, la direction, la rue, l'aéroport, le mètre, l'école, l'hôpital, la profondeur, la hauteur, le lieu</i></p> <p><u>Grammaire:</u> <i>Impératif /Vous de politesse, L'emploi de :à..., à l'..., à la... au ...</i></p>
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1.10	Accommodation and Hygiene	<p><i>Outils /Manière de le dire:</i></p> <p><u>Expressions:</u> <i>C'est confortable, propre, sale, spacieux, aéré, Mieux vaut prévenir que guérir, Jeter les ordures, couvrir la nourriture, dormir suffisamment et à heure fixe, manger de manière équilibrée,</i> <i>faire de l'exercice, éviter le tabac et l'alcool, boire assez d'eau, rire et jouer beaucoup, manger beaucoup de crudités et éviter beaucoup de viande et d'huile, éviter la saleté, bien laver les habits, bien laver les mains, etc.</i> <i>Comment est la maison ? Grande ou petite /à étages /blanche/ verte/ bleue/ jaune/ rouge/ en bois/en brique/en ciment/en terre battue/etc.</i></p> <p><u>Verbes:</u> <i>balayer, aérer, dormir, se coucher, s 'asseoir, nettoyer, prendre, se baigner, laver, se laver, prévenir, jeter, boire, manger, etc</i></p> <p><u>Vocabulaire:</u> <u>Les chambres :</u> <i>la chambre à coucher, le salon, la salle de bain, la sale à manger, la cuisine, les toilettes, la douche, le rez-de-chaussée, le garage, maladies, bon santé, le quartier, le mur, la rue la pelouse, la cour, le jardin, la propreté, l'eau potable, les ordures, la poubelle etc</i></p>
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1.11	My School	<p>Outiles / Maniere de le dire</p> <p><u>Expressions</u></p> <p><i>Les ordres: Ouvre ton livre à la page 3! / Ferme ton livre ! /Lève ta main gauche ! Regarde !/ Parle plus fort !/Sors !/ Assieds-toi !/ Entrez !/ Venez !/va a ta place ! Levez-vous. !Asseyez –vous! Ecoutez! Repetez! Sortez! Taisez-vous.</i></p> <p><i>Parler de son école : Mon école s'appelle...Elle a + nombre des professeurs. Elle a + nombre des classes</i></p> <p><i>Dans mon école il y a des salles de classe, une bibliothèque, des couloirs, une cantine, une cour de récréation, un terrain de sport, une infirmerie etc.</i></p> <p><i>Les objets de classe: Qu'est-ce que c'est?</i></p> <p><i>Un stylo, livre, cahier, sac, un tableau, marqueur, une chaise, gomme, règle, calculatrice, un banc, une table, des bancs, un chiffon, des fournitures etc.</i></p> <p><i>Dans mon école il y a, On trouve</i></p> <p><u>Les verbes :</u> <i>Sortir, faire, parler, entrer, regarder, fermer, manger, retourner, venir, aller, dégager etc.</i></p> <p><u>Vocabulaires:</u></p> <p><i>Une cantine, un terrain de sport, une salle de professeur, un bureau du directeur, une bibliothèque, une salle d'informatique, un jardin etc...</i></p> <p><i>Les matières: Le français, l'anglais, les mathématiques, le civisme, la géographie, l'histoire, l'éducation religieuse, l'informatique, les sciences etc...</i></p> <p><i>L'emploi du temps/ L'horaire: Remplir son emploi du temps avec les matières de son école.</i></p>
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1.12	Daily Activities	<p>Outils / Maniere de le dire</p> <p><u>Expressions:</u></p> <p><i>Il est quelle heure ? / Quelle heure est-il ?</i></p> <p><i>Il est 10 heures /Il est midi/ Il est une heure de l'après-midi Il est 20 heures du soir.</i></p> <p><i>Etre à l'heure/ il est/ prendre un médicament une, deux ...fois par jour/semaine/ quelle heure est-il?/ vous avez l'heure?/tu as l'heure?/l'heure, s'il vous plait!/pendant combien de temps?/depuis quand?/ être de bonne heure, il est minuit</i></p> <p><u>Verbes:</u></p> <p><i>Prendre, dire, faire, aller, raconter, suivre, narrer, retarder, se dépêcher , se doucher, se brosser les dents' habiller, se laver, se lever</i></p> <p><u>Vocabulaire:</u></p> <p><i>Lundi/mardi ... ,Janvier,Fevrier ... le jour, la journée, le matin, l'après-midi, le soir, la nuit, le jour, l'heure, la soirée, le mois, la semaine, l'année, l'an, le temps, en retard, agenda, programme, la montre/pendule etc.</i></p> <p><u>Grammaire:</u> le present/ le futur proche</p>
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1.13	The Past	<p>Outiles / Maniere de le dire Expressions: <i>ce matin là, hier, avant hier, / la semaine, le mois, l'année passé</i> <i>Qu'est-ce que vous avez fait hier ? / Hier, j'ai/je suis/je me suis ...</i> <i>Qu'est-ce qui s'est passé ? / Quand est-ce qu'il s'est passé ? / Où est-ce qu'il s'est passé ?</i> <i>Il était une fois ... / Un jour, ... / Le mardi passé, ... / Quand j'étais enfant, ... / Tout d'abord, ... /</i> <i>Ensuite, ... / etc. (Préciser les dates, les durées, les fréquences)</i></p> <p>Grammaire <i>Le passé composé : je suis +(participe passé) /-il est+(participe passé) / j'ai+(participe passé)</i> <i>l'opposition entre présent et passé composé</i> <i>L'imparfait: J'étais malade hier/ Nous étions en la semaine passé</i></p>
1.14	Weather	<p>Outiles/ Maniere de le dire Expressions <i>Quel temps fait-il aujourd'hui /Il fait quel temps ? Quelle est la température d'aujourd'hui ?</i> <i>Il fait(très) beau/mauvais/ Il y a du soleil/ Il fait mauvais/beau temps /Il pleut/il y a du vent/ Il y</i> <i>a une tempête/des éclairs/du tonnerre des nuages/ Il fait (très) chaud/frais/froid/ Il fait du</i> <i>brouillard/Il pleut/neig//il fait + ...(nombre) + degrés celsius/fahrenheit// il y a du soleil</i></p> <p>Verbes: <i>Cultiver, défricher, labourer, récolter, pêcher, pleuvoir, briller, sécher, brûler, couper,</i> <i>jeter</i></p> <p>Grammaire: <i>le passé composé</i></p> <p>Vocabulaire : <i>les saisons: l'automne, l'hiver, le printemps, été ,</i> <i>Les vêtements: manteau/tricot/gants/chapeau/veste/imperméable/parapluie, ...feu, fumée,</i> <i>poussière neige, inondation, nuage.../le harmattan/ l'arc-en-ciel /</i> <i>Les activités: Pendant la saison des pluies ... cultiver, / la saison sèche ... pêcher/ la saison</i> <i>froide ...récolter/ moissoneretc</i></p>

FORM 2

2.1	Permission and Prohibition	<p>Outil/Maniere de le dire</p> <p><u>Expressions:</u> <i>C'est interdit/défendu/permis/autorisé/ défense de fumer, permission de fumer, formuler une demande d' autorisation</i></p> <p><i>S'il vous plait, Est-ce que je peux.../ Puis-je... je pourrais... ?, Je (veux/voudrais (sortir/fermer la porte/ouvrir le fenêtre/etc. ?), C'est possible</i></p> <p><i>de... ?, C'est permis de... ?, Je peux... ?, Je demande la permission de..., etc. Oui/Non, Il est permis de..., Il est interdit de..., etc.</i></p> <p><i>Les interdictions: C'est interdit de bavarder en classe./ Défense d'uriner ici/ C'est interdit de conduire sans permis./ Ne sortez pas !/ Ne regardez pas !/ Ne fumez pas ! Lettre de demande de permission, l'autorisation, etc.</i></p> <p><u>Verbes:</u> <i>permettre, défendre, autoriser, interdire, donner, empêcher demander,, refuser, pouvoir</i></p> <p><u>Vocabulaire:</u> <i>Autorisation, permission, défense, attention, feu rouge, agent de police, casier judiciaire, la loi, l'avocat</i></p> <p><u>Grammaire:</u> <i>La negation Ne -- pas, Formule de politesse (s'il vous plait ...)</i></p>
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2.2	Possibility and impossibility	<p>Outils/Maniere de le dire</p> <p><u>Expressions:</u></p> <p><i>c'est + possible/impossible, c'est/ce n'est pas possible de + infinitif/ c'est facile/difficile/ c'est pas possible de + infinitif (à l'oral seulement) ce n'est pas possible/ on peut/ne peut pas + infinitive</i></p> <p><i>S'il vous plait, Est-ce que je peux.../ Puis-je... je pourrais... ?, Je (veux/voudrais (sortir/fermer la porte/ouvrir le fenêtre/etc. ?), C'est possible de... ?, C'est permis de... ?</i></p> <p><u>Verbes:</u> <i>Pouvoir, permettre, essayer, participer, conseiller, discuter, demander, donner, refuser, vouloir</i></p> <p><u>Vocabulaire:</u> <i>Possible, impossible, facile, difficile, peut-être</i></p> <p><u>Grammaire:</u> <i>L'impératif : présent à la forme affirmative et négative</i></p> <p><i>La négation : il ne faut pas + (infinitif) / je ne peux pas + (infinitif) /tu ne dois pas + (infinitif).</i></p>
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2.3	Leisure Activities	<p><i>Outils/Maniere de le dire</i></p> <p><u>Expressions</u></p> <p><i>J'aime bien,/ ce qui m'interesse c'est/ aimer + nom d'une activité de loisir/ aimer + infinitif/ préférer + nom/ préférer + verbe</i></p> <p><u>Verbes:</u> <i>Aimer, préférer, jouer, nager, pique-niquer, chasser, pêcher, polluer</i></p> <p><u>Vocabulaire:</u> <i>la chasse, le sport, la piscine, la rivière, faire des randonnées/de l'alpinisme/du judo /du basket /du théâtre/du bricolage/du jardinage/du VTT(vélo), pratiquer le football, assister à un concert, aller au cinéma/théâtre/camping, adorer le rugby, se promener, visiter un musée, dessiner, organiser une soirée/une surprise-partie,</i></p>
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2.4	Communication and Technology	<p><i>Maniere de le dire</i></p> <p><u>Expressions:</u> <i>Pour commencer une lettre: cher Paul/papa, chère Pauline/maman, pour terminer une lettre: ton amie, je vous embrasse /je t'embrasse</i></p> <p><i>Qui est à l'appareil ? /Parlez plus fort, je n'entends rien !Je voudrais parler à.../C'est moi.... Pourriez-vous me passer... ? / Je vous le/la passe.Il/ elle est là ? Non, il/elle n'est pas là : Vous voulez laisser un message ? Merci ! / D'accord ! / Ne quittez / coupez pas, je vous le/la passe Ok. Dis-lui que j'ai appelé. D'accord A la prochaine, A bientôt, A toute à l'heure, A plus tard etc.</i></p> <p><u>Verbes:</u> <i>écrire, envoyer, répondre signer, discuter, parler, téléphoner, vouloir, appeler, entendre, demander, passer, être, quitter</i></p> <p><u>Vocabulaire:</u> <i>une lettre, un téléphone, un fax, internet,tam-tam, siflet, chanson, un mel, allô!, je voudrais parler à... je vous /te la passe, je l'appelle</i></p>
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2.5	Post office	<p><i>Outils/Maniere de le dire</i></p> <p><u>Expressions:</u> <i>Je voudrais envoyer..., s'il vousplait/ Vous avez des timbres ?Vous désirez...monsieur/madame</i></p> <p><u>Verbes:</u> <i>envoyer, remplir, pes er, recevoir, téléphoner, ecrire</i></p> <p><u>Grammaire:</u> <i>(au présent/passé composé/future proche)</i></p> <p><u>Vocabulaire:</u> <i>carte d'identité, lettre, courrier, paquet, enveloppe, timbre, carte postale, mandate postal, la boîte aux lettres ...</i></p>
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2.6	Hotels and Restaurants	<p><i>Outils/Manière de le dire</i></p> <p><u>Expressions:</u> <i>Au restaurant : Je voudrais réserver/pourriez-vous me garder... (une table/une place, etc.)Qu'est-ce vous offrez ? Quelle boisson ? c'est entendu/D'accord ! je regrette, c'est complet. Donnez-moi la carte, s'il vous plaît. Qu'est-ce que vous désirez ? Vous avez choisi ? Donnez-moi/je prends un / une/ des ...s'il vous plaît /L'addition, s'il vous plait</i> <i>Pour combien de personnes ? – Pour deux personnes, Des plats et des boissons tu prends ...? qu'est-ce que tu prends...? qu'est-ce que vous prenez? Combien coûte ?</i> <i>A l'hôtel : Si vous plait, avez-vous des chambres libres ? - Je voudrais réserver une chambre à deux lits pour deux personnes. / la chambre coûte combien ?A combien de kilomètres ?</i> <i>Remerciements : Merci./ je vous remercie. Merci d'avance – Je vous en prie.</i></p> <p><u>Verbes:</u> <i>Négocier, payer, coûter, goûter, déjeuner, diner, manger, prendre, réserver, commander;</i></p> <p><u>Vocabulaire:</u> <i>Garçon,/Mademoiselle, hôtellerie: étage, garçon, chambre, ...menu: poisson, viande, légumes, dessert...repas, petit déjeuner/ déjeuner/diner couvert: assiette, couteau, fourchette,verre...boisson: eau/jus/thé/café/lemonade vin/bière</i></p> <p><u>Grammaire</u> :<i>Conditionnel – Je voudrais +infinitif/ J'aimerais +infinitif du, de, de l', le, la</i></p>
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2.7	Hospital	<p><u>Outils/Manier de le dire</u></p> <p><u>Expressions:</u></p> <p><i>Avoir mal á + au + aux parties du corps, avoir de la fièvre, avoir le/la + nom de la maladie ex.: j'ai la malaria, la grippe, le rhume...prendre + ...(nombre) + comprimé(s), cachet(s) gélule(s) une/deux...fois par jour/semaine.</i></p> <p><u>Verbes:</u> Identifier, lire, dire, expliquer, suivre, nommer, prescrire, vérifier, avertir, guérir, hospitaliser, piquer, prendre...</p> <p><u>Vocabulaire</u> Les parties du corps humain, infirmier(ère), docteur, médecin, dentiste, pharmacien, gynacologue ... goute, sirop, cachet, les noms de quelques, médicaments : pénicilline, aspirine, le préservative, le sida, séropositif, le cholera, les maladies vénériennes, la contraception</p>
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2.8	Transport	<p><i>Outils/Maniere de le dire</i></p> <p><u>Expressions:</u></p> <p><i>Qu'est-ce qu'il y a comme moyen de transport ?</i></p> <p><i>prendre + nom... de moyen de transport /moto, camion, en voiture, en autobus, ...à vélo, à pied, à cheval, ...</i></p> <p><i>-par train, par bus, à pied, à vélo, par avion, par bateau.</i></p> <p><i>Les horaires : C'est à quelle heure, le train? l'avion? les heures d'arrivée et de départ des moyens de transport/ de quelle heure, à quelle heure ?</i></p> <p><i>Verbes:</i> <i>Aller, voyager, emporter, apporter, monter, marcher, décoller, atterrir, conduire, piloter, monter, descendre, dépanner ...</i></p> <p><u>Vocabulaire:</u> <i>Il y a un.../une/des...bus/train(s)/voiture(s)/taxi(s)/avions/bateau (x)...etc.</i></p> <p><i>avion, train, métro, autobus, autocar, bateau, vélo, voiture, camion, en panne, la gare, la rue...</i></p> <p><i>billet, aller simple, aller retour ,guichet, contrôleur, chauffeur, pilot, mécanicien...</i></p> <p><u>Grammaire:</u> <i>Aller, voyager + en, à, par, dans (prepositions)</i></p> <p><i>Prendre + article + moyen de transport (Je prends l'avion)</i></p>
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2.9	Police	<p>Outils/Maniere de le dire</p> <p><u>Expressions</u></p> <p><i>Qu'est-ce qui se passe ? - s'est passé? - est arrivé? - à l'aide! au secours! au voleur! au voleur! mettre en prison,</i></p> <p><i>Les articulateurs du récit: au début /d'abord /tout d'abord ? au commen/cement /puis /ensuite /quand /? pendant /en /à /soudain /tout à coup /à la fin /enfin /finalement</i></p> <p><u>Verbs</u> - voler, tuer, crier, déclarer, voir, dire, écraser, arrêter, mourrir, mettre, témoigner, raconter, répéter</p> <p><u>Vocabulaire</u> le commissariat, agent de police, un crime, un accident, le vol, la morgue</p> <p><u>Grammaire:</u> au présent, passé composé et future proche)</p>
2.10	Ownership	<p>Maniere de le dire</p> <p><u>Expressions:</u></p> <p><i>Révision (adjectives):mon, ton, son, ma, ta, sa,notre, votre, leur, mes, tes, ses, nos, vos, leurs</i></p> <p><i>A qui est? C'est ...le/la ,Il/elle est à ...A qui sont ...? Ils/elles sont ... à</i></p> <p><u>Grammaire</u></p> <p><u>Pronoms:</u> le mien, le tien, le sien, la mienne, la tienne, la sienne, les miens, les tiens, les siens, le nôtre, le votre, le leur, les nôtres, les vôtre(s), les leurs</p> <p><u>Prépositions:</u> à, pour, de/ appartenir à + nom/pronoms: moi, toi,lui(elle) /+ nompropre: Pierre /+ nom: à maman/ C'est le livre de ... Ce livre est pour</p>

2.11	Preferences	<p><i>Outils/Maniere de le dire</i></p> <p><u><i>Expressions</i></u></p> <p><i>Je trouve ça, je ne trouve pas ça + adjectif magnifique, chouette, formidable, bien, mal, agréable, amusant ...)/c'est, ce n'est pas merveilleux, superbe/ génial, sensationnel, terrible, chic/ comme c'est beau!/bien! j'aime ça/j'aime bien (ça)/ j'admire + nom propre ou de personne/ j'ai de l'admiration pour.../j'adore...j'aime bien + quelqu'un</i></p> <p><u><i>Verbes:</i></u> admirer, adorer, déplaire, dégouter/détester, rejeter ...</p>
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FORM 3

3.1	Shopping	<p>Outils/Maniere de le dire</p> <p>Expressions</p> <p><i>Est-ce que vous pouvez/pourriez me donner... Client(e) vendeur(se), Est-ce que vous avez un/une... ? Oui, j'en ai un/une./ Est-ce que vous avez des... ? Oui, j'en ai. / Non, je n'en ai pas, Qu'est-ce qu'il vous faut ? Qu'est-ce que vous voulez ? De quoi avez-vous besoin ? Combien ça coûte ?/Ca fait combien ?/Ça fait.../Ça coûte.../ C'est trop cher ! je veux quelque chose de moins cher./ Baissez un peu le prix !/Faites-moi un prix !</i></p> <p><i>La quantité : une bouteille de..., une boîte de..., un paquet de..., beaucoup de..., un peu de..., peu de..., un kilo de..., un gramme de..., une poignée de ..., un verre de..., une tasse de..., un litre de..., - C'est combien ? Combien coûte... ?</i></p> <p><i>La qualité : C'est bon/ C'est mauvais/ C'est de bonne qualité./ C'est de mauvaise qualité. / beaucoup, peu, assez, trop</i></p> <p><i>Vous désirez, voulez, cherchez...? client(e): un kilo, litre de..., s'il vous plaît/un, une + marchandise, s'il vous plaît donnez-moi..., il me faut...s'il vous plaît je veux, voudrais, désire, j'aimerais...,</i></p> <p><u>Vocabulaire:</u> <i>Qualité, quantité, unités monétaires (le kwacha, le dollar, le franc), les prix, poids et mesures, vendeur, vendeuse, monsieur, madame, mademoiselle abaisser le prix, ...</i></p> <p><u>Grammaire:</u> <i>Les adjectifs qualificatif : très, trop, pas assez /la comparaison: plus que, moins que, mieux que, moins bien que /les pronoms démonstratifs: celui-ci/celui-là / celle-ci/celle-là / celles-ci, celles la /ceux-ci/ceux-là</i></p> <p><i>L'expression de la quantité indéfinie: du /de la /de l'/ des /le pronom 'en' (j'achete du sel. j'en achete)</i></p>
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3.2	Sports	<p><i>Outil/Manière de le dire</i></p> <p><u>Expressions</u></p> <p><i>Vous pratiquez quel sport ? / Quelle est votre activité sportive ? / Vous faites du sport ? Jouer au football/au ping-pong/etc., faire du sport/du jogging/de la boxe/etc., jouer aux + cartes, échecs, boules.../faire du catch, cyclisme, ski, cheval.../faire de la plongée sous-marine, boxe, lutte, natation/ faire de l'équitation, alpinisme.../faire (nombre) ...mètres, (saut en hauteur, longueur)/ faire la course/lancement du poids, du javelot, dumarteau/faire le relais 4 x 100, 4 x 4000, lemarathon/ participer, prendre part à...</i></p> <p><u>Verbes:</u> <i>s'entraîner, courir, jouer, etc.</i></p> <p><u>Vocabulaire</u> :<i>Le football, le ballon, la boxe, la natation, l'alpinisme, la randonnée, le basket, le volleyball, le tennis, le karaté, etc.</i></p>
3.3	Banking	<p><i>Outil/Manière de le dire</i></p> <p><u>Expressions</u></p> <p><i>Je voudrais, j'aimerais, je veux, désire, gagner de l'argent, rapporter des intérêts,je voudrais retirer/ déposer de l'argent...</i></p> <p><u>Verbes:</u> <i>ouvrir, fermer, déposer, retirer, obtenir, changer, recevoir, envoyer, épargner, compter, vouloir</i></p> <p><u>Vocabulaire:</u> <i>la caisse, le guichet, le comptoir, la comptabilité, cheque, compte, le ATM (VISA), la carte bancaire, le cassier, bureua de change, directeur de banque</i></p> <p><u>Grammaire:</u> <i>Le conditionel present /Je voudrais</i></p>

3.4	Communication and Technology	<p>Outils/ Maniere de le dire</p> <p><u>Expressions</u></p> <p><i>Révision: présentation d'une lettre amicale / Présentation d'une lettre officielle / d'une demande d'emploi: début et conclusion</i></p> <p><i>A la télé : Une émission de sport/de musique, la météo, un jeu télévisé, les informations, le journal télévisé, les publicités, un dessin animé,</i></p> <p><u>Verbes</u>: <i>Ecrire, écouter, regarder, lire, saluer, surfer, aller, préférer</i></p> <p><u>Vocabulaire</u> : <i>Les salutations, Cher (ère) + nom, Cher (ère) + nom propre, Cher (ère) Monsieur/Madame, Ton ami.../flash info, faits divers, les rubriques, les titres, les photos, le sommaire les journalistes, les lecteurs / lectrices, les journaux, les publications, La radio, la télévision, Internet, Une chaîne de télévision /radio, Le DJ, le présentateur/la présentatrice, l'animateur/l'animatrice, le réalisateur/la réalisatrice, sur Facebook, whatsapp, sur Youtube, sur Wikipédia, le Web, un programme/</i></p> <p><i>Les catégories de Journaux selon leur fréquence: Un quotidien : une publication vendue une fois par jour /un hebdomadaire : une publication vendue une fois par semaine. / un bimensuel : une publication vendue deux fois par mois./ un mensuel : une publication vendue une fois par mois. /un bimestriel : une publication vendue une fois tous les deux mois./un trimestriel : une publication vendue une fois tous les trois mois. / un semestriel : une publication vendue une fois tous les six mois.</i></p> <p><u>Grammaire</u>: <i>le présent, le passé composé, le conditionnel présent</i></p>
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3.6	Information	<p>Outils/ Maniere de les dire</p> <p><u>Expressions</u></p> <p><i>Donner des information pardon! excusez-moi monsieur/madame/mademoiselle./J'accuse de réception...pourriez-vous... ? veuillez m'envoyer, je regrette, avec plaisir, s'il vous plait! où est ...? à quelle heure ...? comment? quand? je cherche ...</i></p> <p><i>Demander un conseil: Est-ce que vous pourriez (tu pourrais) .../ Qu'est-ce que je dois faire...?/ Qu'est-ce que vous conseillez (tu conseilles) ?/</i></p> <p><i>faire pour(infinitif) ?</i></p> <p><i>Donner un conseil: Je vous/te conseille de .../Vous devez /Tu dois .../Vous pouvez/Tu peux .../Il faut ...Ne jeter pas d'ordures/ Pour..., etc.</i></p> <p><u>Verbes</u>: remplir, donner, demander, accepter, recevoir, pouvoir, devoir, écrire</p> <p><u>Vocabulaire</u>: l'heure, le prix, les locaux, la direction, à apprendre/suivre, les personne, CV,</p> <p><u>Grammair</u>: d'abord +impératif/</p>
3.7	Accommodation	<p>Outil/Maniere de le dire</p> <p><u>Expressions</u>: louer une chambre, payer le loyer</p> <p><u>Vocabulaire</u>: la maison, l'auberge, l'immeuble, l'appartement, la villa, l'hôtel, la pension...la concierge, le locataire, le porteur, propriétaire...gardien ...la vente, l'achat,</p> <p><u>Verbes</u>: louer, loger, régler, habiter, évincer déménager</p>

3.8	Events	<p>Outils/Maniere de le dire</p> <p><u>Epressions:</u></p> <p><i>Inviter quelqu'un: Je t'invite à ... (manger, participer, aller, etc.) Je t'invite au cinéma, à la plage, etc. Je vous invite à ...vous voulez + infinitif + avec+ pronom? Vous dînez/vous voulez dîner/ danser/aller au cinéma /avec moi / ce soir/ demain... ?</i></p> <p><i>Accepter: Oui, avec plaisir. / Oui, merci. Je suis libre, C'est un plaisir, ça te/vous plairait? ça te/vous dirait de + infinitif? d'accord... c'est sympa/sympathique/unbonne idée</i></p> <p><i>Refuser : Je regrette/ Je suis occupé(e)/ Non, je ne peux pas. je suis pris C'est (très) gentil, mais ...,jesuis (vraiment) désolé, merci, mais ..., non!</i></p> <p><u>Verbes:</u> pouvoir, vouloir, accepter, refuser etc inviter, répondre, envoyer, remettre</p> <p><u>Grammaire:</u> le temp present /futur simple ... Je peux + (infinitif), Je veux + (infinitif) Vous pouvez + (infinitif) Vous voulez + (infinitif) Je te propose de + (infinitif) Je t'invite à + (infinitif)</p>
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3.9	Obligation	<p>Outils/Maniere de le dire</p> <p>Expressions: <i>Je dois manger ...il faut que tu travaille...c'est neccessaire</i></p> <p>Verbes: <i>falloir, devoir, ordonner,commander, obliger...</i></p> <p>Vocabulaire: <i>Obligation, carte d'invitation, le cadeau, la fête, l'annivessair, ceremonie de mariage</i></p> <p>Grammaire <i>subjonctif present ...(que) je dois/je devrais + infinitif, je suis obligé de + infinitif, il faut que + subjonctif, il est/c'estnécessaire de + infinitif, il est/c'estnécessaire que +subjonctif</i></p>
3.10	Immigration and Customs	<p>Outils/Maniere de le dire</p> <p>Expressions: <i>Déclarer, remplir une fiche, ouvrir une valise,..c'est interdit, ce n'est pas interdit, ce n'est pas autorisé...vous avez quelque chose à déclarer, rien à declarer</i></p> <p>Verbes: <i>Expirer, corrompre, émigrer,déclarer, visiter, défendre, permettre, négocier, exporter,emporter, interdire, expliquer, payer, montrer, ouvrir, fermer, arrenter ...</i></p> <p>Vocabulaire: <i>Marchandise, bagage, documents de voyage, passeport, délivré à, visa, agence de voyages, la préfecture, la mairiene, négociation, le dessous-de-table, pourboire, la bus de pouvoir, l'impôt (tax), la douane, la vaccination</i></p> <p>Grammaire: <i>L'imperatif</i></p>

3.11	Numeracy	<p>Outil/Maniere de le dire</p> <p><u><i>Expressions</i></u></p> <p><i>Quatre mille plus quatre mille égal seize mille ...</i></p> <p><u><i>Verbes</i></u>: <i>Compter; additioner; multiplier; diviser; soustraire</i></p> <p><u><i>Vocabulaire</i></u>: <i>Mille,deuxmille,troismille,quatremille,dix mille,</i> <i>Vingt mille, cent mille, cinq cent mille, un million</i></p>
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FORM 4

4.1	Encounter	<p>Outils/Maniere de le dire</p> <p><i>(Revision on greetings)</i></p> <p><u>Expressions:</u> <i>Les salutations, prendre congé, donner son opinion, .../dis donc + nom propre, alors, au fait, à propos, tiens, ça me rapelle, attends, laisse-moi, terminer, ... tu permets que je termine, ...tu me permets de teminer/ excuse-moi, je dois m'en aller, je suis obligé de partir, on se téléphone, on serevoir, ...</i></p> <p><u>Verbes:</u> <i>Terminer, donner, Devoir etc</i></p>
4.2	Tourism	<p>Outils/Manière de le dire</p> <p><u>Expressions</u></p> <p><i>Décrire les lieux des sites: Où se trouve ? / qu'est-ce qu'on trouve / voit au nord du pays ? / C'est au bord de.../ C'est en bordure de.../ C'est à l'Est/l'Ouest de... / C'est au Sud/Nord de... / Cela se trouve à cote de/au-dessous de/... On y trouve + nom On y voit + nom Il y a / il n'y a pas de...On peut y + infinitif</i></p> <p><u>Verbes:</u> <i>Avoir, Etre, voyager, s'amuser, trouver, voirjouir...</i></p> <p><u>Vocabulaire</u></p> <p><i>Les lieux touristiques :</i><i>les chutes de Victoire, les plages, le parc botanique Mundawanga, la place de l'Independence, le parc national de Kafue, les montagnes, les châteaux, la plaine, la mer, le désert, la forêt, les paysages de la Zambie, musées, chutes, rivières, artisanat, peinture, monuments,sites historiques...lessept merveillesdu monde...</i></p>

4.3	Music	<p><i>Outils/Maniere de le dire</i></p> <p><u>Expressions</u></p> <p><i>Ecoutez de la musique, C'est bon/mouvais</i></p> <p><u>Verbes:</u> <i>Chanter, danser, s'amuser,apprécier, écouter, jouer</i></p> <p><u>Vocabulaire:</u> <i>guitare, piano, violon, flûte, harmonica, accordéon, tambour, tam-tam, cymbals, trompette.../jouer de la guitare, du violon...chansons, Poèmes africains et français: Figures de style: le comparaison/ metaphore/ la personification/ l'hyperbole/ l'euphemisme/ l'alliteration/ l'assonance/ l'apostrophe/ metonymie/ synecdoque/ l'ironie/ paradoxe,</i></p>
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4.4	Narration	<p>Outils/Manière de le dire</p> <p><u>Expressions</u></p> <p><i>Parler de son enfance: Quand J'étais petit(e), J'étais calme/(e)/gentil(le) /méchant(e)/etc. /Qu'est-ce que tu aimais ?/ Qu'est-ce que tu faisais ? Où habitais-tu ? etc.</i></p> <p><i>Raconter une histoire: Qui?, Quoi, Où?, Quand? Pourquoi?, De quel ?, .../Qu'est-ce qui s'est passé ? / Quand est-ce qu'il s'est passé ? / Où est-ce qu'il s'est passé ? Il était une fois... / Un jour,.../ Le mardi passé,.../ Quand j'étais enfant,.../ Tout d'abord,.../ Ensuite,.../ etc. /au moment où, être sur le point de...être en train de ... +infinitif ...</i></p> <p><u>Vocabulaire:</u></p> <p><i>Figures de style:le comparaison/ métaphore/ la personification/ l'hyperbole/ l'euphemisme/ l'alliteration/ l'assonance/ l'apostrophe/ metonymie/ synecdoque/ l'ironie/ paradoxe,</i></p> <p><i>Préciser les dates, les durées, les fréquences la date : le /en /depuis /jusqu'à/en la durée : - depuis /il y a /pendant la fréquence: toujours /souvent /quelquefois /parfois /de temps en temps /jamais</i></p> <p><u>Grammaire:</u></p> <p><i>La révision des verbes: (emplois et formes) l'imparfait /présent /passé composé /futur / l'opposition, passé composé/ l'imparfait/ en + participe present /concordance des temps/ plus-</i></p>
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4.5	The Future	<p>Outils/Manière de le dire</p> <p><u>Expressions</u></p> <p><u>Exprimer les souhaits:</u> <i>Je te/vous souhaite Santé ! à ta santé/Bon appétit !/Bonne journée ! Bonne soirée ! Bonne nuit !/Bonnes vacances ! Bonne route ! Bon vol ! Bon séjour !/Amuse-toi /bien amusez-vous bien /Repose-toi bien reposez-vous bien/Bon anniversaire ! Joyeux anniversaire ! Bonne fête de ! Qu'est-ce tu vas faire aujourd'hui/cet après-midi/ce soir/demain/lundi/cette semaine /comme career Etc</i></p> <p><u>Grammaire:</u> <i>Le présent (je pars demain)Le futur proche (je vais partir demain) Le futur simple (je partiraidemain)</i></p> <p><i>Je voudrais/je ne voudrais pas .../j'aimerais/je n'aimerais pas .../j'ai l'intention de/je n'ai pas l'intention de.../je pense + infinitif/je ne pensepas + infinitif.../je compte + infinitif/je ne compte pas + infinitif.../je veux + infinitif/je ne veuxpas + infinitive</i></p>
4.6	Employment	<p><i>Outils/Maniere de le dire</i></p> <p><i>Revision(professions)</i></p> <p><u>Expressions :</u> <i>mettre à la porte (dismissed), offre d'emploi, être au chômage, être en grève, se mettre en grève, ...parlez nous de vous? Pourquoi choisissez vous ce travail</i></p> <p><u>Verbes:</u> <i>embaucher, limoger</i></p> <p><u>Vocabulaire :</u> <i>chomeur, syndicat, salaire, emploi, boulot, travail, allocation, chômage, grève, panssionair</i></p>

4.7	Democracy	<p><i>Outils/Maniere de le dire</i></p> <p><u>Verbes:</u> Voter</p> <p><u>Vocabulaire:</u></p> <p><i>Droits del 'homme , égalité, liberté, fraternité, constitution, emancipation, prejudices, voter, suffrage universel, scrutin, elections, bulletin de vote, assemblée nationale, député, Sénat, conseil municipal, ...</i></p> <p><i>Les 3 organes du gouvernement:</i></p> <p><i>L'Executif: président/e, Vice Président/e, les ministres et les secretaries permanent.</i></p> <p><i>Le legislatif: Viceprésident/e, les deputés,Président/e de l'assemblée et Vice President/e de l'assemblée. Le judiciaire</i></p>
4.8	Education and Technology	<p><i>Outils/Maniere de le dire</i></p> <p><u>Expressions:</u>- relations – pourtant- pendant – pendant que - à mon avis – néanmoins- cependant- c'est dommage- c'est regrettable – c'est regret</p> <p><u>Verbes:</u> Discuter, analyser, apprendre etc</p> <p><u>Vocabulaire:</u>- structure (système scolaire): l'institute, la maternelle, le primaire, le college, le lycée l'école normale, l'université- emploi- tolérance, tolérer, tolérant- ouverture d'esprit- chômage.</p>

4.9	Health	<p><i>Outils/Maniere de le dire</i></p> <p><u>Expressions</u></p> <p><i>Être en bonne santé, être en bonne forme, se porter bien, se rétablir, en convalescence, etc.</i></p> <p><i>Tomber malade, avoir mal (au ventre, à la tête, au cou, etc.), avoir maux de (tête, ventre, etc.), aller voir le docteur, l'abus de la drogue, Mieux vaut prévenir que guérir, Jeter les ordures, couvrir la nourriture, dormir suffisamment et à heure fixe, manger de manière équilibrée, faire de l'exercice, éviter le tabac et l'alcool, boire assez d'eau, rire et jouer beaucoup, manger beaucoup de crudités et éviter beaucoup de viande et d'huile, éviter la saleté, bien laver les habits, bien laver les mains, etc.</i></p> <p><u>Verbes:</u> <i>tomber (se) soigner, voir, prevenir, donner, demander , mourir etc</i></p> <p><u>Vocabulaire:</u> <i>Autour des maladies :</i> <i>le paludisme (la malaria), les maux de tête, les maux de ventre, le rhume, l'asthme, le diabète (un(e) diabétique), le sida, la diarrhée, la blessure, l'hôpital, la clinique, un centre médical, le docteur/le médecin, l'infirmier/l'infirmière. la drogue: la marijuana, l'héroïne la cocaïne, le chanvre, l'alcool</i></p> <p><u>Le médecin généraliste :</u> <i>le médecin pour les maladies ou douleurs courantes.</i></p> <p><u>Les médecins spécialistes :</u><i>le pédiatre, il soigne les enfants, le dermatologue : il soigne la peau, le dentiste : il soigne les dents. L'ophtalmologue : il soigne les yeux.</i></p>
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4.10	Environnement	<p>Outils/Manière de le dire</p> <p><u>Expressions</u></p> <p><i>Ce qu'il faut faire pour conserver de l'énergie: Eteindre toutes les lumières après l'utilisation /Ne pas gaspiller de l'électricité /Eviter trop de chauffage /Remplacer les ampoules traditionnelles par les ampoules à économie d'énergie</i></p> <p><u>Verbes:</u> <i>Polluer, détruire, gaspiller, recycler, protéger, sauvegarder, trier les déchets, protéger</i></p> <p><u>Vocabulaire:</u></p> <p><i>La planète, la nature, la forêt, le bois, la pollution, la destruction, la désertification, le déboisement, le réchauffement de la planète, le gaspillage sensibilisation , écologie, dégradation écologique, préservation de la nature, (forêt, flore, faune, vie maritime...) La sauvegarde de l'environnement, la protection, l'élimination des déchets, le tri des déchets, le recyclage, le développement durable, les déchets, le camion poubelle, la poubelle, les panneaux solaires, sachet en papier/en plastique, bouteille en plastique, en verre, charbon l'énergie renouvelable, l'énergie propre, l'énergie solaire l'énergie épuisable, l'énergie non épuisable l'énergie d'électricité , l'énergie de gaz</i></p>
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4.11	Entrepreneurship	<p>Outils/Maniere de le dire</p> <p><i>Expressions:</i> <i>C'est faisable /profitable /risquant /facile /bon</i></p> <p><i>Verbes:</i> <i>Vendre, acheter, travailler, faire, cooperer, créer</i></p> <p><i>Vocabulaire:</i> <i>Entrepreneurian, petit commerce, entreprise, emploi personnel, homme/femme d'affaire, l'argent, e-commerce</i></p>
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