



GOVERNMENT OF SIERRA LEONE
Ministry of Basic and Senior Secondary Education

THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE
(With Effect from October 2020)

FRENCH (Class 1 – Form 3)

This subject curriculum is based on the National Curriculum Framework and Guidelines for Basic Education (revised May 2020). It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.

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A MESSAGE TO ALL TEACHERS IMPLEMENTING THE NEW CURRICULUM

It is an exciting time for all teachers, school heads and other education professionals who want to see positive change in Sierra Leone. You are the professionals who have the challenging duty to shape the future for the next generation of young Sierra Leoneans. The future of our children and our nation is in your hands!

As part of the curriculum reform process the Ministry of Basic and Senior Secondary Education (MBSSE) has issued a key reference document to guide future strategies and activities. The ***National Curriculum Framework and Guidelines for Basic Education*** is the basis for designing each subject syllabus in the curriculum. Teachers are urged to access this framework document at MBSSE website: <https://mbsse.gov.sl> or borrow a copy from their Head teacher's or Principal's office. It highlights key principles underlying the new curriculum and outlines strategies for the reform of basic education, as well as providing specific guidance on structure, pedagogy, prescribed subjects, time allocation, etc.

The main reform elements in the new curriculum include: a learner-centred approach; learner-friendly schools; equity and a chance for every child to learn; a focus on learning (not just teaching); support for professional development of teachers; a focus on making schools accountable to local communities (not just MBSSE); support for learning beyond memorising cognitive content for examinations; a focus on empowering learners to make choices and thrive through the joys of learning; an approach that encourages local interpretation of the syllabus to achieve the prescribed learning outcomes through various methods and with a variety of resources.

There are also five key reform issues that have been made part of an advocacy and popularisation campaign to win support from the public for this type of education reform. These reform issues, which hold great promise for education for development in Sierra Leone, are: **Assessment & Accountability; Equity & Inclusion; Partnerships; Quality & Integrity; and Social Cohesion & Peace Building**. To facilitate popular discussion around these topics MBSSE has issued Advocacy and Guidance Notes on each one, and these can be used to conduct radio discussions and other forms of popular engagement with the public. Teachers can find these notes in the Basic Education Curriculum Framework.

The new Basic Education Curriculum has been structured in three broad stages, so the teaching syllabus for each subject area is designed for Stage 1 (Class 1- Class 3), Stage 2 (Class 4 – Class 6), and Stage 3 (Form 1 – Form 3). We hope this will help teachers to focus on links between different subjects in a particular stage. Teachers may then see more clearly how these subjects combine to help their students achieve the outcomes relating to that stage. This should help teachers move away from a “class-by-class” and “subject-by-subject” view of their job. Instead, teachers will develop a stage-by-stage view of how children develop and learn across subjects. It also gives teachers a sense of what children need to achieve at each stage before moving to the next stage. We hope teachers also see the need to work together like a “Relay Team in Sports”. Each teacher has an obligation to the teacher of the next class to prepare students well and make sure they are ready for that class. In turn, the teacher of the next class has a duty to help learners make up for weak areas from their previous class, as well as to prepare them for progressing to yet another next class. Teachers also have a duty to challenge and stretch Gifted and Talented learners through more advanced content, resources and assessment.

The three broad stages of Basic Education also help teachers to understand that schools have three years in each stage to help learners achieve certain outcomes. So for children who do not learn well in Class 1, there is still a chance to help them catch up in Class 2 and Class 3, so that they can achieve the learning outcomes prescribed for the first stage (Class 1-3) of Basic Education. This means that instead of failing these children and asking them to repeat Class 1 or Class 2, they can be allowed to proceed to the next class where they should be given help with areas in which they are weak.

However, at the end of each of the three stages there are national assessments which will determine if children are ready to proceed to the next stage. Based on their performance in these examinations, there are two options to consider. Children may be asked to repeat a class in order to retake the examination. Alternatively, they may be allowed to proceed, on condition that they are given remedial support in areas of weakness when they start the next stage. This applies to NPSE and BECE as well as national assessment on reading and mathematics (EGRA and EGMA) at the end of Class 3. Children who do not perform well in EGRA and EGMA may be asked to repeat Class 3 in order to retake these early grade assessments; or they may be allowed to proceed to Stage 2 on condition that they are given remedial support in reading and mathematics during the first year of Stage 2 (i.e. in Class 4).

Keeping these guidelines in mind the outline curriculum and teaching syllabus have been structured along the lines of four key elements that are important for quality in teaching and learning. These elements are outlined briefly below, and teachers are asked to note that they are inter-related. This has been considered by curriculum development practitioners in preparing the outline teaching syllabus to guide teachers on quality classroom practices that reflect the key elements as follows:

- ✧ **Learning Outcomes:** There are different levels of learning outcomes in the document and teachers should note the differences. There are: *General learning Outcomes*, which state what learners are expected to achieve in this subject at the end of each of the three stages; *Specific Learning Outcomes by Grade*, which state what learners are expected to achieve in this subject at the end of each Class/Form in the 9-year Basic Education Cycle; and there are *Specific learning Outcomes by Topic*, which state what learners should achieve in this subject at the end of each of the suggested topics/themes/units (i.e. content) for each grade. Based on the resources at their disposal and the background of their students, teachers may adapt the suggested content to make the lesson more familiar to learners. Content selected in different parts of the country should enable learners to achieve the specified learning outcomes. **It is the learning outcomes that are important, and content is just a way of achieving learning.**
- ✧ **Assessment Methods:** These suggest various ways in which teachers can test to find out how far learners have been able to achieve the expected learning outcomes during, and at the end of, a period of teaching and learning. These assessment methods must match the learning outcomes as an appropriate way of testing for the required results. E.g. testing for ***recall*** of the memorised definition of a concept cannot tell us if a learner really ***understands*** or ***can make correct use of*** that concept.
- ✧ **Teaching Styles or Pedagogy:** These suggest how teachers can go about teaching and organising learning such that the learners have a good chance of achieving the expected learning outcomes during, and at the end of, a period of teaching and learning. The teaching style used must be closely linked to the learning outcome and assessment method.
- ✧ **Learning & Teaching Resources** which suggest a wide variety of learning materials and teaching aids that can be used to help teachers do their job and to help learners achieve the expected learning outcomes.

FRENCH

THE JUSTIFICATION OF HAVING FRENCH IN THE CURRICULUM

French language, in addition to English has become a global language over the past several decades. It prevents Anglophone from remaining monolingual - one language advantage. For if these pupils are bilingual (two language advantage); then they are to fully appreciate and understand the world in which we co-exist. Learning another language opens up now opportunities and these opportunities are explained as reasons for the justification of learning French.

- a. It increases the pupils' opportunity to enter college or university. The knowledge of the French language does not only provide foundation but it also increases the pupils' chance of entering for higher education majority of higher institutions rightly consider knowledge of a foreign language and culture part of what every educated person should know.
- b. It improves on employment potential
Knowing another language like French increases your chances of being employed in international organisations like Mano Rivers Union (MRU), Economic Community of West African States (ECOWAS) African Unity (AU) etc.
- c. It increases the pupils' chances of meeting new friends.
Knowing the French language effectively increases the member of people on the globe with whom you communicate. People who speak other languages fully appreciate the effort and desire learners expect to get to know their culture and to communicate with them.
- d. Learning the French language increases global understanding. It gives the learner the ability to step inside the mind and the context of that other culture. Without the ability to communicate and understand a culture on its own term, true access to that culture is barred.
- e. Learning the French language also makes travel more feasible and enjoyable. The ability to speak French makes it as possible and enjoyable to travel to francophone countries. Knowing somebody's' language brings you closer to that person. This cordiality enhances friendship, trade partnership and all other tenets of good co-existence.

GENERAL LEARNING OUTCOMES (The learning students should acquire by the end of each Basic Education Stage)

The general learning outcomes of a subject tell us that learner should know or understand and what they should be able to do/behavior. These are the things that learners should achieve by the time they complete each of the three stages of Basic Education. Teachers may use general learning outcomes as a guide to check the learners are on track for success at the end of each stage of Basic Education.

1. FIRST STAGE OF BASIC EDUCATION (CLASS 1 – 3)

The learners will be able to demonstrate

- a. An awareness of the basic elements on the orthography and pronunciation of French vowels and consonants.
- b. An understanding of gender and articles in the French language.
- c. An understanding of other basic elements in the cultivation of the French language.
- d. An awareness of the basic skills that will enable them understand read, speak and write French correctly.
- e. An understanding of how common auxiliary verbs are conjugated and simple sentences constructed.
- f. An understanding of the calendar and how to say their various days of birth.

2. SECOND STAGE OF BASIC EDUCATION (CLASS 4 – 6)

- a. Write and pronounce both the cardinal numbers in French
- b. Tell time correctly in French.
- c. Write simple sentences in the affirmative, negative and interrogative forms.
- d. Write and pronounce both the names of countries and nationalities.
- e. Give and carry out commands in French.
- f. Use identity cards to present themselves and other people.
- g. Express themselves not only in the present tense but also in the future and the past tenses.
- h. Write and read simple composition in French.

OUTLINE TEACHING SYLLABUS FOR FRENCH - CLASS 1

1ST TERM

SUGGESTED TOPIC/THEMES/ UNIT	SPECIFIC LEARNING OUTCOMES	RECOMMENDED TEACHING STYLES OR PEDAGOGICAL APPROACHES	ASSESSMENT METHODS	SUGGESTED LEARNING & TEACHING RESOURCES CORE/ SUPPLEMENTRY
UNIT 1 The French Alphabet (Vowels / Consonants)	After completing the unit, the pupils should be able to-: a) Pronounce the vowels in French b) Pronounce the consonants in French	Teacher differentiates the vowels from consonants. Teachers pronounces and pupils repeat. Teacher gives children simple spellings in French	a. Observation of pupil's pronunciation. b. Comparison between English and French alphabets	Pronunciation guide/ French alphabet chart
UNIT 2 Definite Articles	After completing this unit, the pupils should be able to use to use Definite articles	Teacher discusses the meaning of Definite articles in English. Teacher identifies these articles in French	a. Distinction between masculine and feminine gender with Definite articles b. Observation of nouns that begin with vowels	Flash card.
UNIT 3 Indefinite Article	After completing this unit, the pupils should	Teacher discusses the meaning of Indefinite articles and	a. Distinction between masculine and feminine	Flash cards

	be able to use Indefinite articles.	identifies them in French.	gender with Indefinite Articles b. Identification of classroom objects	
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2ND TERM

UNIT 4 Identification of common classroom objects	After completing this unit, pupils should be able to identify objects in the classroom	Teacher begins the identification process and gets the pupils to identify other objects using Qu'est-ce que c'est?	a. Observation of common classroom objects. b. Classification of masculine and feminine objects.	Objects in the classroom
UNIT 5 Plurals of common classroom objects	After completing this unit, pupils should be able to make plurals of classroom objects.	Teacher and pupils put common classroom objects from singular to plural.	a. Identification of masculine and feminine objects. b. Distinction between the use of Definite and Indefinite articles.	Chart showing manes of objects in the classroom.

		Teachers asks pupils to do some on their own.		
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3RD TERM

UNIT 6 Cardinal Numbers (1 – 20)	After completing this lesson, the pupils should be able to count from 1 – 20	Teacher puts the cardinal numbers 1 – 20 on the blackboard – Teacher pronounces and pupils repeat. Pupils do exercises.	<ul style="list-style-type: none"> a. Observation of the counting numbers. b. Distinction in the pronunciation of the numbers 	<ul style="list-style-type: none"> - Chart showing cardinal numbers from 1 – 20 - Counters
UNIT 7 The days of the Week	After completing this unit, the pupils should be able to say and write the days of the week	Teacher writes the days of the week on the blackboard. Teacher pronounces the day one after the other while the pupils repeat.	<ul style="list-style-type: none"> a) Observation of pupil's pronunciation of the days of the week. b) Pupils write down the day of the week. 	Chart showing the days of the week,

		Pupils pronounce and write down.		
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OUTLINE TEACHING SYLLABUS FOR FRENCH - CLASS 2

1ST TERM

SUGGESTED TOPIC/ THEMES/ UNIT	SPECIFIC LEARNING OUTCOMES	RECOMMENDED TEACHING STYLES OR PEDAGOGICAL APPROACHES	FORMATIVE/ SUMMATIVE ASSIGNMENT METHODS	SUGGESTED LEARNING & TEACHING RESOURCES CORE/ SUPPLEMENTTORY
UNIT 1 Revision of class 1 work	After completing this unit, pupils should be able to identify and use the topics covered in class 1.	<ul style="list-style-type: none"> - Teacher puts the topics on the blackboard - Teacher revise these topics with pupils through questioning 	<ul style="list-style-type: none"> a. Observation of the topics covered. b. Revision of the work done in class 1 	<ul style="list-style-type: none"> - Charts - Classroom objects - Counters - Calendar

<p>UNIT 2 Months of the year</p>	<p>After completing this unit, pupils should be able to say and write the months of the year in French</p>	<ul style="list-style-type: none"> - Teacher writes the months of the year on the blackboard - Teacher pronounces the months and pupils repeat - Pupils pronounce and write. 	<ul style="list-style-type: none"> a. Observation of pupils' pronunciation of the months b. Pupils write the months correctly 	<ul style="list-style-type: none"> - Chart showing months of the year
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2ND TERM

<p>UNIT 3 Cardinal numbers (21 – 60)</p>	<p>After completing this unit, pupils should be able to count from 21 – 60 in French and be able to write them correctly.</p>	<ul style="list-style-type: none"> - Teacher writes the cardinal numbers 21 – 60 - Teacher pronounces the number and pupils repeat - Children pronounce and write 	<ul style="list-style-type: none"> a. Observation of pupils' pronunciation of the numbers b. Pupils write the numbers correctly 	<ul style="list-style-type: none"> - Chart showing months of the year - Chart showing the cardinal numbers from 21 - 60
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<p>UNIT 4 Common colours in French</p>	<p>after completing this unit, pupils should be able to say and write the common colors in French</p>	<ul style="list-style-type: none"> - Teacher writes the common colours on the blackboard - Teacher pronounces the colours and pupils repeat - Teacher likens the colours with colours in the class - Pupils pronounce + write 	<ul style="list-style-type: none"> a. Identification of various common colours in French b. Pupils pronunciation of the colours 	<ul style="list-style-type: none"> - Chart showing the common colours
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3RD TERM

<p>UNIT 5 Common Adjectives in French masculine / feminine</p>	<p>After completing this unit, pupils should be able to say and write the feminine forms of common adjectives in French</p>	<ul style="list-style-type: none"> - Teacher writes the masculine and feminine forms of adjectives on the blackboard - Teacher pronounces pupils repeat - Pupils pronounce + write 	<ul style="list-style-type: none"> a. Identification of common adjectives in French b. Pupils pronounce these adjectives correctly 	<ul style="list-style-type: none"> - B/board - chalk
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<p>UNIT 6 Sample préposition in French (dans, sur sous, derrière, devant)</p>	<p>After completing this unit, pupils should be able to pronounce and the use simple prepositions</p>	<ul style="list-style-type: none"> - teachers writes to common prepositions on the blackboard - teacher pronounces them and pupils repeat - pupils pronounce + write - teacher/pupils use them in sentences 	<ul style="list-style-type: none"> a. Identification of simple prepositions in French b. Pupils pronunciation and use of preposition in sentences 	<ul style="list-style-type: none"> - B/board - chalk
<p>Unit 7 Common domestic objects</p>	<p>After completing this unit, pupils should be able to identify common domestic objects</p>	<ul style="list-style-type: none"> - teacher and pupils identify common domestic objects and teacher writes in French putting them into masculine + feminine 	<ul style="list-style-type: none"> a. Identification of domestic objects b. Pupils pronunciation of these domestic objects 	<ul style="list-style-type: none"> - chart showing common domestic objects

OUTLINE TEACHING SYLLABUS FOR FRENCH - CLASS 3

1ST TERM

SUGGESTED TOPIC/ THEMES/ UNIT	SPECIFIC LEARNING OUTCOMES	RECOMMENDED TEACHING STYLES OR PEDAGOGICAL APPROACHES	FORMATIVE/ SUMMATIVE ASSIGNMENT METHODS	SUGGESTED LEARNING & TEACHING RESOURCES CORE/ SUPPLEMENTTORY
UNIT 1 Revision of class 2 work	After completion this unit, pupils should be able to explain and use the topic covered	<ul style="list-style-type: none"> - Teacher puts all the topics covered to be revised - Through questioning 	<ul style="list-style-type: none"> - Observation and Revision of topics covered in class 2 	
UNIT 2 Cardinal Numbers (61 – 100)	After completion this unit, pupils should be able to count and write from 61 to 100	<ul style="list-style-type: none"> - Teacher puts the cardinal numbers 61 – 100 on the blackboard or on a chart - Teacher pronounces the numbers and pupils repeat. - Pupils pronounce and write 	<ul style="list-style-type: none"> a. Identification of cardinal numbers 61 - 100 b. Pupils' pronunciation of these numbers 	<ul style="list-style-type: none"> - B/board - A chart showing the cardinal numbers 61 - 100

2ND TERM

<p>UNIT 3 Subject, pronouns and conjugation of Auxiliary verbs (être, avoir, faire, aller)</p>	<p>After completion this unit, pupils should be able to identify and conjugate the auxiliary verbs être avoir, faire and aller</p>	<ul style="list-style-type: none"> - Teacher puts the subject pronouns on the blackboard and pronounces them with the pupil. - Teacher conjugates the verbs with the pupils practice 	<ul style="list-style-type: none"> a. Identification of subject pronouns b. Pupils' conjugation of the auxiliary verbs 	<ul style="list-style-type: none"> - B/board - chart
<p>UNIT 4 Possessive Adjective</p>	<p>After completion this unit, pupils should be able to identify possessive adjectives and use them correctly to show possession</p>	<ul style="list-style-type: none"> - Teacher puts the possessive adjectives corresponding with the subject pronouns - Teacher pronounces them with the pupils - Teacher explains when and how to use them 	<ul style="list-style-type: none"> a. Identification f possessive adjectives b. Pupils' pronunciation and use of the possessive adjectives 	<ul style="list-style-type: none"> - B/board - Chart

3RD TERM

<p>UNIT 5 Demonstrative Adjectives</p>	<p>After completion this unit, pupils should be able to use demonstrative adjectives correctly</p>	<ul style="list-style-type: none"> - Teacher puts the demonstrative adjectives on the blackboard and pronounces them with the pupils - Teacher explains when and how to use them. 	<ul style="list-style-type: none"> a. Identification of demonstrative adjectives b. Pupils' pronunciation and use of adjectives 	<ul style="list-style-type: none"> - B/board - chart
<p>UNIT 6 Partitive Articles</p>	<p>After completion this unit, pupils should be able to use partitive article correctly</p>	<ul style="list-style-type: none"> - Teacher puts the Partitive articles on the blackboard and pronounces them with the pupils - Teacher explains when and how they are used. 	<ul style="list-style-type: none"> a. Identification of Partitive Articles b. Pupils' pronunciation and use of the Partitive articles 	<ul style="list-style-type: none"> - B/board - Chart

UNIT 7 Plurals of Irregular nouns	After completion this unit, pupils should be able to make plurals of Irregular nouns	<ul style="list-style-type: none"> - Teacher puts the irregular nouns and their plurals - Teacher explains how these nouns make their plurals 	<ul style="list-style-type: none"> a. Identification of Irregular nouns b. Pupils' pronunciation and making of plurals of Irregular nouns 	<ul style="list-style-type: none"> - B/board - Chart
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OUTING TEACHING SYLLABUS FOR FRENCH - CLASS 4

1ST TERM

SUGGESTED TOPIC/THEMES/UNITS	SPECIFIC LEARNING OUTCOMES	RECOMMENDED TEACHING STYLES OR PEDAGOGICAL APPROACHES	ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES CORE/SUPPLEMENTARY
UNIT 1 Revision of class	After completing this unit, pupils should be able to master and use the topics covered correctly	Teachers revises the topics that have been covered in class 3 through questioning	<ul style="list-style-type: none"> a. Identification of Topics covered b. Revision of topics covered 	<ul style="list-style-type: none"> - B/b - Charts

<p>UNIT 2 Ordinal Numbers (premier, deuxième etc.)</p>	<p>After completing this unit, pupils should be able to rank in French</p>	<ul style="list-style-type: none"> - Teachers revises the cardinal numbers briefly with pupils - Teacher writes the cardinal numbers/teachers pronounces. 	<ul style="list-style-type: none"> a. Identification of cardinal numbers corresponding with the ordinal numbers b. Pupils pronunciation not ordinal numbers 	<ul style="list-style-type: none"> - B/b - Charts
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2ND TERM

<p>UNIT 3 Telling of time (Quelle heure est-il?)</p>	<p>After completing this unit, pupils should be able to tell time correctly in French</p>	<ul style="list-style-type: none"> - Teachers draws a clock face - Teacher explains how to tell time in French pupils do exercises 	<ul style="list-style-type: none"> a. Observation of pupils drawing of the clock face b. Pupils 'telling of time 	<ul style="list-style-type: none"> - B/b - Chart showing the clock face
<p>UNIT 4 conjugation of –ER verbs in the simple present tense</p>	<p>After completing this unit, pupils should be able to conjugate-ER verbs correctly in the simple present tense</p>	<ul style="list-style-type: none"> - Teacher conjugates at least 2 Er vers with pupils - Pupils do more ER verbs on their own 	<ul style="list-style-type: none"> a. Observation of pupils'cojugate of-ER verbs b. Identification of strange –ER verbs and pupils 	<ul style="list-style-type: none"> - B/b - Et En français

		- Teacher explains the strange –ER verbs conjugation of them		
UNIT 5 Conjugation of –common - IR verbs in the simple present tense	After completing this unit, pupils should be able to conjugate common IR verbs correctly in the simple present tense	- Teachers conjugates 2 examples of 2 common – IR verbs - Pupils do more examples - Teachers does corrections wit pupils	a. Identification of common –IR verbs b. Conjugation of the a verbs c. Pupils conjugation of the verbs conjugated	- B/b - Et En français

3RD TERM

UNITE 6 Adjectives of Nationality	After completing this unit, pupils should be able to say and write the common adjectives of nationality correctly	- Teachers writes and pronounces both masculine and feminine form of adjectives of nationality - Pupils practice to write and pronounce	d. Ask pupil to talk and write the adjective e. Tr listens, observe and give them hints	- B/ - Chart - Maps
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UNIT 7 Negative and interrogative forms of ER and IR verbs	After this unit pupils should be able to <ul style="list-style-type: none"> - Put ER and – IR verbs into the negative form - Put them into the interrogative form 	<ul style="list-style-type: none"> - Teachers explains how to put ER and IR verbs - -pupils do other examples - Teachers does corrections with pupils 	<ul style="list-style-type: none"> a. Let pupil make sentences of the verbs in negative, interrogative etc b. Tr looks or observe their works and give feedback 	<ul style="list-style-type: none"> - B/b - chart
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OUTING TEACHING SYLLABUS FOR FRENCH - CLASS 5

1ST TERM

SUGGESTED TOPIC/THEMES/UNITS	SPECIFIC LEARNING OUTCOMES	RECOMMENDED TEACHING STYLES OR PEDAGOGICAL APPROACHES	ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES CORE/SUPPLEMENTARY
UNIT 1 Revision of class 4 work	After completing this unit, pupils should be able to master and use	Teachers revises the topics covered in class 4 with pupils	<ul style="list-style-type: none"> - Observation and revision of topics covered in class 4 	<ul style="list-style-type: none"> - B/B - Charts

	the topics covered correctly			
UNIT 2 Conjugation of Common –DRE verbs	After the completing this unit, pupils should be able to conjugate common. -DRE verbs correctly in the simple present tense	<ul style="list-style-type: none"> - Teachers explains how to conjugate common –DRE verbs with pupils - Pupils do exercises on other –DRE verbs 	<ul style="list-style-type: none"> a. Identification of common –DRE verbs b. Observation of pupil' conjugation and pronunciation of common –DRE verbs 	<ul style="list-style-type: none"> - B/b - Charts

2ND TERM

UNIT 3 Conjugation of common pronominal /reflexive verbs (secarcher, shabiller)	After completing this unit pupils should be able to conjugate common –DRE verbs correctly in the simple present tense	<ul style="list-style-type: none"> - Teachers explains how to conjugate pronominal verbs - Pupils do exercised on pronominal verbs 	<ul style="list-style-type: none"> a. Identification of common pronominal reflexive verbs b. Pupils' conjugation of these verbs 	<ul style="list-style-type: none"> - B/b - Charts
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<p>UNITS 4 Imperative mood of verbs</p>	<p>After completing this unit pupils should be able to give simple commands in French and be able to carry them</p>	<ul style="list-style-type: none"> - -teacher explain what's an imperative mood - Teachers writes imperative mood of various verbs - Teachers explains them and - Pupils do exercises 	<ul style="list-style-type: none"> a. Identification of the imperative mood of verbs b. Pupils' giving and carrying simple commands 	<ul style="list-style-type: none"> - B/b - Charts
<p>UNITS 5 Negative and Interrogative forms of verbs</p>	<p>After completing this unit, pupils should be able to</p> <ul style="list-style-type: none"> - Put simple French sentences into the negative form - Put them in to the interrogative form 	<ul style="list-style-type: none"> - Teachers puts the negative and interrogative forms of various verbs - Teachers explains them - Pupils copy and do exercises for reinforcement 	<ul style="list-style-type: none"> a. Identification of the negative and interrogative form of verbs b. Pupils' putting simple sentences into negative and interrogative forms 	<ul style="list-style-type: none"> - B/b - Charts

3RD TERM

<p>UNIT 6 Identity card for self- presentation (moi-même)</p>	<p>After completing this unit, pupils should be able to use their identity card to present themselves</p>	<ul style="list-style-type: none"> - Teachers presents a sample ID card on the b/b - Teacher fills it together with pupils and make simple sentences on the pupils - Pupils prepare I.D card individually and write about themselves - 	<ul style="list-style-type: none"> a. Presentation of Identity card b. Observation of pupils making sentences based on the I.D card about themselves 	<ul style="list-style-type: none"> - B/b - Identity card - Charts
<p>UNIT 7 Using the Identity card to present family members (mon père ma mere)</p>	<p>After completing this unit, pupils should be able to use identity cards to present family members</p>	<ul style="list-style-type: none"> - Teachers and pupils prepare an I.D card with pupils on one of the family members 	<ul style="list-style-type: none"> a. Pupils use of the I.D card to make simple sentences about their family members 	<ul style="list-style-type: none"> - B/b - Identity Card - Charts

		- Pupils write on other family members		
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OUTING TEACHING SYLLABUS FOR FRENCH - CLASS 6

1ST TERM

SUGGESTED TOPIC/THEMES/UNITS	SPECIFIC LEARNING OUTCOMES	RECOMMENDED TEACHING STYLES OR PEDAGOGICAL APPROACHES	ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES
UNIT 1 Revision of class 5 work	After completing this unit, pupils should be able to master and use the topics covered correctly	- Teachers revises all the topics covered with pupils	observation and revision of the topics covered in class 5	- B/b - Charts
UNIT 2 Direct object pronouns (Le/La/L'/les)	After completing this unit, pupils should be able to use direct object pronouns	- Teacher explains how to form direct object pronouns - Pupils do exercise on Direct Object pronouns	a. Identification of direct object pronouns b. Pupils use of the pronouns	- B/b - Charts

	correctly in simple sentences			
UNIT 3 Indirect object Pronoun (lui,leur)	After completing this unit, pupils should be able to use Indirect object pronouns correctly in simple sentences	<ul style="list-style-type: none"> - Teachers should explain how to form indirect object pronouns - Pupils do exercises on the topic 	<ul style="list-style-type: none"> a. Identification of indirect object pronouns b. Pupils' use of the pronouns 	<ul style="list-style-type: none"> - B/b - Charts

2ND TERM

UNIT 4 Guided composition writing using the simple present tense	After completing this unit, pupils should be able to use guides to write simple sentences in the simple present tense	<ul style="list-style-type: none"> - Teacher provides guides for writing of simple composition in French - Pupils write simple sentences in the present tense 	<ul style="list-style-type: none"> a. Let pupils say the form and structure b. Pupils to make sample sentence of present tense 	<ul style="list-style-type: none"> - B/b - Charts
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UNIT 5 Expressing oneself in the future	After completing the unit, pupils should be able to express themselves correctly in the simple future tense	<ul style="list-style-type: none"> - Teacher introduces the topic by giving a sentence in the future - Teacher explains how to form the future tense. - Pupils repeat the pronunciation and write it down with examples - 	<ul style="list-style-type: none"> a. Asks pupil to form sentences in future tense as Tr makes corrections 	<ul style="list-style-type: none"> - B/b - Charts
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3RD TERM

UNIT 6 Expressing oneself in the simple past	After completing this unit, pupils should be able to express themselves correctly in the simple past tense	<ul style="list-style-type: none"> - Teachers uses example to make a sentence in English in the past. - Teachers explain how to express oneself in the French. - Teachers makes examples, pronounces together with pupils 	<ul style="list-style-type: none"> a. Give pupils work to write or say sentences in simple past tense b. Tr. makes corrections 	<ul style="list-style-type: none"> - B/b - Charts
UNIT 7	After completing this unit, pupils	<ul style="list-style-type: none"> - Teachers provides guides for pupils 	<ul style="list-style-type: none"> a. Give pupil a topic to write on 	<ul style="list-style-type: none"> - B/b - Charts

Guided composition writing	should be able to write short compositions using guides	- Pupils give/write simple sentences to write a composition	and make corrections b. Let pupils read out their writings before the class	
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OUTLINE TEACHING SYLLABUS FOR TEACHING FRENCH IN JSS 1

1ST TERM

SUGGESTED TOPICS/THEME/UNIT	SPECIFIC LEARNING OUTCOMES	ASSESSMENT METHODS	RECOMMENDED PEDAGOGICAL APPROACHES	SUGGESTED PEDAGOGICAL RESOURCES
UNIT 1 CONVERSATION	After completing this topic, pupils should be able to: - read simple statements / sentences of dialogue - converse with one another in French	-listen to dialogue of pupils for correct statements -let them make correct oral sentences to converse	-Tr helps them read the statements of dialogue correctly Dialogue /conversation in the classroom situation Tr-pupils, pupil to Tr, Pupils-Pupils -help pupils dramatize talking to each other	❖ Role play ❖ Et En français ❖ France Afrique ❖ Français tout de suite ❖ 40 leçons pour parler français ❖ French made simple ❖ Dialogue chart ❖ Flash cards of words in dialogue

<p>UNIT 2 THE FRENCH ALPHABET</p>	<p>Pupils should be able to: - pronounce the consonants and vowels in French -say/sing/identify and write the - l'Alphabet francais</p>	<p>- Pupils read the letters one after another or groups - pupils write letters after Tr dictates -pupils to read letters flashed at them</p>	<p>-Tr differentiates the consonants from the vowels from the alphabet chart -Tr let pupils read the letters while pointing singly or in groups</p>	<ul style="list-style-type: none"> ❖ Alphabet chart ❖ Role play ❖ Pronunciation guide ❖ Letter cards ❖ Flash cards
<p>UNIT 3 IDENTIFICATION OF PEOPLE QUI-EST-CE? C'EST QUI?</p>	<p>Pupils should be able to identify people in French -C'est Monsieur Sannoh, -C'est Madame Momoh</p>	<p>-allow pupils practice the identification amongst themselves Qui-est ce? C'est Joe, C'est Amie, c'est lui, elle, moi etc.</p>	<p>-Tr begins the identification process and gets the pupils to identify each other using Qui-est ce? / C'est qui? - Let pupils read the questions and practice the responses - Tr – pupils, pupils-Tr, pupils to pupils</p>	<ul style="list-style-type: none"> ❖ Role play ❖ Chart of identification ❖ Et En français ❖ France Afrique
<p>UNIT 4 IDENTIFICATION OF CLASSROOM OBJECTS</p>	<p>Pupils should be able to: - identify objects in the classroom</p>	<p>-pupil / tr points at object and name them -tr observes them draw objects</p>	<p>Tr gets the pupils to identify objects using Qu'est-ce que c'est? C'est un banc, une table, C'est moi, lui, elle,</p>	<ul style="list-style-type: none"> ❖ Role play ❖ Charts showing objects ❖ Object names on flash cards

	-draw objects nicely and write their names correctly	-children write names of objects on the black board individually -let pupils translate object names into English / French	toi. Ce sont des crayons, bonbons etc. -Tr displays chart showing objects and help pupils call them in French -Tr would draw some objects on the board and ask kids do the same	❖ Pictures of objects in France Afrique and Et en français
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2ND TERM

UNIT 5 ARTICLES DEFINITE/INDEFINITE	Pupils should be able to: -define / identify definite and indefinite articles in French -use definite / indefinite article	-let pupils identify the definite and indefinite article -observe them write articles against their corresponding nouns or words - let them indicate masculine,	Tr introduces some objects with their appropriate articles and asks pupils bring more -To make list of masculine and feminine objects with the appropriate articles -Tr explains the plurals of gender and help them	<ul style="list-style-type: none"> ❖ Flash cards of articles and objects ❖ Classroom objects ❖ Charts of objects
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	<p>-compare French and English articles</p> <p>-differentiate articles base on gender</p>	feminine and plural articles	identify which article to use for plural nouns / singular masculine / feminine	
<p>UNIT 6</p> <p>COMMONLY USES VERBS ÊTRE, AVOIR, ALLER, FAIRE, S'APPELER, SENOMMER, VENIR</p>	<p>Pupils should be able to:</p> <p>-conjugate the verbs</p> <p>- express themselves using the verbs</p>	<p>-Observe them conjugate the verbs in their books</p> <p>-let pupils write sentences of verbs</p> <p>-let them talk / say / write sentences of conjugated verbs</p>	<p>-Tr let pupils tell what verb is in English and its role in sentences</p> <p>-introduce the common verbs and help conjugate them</p> <p>-Tr assists pupils to use sentences (affirmative, negative, interrogative) about themselves and others of conjugated verbs</p>	<ul style="list-style-type: none"> ❖ Flash cards ❖ Conjugation of verbs ❖ Conjugation table or chart
<p>UNIT 7</p> <p>COUNTING IN FRENCH (1-50)</p>	<p>-Pupils should be able to count in French from 1-50</p> <p>-translate French numbers to English</p>	<p>-pupil to count one by one and in groups</p> <p>-let them count objects and pupils in class</p>	<p>-Use number chart to help pupils read in French</p> <p>-Let pupils count Classroom objects in French</p>	<ul style="list-style-type: none"> ❖ Flash cards ❖ Calendar ❖ Counters ❖ Number chart

			-Pupils read out the numbers individually and collectively / in groups	
UNIT 8 Counting in French (51-100)	After the lesson, the pupils should be able to count from 51-100 in French -translate French numbers to English	-pupil to count one by one and in groups -let them counts objects and pupil in class	-Use number chart to help pupils read in French -Let pupils count Classroom objects in French -Pupils read out the numbers individually and collectively	<ul style="list-style-type: none"> ❖ flash cards ❖ (calendar ❖ counters ❖ number chart ❖ classroom objects
UNIT 9 DAYS OF THE WEEK, MONTHS OF THE YEAR AND DATE OF BIRTH	Pupils should be able to say and write the days of the week, months of the year and express their dates of birth	-let pupils say the days of the week / Months of the year in French -pupils to match them to English days of week / months	- help pupils pronounce / recite days of week and months of the year with the chart Eg. Les jours de la semaine Les mois de l'année -calendar on the b/b. Teacher asks pupils to	<ul style="list-style-type: none"> ❖ calendar ❖ chart with days and months ❖ Et En Français BK I (Page 39)

			<p>indicate their dates of birth</p> <p>-cross-word of days + months or march with English days and months</p>	
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3RD TERM

<p>UNIT 10 NAMES AND COUNTRIES IN FRENCH NOUNS AND ADJECTIVE OF NATIONALITIES</p>	<p>Pupils should be able to:</p> <p>- say / write the names of countries in French</p> <p>-use adjective of nationality correctly</p>	<p>-let children say or write names of countries</p> <p>-Pupils tell which nationality people from different countries</p> <p>-observe them write countries and nationalities in their books or black board</p>	<p>-With map and flash cards help children pronounce the names of countries and nationalities</p> <p>-Let them imagine the definition of nationality</p> <p>-Role play Questions + Answers</p> <p>-D'ou vient-il? Il vient de la S/L</p> <p>-Quelle est votre nationalité? Je suis Sierra Léonais (e)</p>	<ul style="list-style-type: none"> ❖ Maps ❖ Flash cards ❖ Pictures ❖ Chart of countries and nationalities ❖ France Afrique ❖ Anglais/Français tout de suite
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<p>UNIT 11 PREPOSITIONS TO EXPRESS UNIT UNIT 12 MOVEMENT (á, au, á la, á l, aux)</p>	<p>Pupils should be able to: -list, say, write the preposition and translate them to English - use the correct prepositions in French to express their movements</p>	<p>- pupil to fill in blank spaces of sentence with prepositions -make sentences using a, au, a la etc. Tr looks through their works and give feed backs</p>	<p>-Like English pupils are helped to tell what prepositions do in sentences Tr. helps children to pronounce the prepositions and tell their meanings in English -Tr. demonstrates some movements to places in the classroom using the correct prepositions -Give sample simple sentences for them to do same</p>	<ul style="list-style-type: none"> ❖ role play ❖ pictures indicating movements ❖ Flash cards of the propositions
<p>UNIT 13 THE IDENTITY CARD AND CALL CARD</p>	<p>After the lesson the pupils should: -tell what identity or identity card means - write simple sentence about themselves and other people</p>	<p>-let children tell what ID card entails -make simple sentences about telling their names, address, nationality etc.</p>	<p>-Tr displays an identity card and asks pupils questions based on the card, bringing out the name, age, address, profession, nationality etc. - Help children explain the content of an ID / call card</p>	<ul style="list-style-type: none"> ❖ Identity card ❖ Flash cards ❖ Sample addresses of people / call cards

		- let them tell the content of ID / call cards	-Make sentences of: My name is..., I live at etc.	
UNIT 14 EXPRESS OF QUANTITY -COMBIEN DE -COMBIEN D' IL YA	The pupils should be able to -pronounce and tell the meaning of ``combien de/combine d'il y a... -use these expressions fluently and correctly	-make sentences using the expression orally and in writing	-Help pupils tell meaning of the expressions and say them -Tr shows / discusses sample sentences of expressions -Tr asks pupils to use the expressions of quantity and children / pupils answer correctly	<ul style="list-style-type: none"> ❖ Classroom objects ❖ Chart of sample sentences ❖ Textbooks Et En français BK 1 page 17 ❖ Chart of sample sentences

OUTLINE TEACHING SYLLABUS FOR TEACHING FRENCH IN JSS 2

1ST TERM

SUGGESTED TOPICS/THEME /UNIT	SPECIFIC LEARNING OUTCOMES	ASSESSMENT METHODS	RECOMMENDED PEDAGOGICAL APPROACHES	SUGGESTED PEDAGOGICAL RESOURCES
UNIT 1 SIMPLE (DESCRIPTIVE) ESSAY WRITING	At the end of the lesson pupils should be able to: -explain what is descriptive essay / its format - write simple composition in French	-Listen to pupils explain the format of the essay -let pupils write essay in French on: Ma meilleur(e) ami(e)/camarade	-Display essay format before pupils and help pupils explain or define descriptive essay as in English -Tr gives / discusses guidelines of simple essay topics -Tr. discusses how to write essay or present your best friend -Tr and pupils compose a descriptive essay and discuss the content	❖ Blackboard ❖ Teacher's expertise ❖ Sample/ format of descriptive essay ❖ Sample essay - descriptive essay

<p>UNIT 2 TELLING TIME IN FRENCH</p>	<p>At the end of the lesson pupils should be able to: -explain the notion of time - tell time in French</p>	<p>- from the chart pupils tell time of the drawings -pupils write / say times from clock or chart. -Tr observes them write correct times in against their clock drawings French</p>	<p>-Tr. displays the clock / watch to identify hour, minute and second hand. Discusses how it works and the use of electronic watches for universal time -Tr teaches / discusses with pupils the following structures: ❖ Quelle heure est-il? ❖ Quelle heure fait-il? ❖ Vous avez quelle heure? ❖ Il est.....</p>	<p>❖ Clock ❖ watch ❖ Chart of clock drawing of different times</p>
<p>UNIT 3 EXPRESSION OF PROFESSIONS IN FRENCH</p>	<p>At the end of the lesson pupils should be able to: - define profession and state some professions in French - express profession in French correctly</p>	<p>-ask pupils to name and write down professions in French -let pupil draws people of the professions</p>	<p>-Tr. lists some common professions and their meaning: Professeur = teacher, Chauffeur = driver Docteur = doctor -Tr. Displays pictures / chart and help them</p>	<p>❖ Pictures / chart depicting professions ❖ Role play ❖ Miming ❖ Flash cards</p>

		-Tr. Observes their works and appreciate them	pronounce the professions in French -Pupils act as teacher, driver in role plays - Tr. uses the verb Être + profession Je suis professeur Je suis chauffeur etc.	
UNIT 4 PART OF THE HUMAN BODY	Pupils should be able to: - recognize in the French words for various parts of the human body and use them appropriately -draw human body and write the parts in French	-ask pupils to come out and tell class the parts on their bodies in French -Children label part of the body they draw as Tr: observes	-Tr mounts a chart of part of the human body in French Pupils repeat after the tr in naming the parts Songs to reinforce -help pupils to name the parts on their own body in French -Tr flashes the cards and pupils name/identify the parts on the body	❖ body chart ❖ flash cards ❖ Pupil in role plays

2ND TERM

<p>UNIT 5 CONJUGATION OF -ER VERBS(1ST CONG) IN THE PRESENT TENSE IN FRENCH</p>	<p>Pupils should be able to: - recognize / list Er verbs - to conjugate and use them in sentences correctly</p>	<p>-let pupils fill the blank in sentences with correct conjugated ER verbs -pupils conjugate the verbs by writing and saying as Tr. Observes 7 listens</p>	<p>-Tr displays conjugation table and help children identify the Er verbs -Tr conjugates sample – Er verbs and explains the Radical / root and the endings -Tr gets the pupils to conjugate more -Tr assists pupils to use sentences (affirmative, negative, interrogative) about themselves and others of conjugated verbs</p>	<ul style="list-style-type: none"> ❖ flash cards ❖ chart of conjugation table ❖ b/b ❖ chalk
<p>UNIT 6 CONJUGATION OF –IR VERBS IN THE PRESENT TENSE</p>	<p>Pupils should be able to: -list / recognize-IR verbs</p>	<p>-let pupils fill the blank in sentences with correct conjugated verbs</p>	<p>--Tr displays conjugation table and help children identify the IR verbs -Tr conjugates a sample – IR verbs and explains the</p>	<ul style="list-style-type: none"> ❖ flash cards ❖ b/b ❖ chalk ❖ chart of conjugation table

	-to conjugate them correctly and use them in sentences	-pupils conjugate the IR verbs by writing and saying them while Tr. Observes -let the pupils make affirmative, negative and interrogative sentences of verbs	Radical / root and the endings - gets the pupils to conjugate more -Tr assists pupils to use sentences (affirmative, negative, interrogative) about themselves and others of conjugated verbs	
UNIT 7 CONJUGATION OF –RE VERBS IN THE PRESENT TENSE	Pupils should be able to: -list / recognize-RE verbs -to conjugate them correctly and use them in sentences	-let pupils fill the blank in sentences with correct conjugated verbs -pupils conjugate the RE verbs by writing and saying them while Tr. Observes - let them make oral sentences of verbs	--Tr displays conjugation table and help children identify the RE verbs -Tr conjugates sample – RE verbs and explains the Radical / root and the endings - gets the pupils to conjugate more -Tr assists pupils to use sentences (affirmative, negative, interrogative) about themselves and	❖ flash cards ❖ b/b ❖ chalk ❖ conjugation chart /table ❖ Dictionary – le Robert, English-French

			others of conjugated verbs	
UNIT 8 IMPERATIVE OF REGULAR VERBS (GIVING COMMANDS IN FRENCH)	At the end of lesson, pupils should be able to: -identify the imperative forms of some regular verbs - give commands using the regular verbs	-Pupils carry out commands given by Tr of the verbs -Tr observes the role play of children - pupil use imperative verbs orally and in writing	-Tr discusses with pupils the imperative forms of some verbs: Ecoute! Allons! Venez! Levez-vous! Etc. -Tr gives simple commands and pupils carry them out	❖ flash cards ❖ oral instructions ❖ List / chart / table of imperative forms of regular verbs

3RD TERM

UNIT 9 MORE USE OF PREPOSITIONS -Sur ≠ sous -Devant ≠ denier -Dans ≠ dehors	Pupils should be able to: -give the English meaning of the prepositions - use these prepositions correctly in French	- pupils explain meaning of preposition -let them fill blanks in sentences with prepositions	-Tr flashes the cards of the prepositions and helps pupils to pronounce and tell the meaning -Tr gives examples of sentences using classroom objects of the prepositions	❖ Classroom objects ❖ Flash cards ❖ Pictures ❖ Samples sentences with blank spaces on chart
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		Tr observes and give them feedbacks	-Sample sentences display with blank spaces to be filled together	
<p>UNIT 10 DEMONSTRATIVE ADJECTIVE</p> <p>-Ce -Cet -Cette -Ces</p>	<p>Pupils should be able to:</p> <p>-identify demonstrative adjectives in French in it forms</p> <p>- use demonstrative adjectives in sentences correctly</p>	<p>-pupils are to fill in blanks of sentences of the adjectives</p> <p>-Tr corrects and gives them feedbacks</p> <p>-let them make oral sentences and Tr listens</p>	<p>-Tr. Uses the adjective chart and cards to help pupils identify the demonstrative adjectives in French</p> <p>-Teacher explains the different forms of the demonstrative adjectives and ask the pupils to use them correctly in sentences</p> <p>- give sample sentences with blanks to be filled together</p>	<ul style="list-style-type: none"> ❖ Demonstrative adjective chart ❖ Flash cards of the adjectives
<p>UNIT 11 Passé Composé with “Avoir”</p>	<p>Pupils should be able to:</p> <p>-explain the form/structure of passé compose</p> <p>- conjugate Passé Composé of verbs</p>	<p>- give sentences of blank spaces for pupils to fill with the passé compose and read/translate</p>	<p>-Tr discusses with children the form and structure of passé compose using ‘avoir’ with other corresponding verbs and how they are</p>	<ul style="list-style-type: none"> ❖ Textbook –Et En français ❖ Flash cards ❖ Chart of conjugated passé compose of avoir and verbs

	using the auxiliary 'Avoir'	them into English using 'avoir' -Tr observes and give them feedbacks -let them make oral / written sentences of passé compose	translated in English using conjugation table or chart -Tr gives example and the pupils do more -Help pupils complete sentences in passé compose forms of 'avoir'	❖ Chart of sample sentences
UNIT 12 PASSÉ COMPOSÉ WITH "ÊTRE"	Pupils should be able to: -explain the form / structure of passé compose - conjugate Passé Composé of verbs using the auxiliary 'Etre'	- give sentences for pupils to fill blank with the passé compose and read / translate them into English using 'Etre' -Tr observes and give them feedbacks -let them make oral / written sentences of passé compose	--Tr discusses with children the form and structure of passé compose using 'Etre' with other corresponding verbs and how they are translated in English using conjugation table or chart -Tr gives examples and pupils do more Tr list down the verbs that are conjugated with Être -Help pupils complete sentences in passé compose forms of 'etre'	❖ Textbook –Et En français ❖ Flash cards ❖ Chart of conjugated passé compose of Etre and verbs ❖ Chart of sample sentences ❖ French made simple ❖ France afrique

OUTLINE TEACHING SYLLABUS FOR TEACHING FRENCH IN JSS 3

1ST TERM

SUGGESTED TOPICS/THEME/UNIT	SPECIFIC LEARNING OUTCOMES	ASSESSMENT METHODS	RECOMMENDED PEDAGOGICAL APPROACHES	SUGGESTED PEDAGOGICAL RESOURCES
UNIT 1 PRESENT TENSE OF REFLEXIVE VERBS	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -define reflexive verb and discuss the form in the present tense - conjugate reflexive verbs in the simple present tense - Je me lave, Tu te laves etc. 	<ul style="list-style-type: none"> -pupils say or write sentences using reflexive verb in present tense -Give conjugation exercise of reflexive verbs and observe pupils 	<ul style="list-style-type: none"> -With table/chart of the verbs, Tr. helps pupils tell what is reflexive about verbs in French and its forms – present tense, -Tr gives the examples of conjugated verbs and gets the pupils to do more - make sample sentences with children of the verbs in present tense 	<ul style="list-style-type: none"> ❖ Blackboard ❖ Flash cards ❖ Table or chart of conjugated reflexive verbs ❖ Internet - Google

<p>UNIT 2 PASSÉ COMPOSÉ OF REFLEXIVE VERBS</p>	<p>Pupils should be able to: -explain the structure of passe compose and its translation in English - conjugate reflexive verbs in the passé composé</p>	<p>Formative Summative -let pupils be given sentence structures to use the conjugated reflexive verbs Tr observes to give feedbacks</p>	<p>-With table/chart of the verbs, Tr. helps pupils tell what is passé compose of reflexive verbs in French and its form / structure -Tr gives the examples of conjugated verbs and gets the pupils to do more</p>	<ul style="list-style-type: none"> ❖ Blackboard ❖ Flash cards ❖ Table or chart of conjugated reflexive verbs
<p>UNIT 3 GRAMMAR (ADJETIVE)</p> <ul style="list-style-type: none"> ❖ Forms ❖ Descriptive ❖ Of colour ❖ Position 	<p>Pupils should be able to: - define adjectives / identify the forms – gender, number and description of nouns -Pupils should beware of the varying positions and nature of the adjectives -Identify adjectives of colour and use them in sentences</p>	<p>-listen to pupils give the forms of adjectives -pupil to fill blank spaces of sentences with correct forms of adjectives -Tr looks through their works and</p>	<p>-With use of tables of adjectives Tr. Helps pupils to define and explain the forms of adjectives / its position in sentences -Tr further explains the forms and positions of adjective and get</p>	<ul style="list-style-type: none"> ❖ Assorted classroom objects ❖ Chart / tables of adjectives ❖ Flash cards ❖ Chart / table of French adjective forms ❖ Internet - Google

		discuss the feedbacks	them use adjective in sentences	
UNIT 4 COMPARISON OF ADJECTIVE	After the lesson, the pupils should be able to -identify and use the three degrees of comparison (Positive/comparative/superlative in French)	Formative Summative -let them compare adjectives in sentences orally and in writing -Tr looks through their exercises and discuss feedbacks - To make sentence of comparative, superlative etc.	-Tr explains like in English the forms of positive, comparative and superlative in comparing adjectives in French -Tr establishes the 3 degrees of comparison on the blackboard -Tr uses objects and help pupils to make comparison in sample sentences -let pupil go through the adjective table of comparing in all forms	❖ Diagram ❖ Practical demonstration ❖ Table or chart ❖ Flash cards

<p>UNIT 5 IMPERATIVES OF REFLEXIVE VERBS</p>	<p>Pupils should be able to: - identify the form of imperative reflexive verbs - carry out and give command using the reflexive verbs – regular or irregular Se lever Lève-toi Levons-nous Levez-vous S’asseoir (irregular verb) Assieds-toi Asseyez-vous Asseyons-nous</p>	<p>Formative Summative -Tr give command of the verbs to be carried out individually and collectively as Tr observes</p>	<p>-Tr displays table of conjugated reflexive verbs for pupils to recognize the form -Tr gives examples and pupils do more Give commands and carry them out regular or irregular S’asseoir (irregular verb) Assieds-toi Asseyez-vous Asseyons-nous</p>	<ul style="list-style-type: none"> ❖ Role play ❖ Picture cards ❖ Table or chart of imperative reflexive verbs
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2ND TERM

<p>UNIT 6 ESSAY WRITING (FRIENDLY</p>	<p>Pupils should be able to: -state the format of a friendly letter</p>	<p>-let pupils explain the friendly letter format -pupils to write friendly letter and Tr</p>	<p>-Tr displays chart/sketch of letter format and help pupils explain the stages -Tr gives guidelines for writing friendly letters in French</p>	<ul style="list-style-type: none"> ❖ Pictures ❖ Vocabulary books/dictionary ❖ Chart / sketch of letter format
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LETTERS IN FRENCH)	- write sample friendly letters correctly in French	go through for corrections	-Tr and pupil write a sample letter -Tr gets pupils to write friendly letters on their own	
UNIT 7 READING COMPREHENSION	Pupils would be able to: -define comprehension and identify simple passage - demonstrate skills / ability to read and understand simple passage in French	-pupils explain what is comprehension - read a passage and answer questions orally and in writing	-Help pupils explains what comprehension is and identify a simple comprehension passage -Tr reads the passage sentence after sentence and the pupils repeat after him / her -Discuss the content with children and answer questions arising -give children comprehension hints	❖ Simple passage ❖ Flash cards explaining vocabulary ❖ List of words and key expressions
UNIT 8 THE SIMPLE FUTURE TENSE	After the lesson, the pupils should be able to: -identify / explain the forms of simple future tense in French	-let pupils exercise in forming simple future sentences -Tr listens to oral / looks through written future tense of pupils	-Help pupils explain future tense like in English -display chart for them to identify the forms -Tr gives series of example and pupils follow -display conjugation table of future tense verbs	❖ Blackboard ❖ Flash cards ❖ Chart/table of conjugated future tense - verbs

	- express themselves in the simple future tense			
UNIT 9 INDEFINITE ADJECTIVES <ul style="list-style-type: none"> ❖ Tout ❖ Toutes ❖ Toute ❖ tous 	Pupils should be able to: <ul style="list-style-type: none"> -identify indefinite adjectives in gender and number (singular and plural) - use the indefinite adjectives correctly in sentences 	-Tr listens to correct usage of the adjectives and give them exercise to use them in sentences -Tr observes, marks and give feedbacks	-He-she flashes them the cards for correct pronunciation and telling of meanings -Tr makes a table on the board highlighting the gender and number of these adjectives and uses them in sentences Tr puts up the chart of the adjectives and help pupils see how they are correctly used in sentences	<ul style="list-style-type: none"> ❖ Blackboard ❖ Flash cards of the adjectives ❖ Chart of sample usage
UNIT 10 Direct object pronouns (le, la, l', les)	Pupils should be able to: <ul style="list-style-type: none"> -identify direct object pronouns - replace nouns by direct object pronouns in speech and then in writing Eg. Je mange le riz = Je le mange 	-give pupils exercise to replace nouns with direct pronouns orally and in writing Tr observes, listens and give feedbacks - to make sentences of direct object pronouns	-Tr list the object pronouns on the blackboard and gets pupils to pronounce fluently and correctly -Tr also explains uses and position of direct object problem within sentences -Mount the chart for children to see and be helped to explain	<ul style="list-style-type: none"> ❖ Blackboard ❖ Flash cards ❖ List of direct object pronouns and sample sentence on chart

			how they are used to replace nouns in sentences	
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3RD TERM

<p>UNIT 11 INDIRECT OBJECT PRONOUNS -me (m', nous, moi) -te (t', vous, toi) -lui, leur</p>	<p>Pupils will be able to: -identify indirect object pronouns - replace nouns with indirect object pronouns correctly</p>	<p>-Children make sentences orally and in writing replacing nouns with the indirect object pronouns</p>	<p>-Tr puts up the chart / list of the pronouns for identification -He reads to them sample sentences how they are use and replace nouns -Tr does example and gets the pupils do more exercise Je lis à mes enfants. Je leur lis... Il parle à Luc. Il lui parle.</p>	<ul style="list-style-type: none"> ❖ Blackboard ❖ Chart/list of indirect object pronouns & sample sentences
<p>UNIT 12 ADVERBS</p>	<p>Pupils should be able to -define adverbs and state their forms or types</p>	<p>-ask children to identify the forms / types of adverbs -pupils to underline adverbs in sentences</p>	<p>-Tr helps them define adverbs in English and relate it to French -From the chart and use of flash cards of adverbs, Tr.</p>	<ul style="list-style-type: none"> ❖ blackboard ❖ chart of forms or types of adverbs ❖ flash cards of most used adverbs

	<p>- form adverbs in French and recognize them in sentences</p> <p>-use them into correct sentences</p>	<p>-let them form adverbs by adding –ment- to radical adjective</p> <p>-let them use adverbs orally and in writing and Tr. Gives feedbacks</p>	<p>Discusses the forms / types of adverbs</p> <p>-give pupils sentences to explain the functions of adverbs</p> <p>-Tr explains the formation of adverbs</p> <p>-Adding of –ment to the forming of adjective-- Take the adjective 'heureux', which means happy. Feminine form is 'heureuse', so to form the adverb happily is 'heureusement'.</p>	
<p>UNIT 13 PARTITIVE ARTICLE Du, de la, de l', des</p>	<p>Pupils should be able to:</p> <p>-identify partitive articles and explain their formation</p> <p>- use the partitive articles in the affirmative and</p>	<p>-let pupils name the articles and explain how they are formed</p> <p>-give them sentences to recognize them</p> <p>-Use articles in sentence orally and in writing</p>	<p>-Display chart of articles and its formation and help pupils explain how they are formed or define them</p> <p>-Tr gives example and pupils do more</p> <p>-make with children sample sentences of the article</p>	<ul style="list-style-type: none"> ❖ blackboard ❖ chart or list of the articles ❖ flash cards

	negative in speech and writing			
UNIT 14 PASSÉ RECENT	Pupils should be able to: -define and explain the structure - use the passé récent in speech and writing	-Pupils to express themselves in passé recent orally and in writing -let them explain when to use the passé recent	-Tr presents to them a chart of the form / structure of passé recent -Tr gives examples and the pupils do more	❖ blackboard ❖ chart / table of its conjugated verb forms
UNIT 15 THE IMPERFECT TENSE	Pupils should be able to: -define and identify the structure of the tense - use the imperfect tense correctly and effectively in everyday life in life situation in speech and writing	-let pupils make sentences of imperfect tense orally and in writing -let them tell the class the structure of the tense -Tr observes, mark their work and give them feedbacks	-Use charts of tense structure, sample sentences to help pupils understand the function -Tr explains the concept and pupils do more example -conjugate verbs of different groups in the imperfect tense with help of conjugation table or chart	❖ flash cards ❖ chart of structure and sample sentence ❖ conjugation table of the tense

