

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus for Everyday Basic French
Subject stream: Languages and Literatures



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



Curriculum elements for Everyday Basic French – an everyday subject

Subject Description

The concept of Everyday French is to provide an opportunity for pupils not studying French as a core subject, including those who are not in the languages and literatures stream, to learn the French that they would need to get by in a French speaking environment (make acquaintances, talk about oneself, shop, travel, understand directions and instructions etc.). They would also acquire basic knowledge of distinctive features of French and Francophone cultural systems and demystify the act of learning a new language thereby building positive attitudes towards French speaking peoples. The everyday French they learn may also help them to work with texts in French that relate to their various disciplines (ex. engineering, economics etc.)

General Syllabus Objectives

To enable the pupil to:

- listen and understand different registers of French
- perform simple acts of communication in French such as asking questions, giving commands, making requests, expressing emotions, counting and calculating
- communicate with clarity and confidence in French
- acquire insights into, understanding and appreciation of critical aspects of French and Francophone African culture and civilization
- discover the joys of learning languages
- strengthen his/her personal and intellectual development and social skills

Assessment Objectives

The pupil will be expected to:

- understand and respond to spoken French
- communicate freely in French on typical, everyday situations
- Understand and utilize basic aspects of French Grammar
- understand and respond to audio and video content in French such as video, audio messages, announcements
- manipulate French accurately in spoken and written forms



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

	Topics/Themes		
	Term 1	Term 2	Term 3
Year 1	<ul style="list-style-type: none"> Greet and meet someone/people Introduce oneself and a third person (name, address, nationality, family, religion, profession) Family Describing a person: profile and character Describing people's physique: Height, colour, weight 	<ul style="list-style-type: none"> Describing things (sound, smell, size) Describing places (size, colour, shape, content, busy, noisy, peaceful...) Counting; numbers, basic calculation Telling the time 	<ul style="list-style-type: none"> Timetable (personal) Understanding and using calendars, schedules for public transport or for group activities Telephone Revision
Year 2	<ul style="list-style-type: none"> Weather, seasons, climate Buying groceries (fruits, vegetables, meat) Shopping in town (clothes, shoes, top up, battery, phone) Ask for directions 	<ul style="list-style-type: none"> Read a map Understanding instructions Restaurant: ordering/choosing food and drinks; complaining, complimenting Likes, dislikes, preferences Home/house (rooms, interior and exterior) 	<ul style="list-style-type: none"> Emotions/feelings (happy, sad, angry, delighted, hot, cold, exhausted, etc.) Explaining illness Human body (at the dentists, general doctor, pharmacy, understanding prescriptions) Narrating simple stories (accident, encounter, unforgettable experiences, travel) Sport Revision
Year 3	<ul style="list-style-type: none"> Travelling international (1) Travelling international (2) Travelling local 	<ul style="list-style-type: none"> Television What happened this morning/yesterday/last week etc. Comparing the past and the present Taking down simple notes/keeping a written diary 	<ul style="list-style-type: none"> School and college Presenting your country Why French is important Listening and understanding (audios, instructions, videos, advertisements, songs)



Teaching Syllabus Year 1

Topic/Theme/Unit	Expected learning outcomes	Language Content (grammar, phonetics, vocabulary)	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Greet and meet someone/people	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • meet, greet and take leave of people both formally and informally using the appropriate French expression • understand the person or people they meet 	<p>Bonjour, bonsoir, salut Madame, mesdames, mademoiselle, mesdemoiselles, monsieur, messieurs Bienvenu/e, soyez le bienvenu Ça va? ça va bien? Comment allez-vous ? comment te portes-tu? Comment vous portez-vous Enchanté, enchanté de vous connaitre, Bonne journée, bon après-midi, bonne soirée, bonne nuit Merci bien, merci beaucoup Au revoir, à plus, à plus tard, à demain, à bientôt, à tout à l'heure</p>	<p>Teacher reads texts or plays recordings</p> <p>Pupils:</p> <ul style="list-style-type: none"> • read/ pronounce in turns • re-arrange a jumbled dialogue • dramatize various scenarios of meeting, formal, informal, two or more people 	<ul style="list-style-type: none"> • Et en Français Book 1 • Photos, pictures • Audio and videos 	<p>Reading test Pronunciation drills Spelling tests, jumbled words, fill in blanks, find the error, dialogue reconstruction</p>
Introduce oneself and a third person (name, address, nationality, family, religion, profession)	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • introduce themselves to people • give basic information about themselves • politely enquire to know the identity of people they meet 	<p>Je m'appelle..., je suis...</p> <p>Interrogative: vous êtes...? Tu es...? comment vous appelez-vous, comment t'appelles-tu? Où habites-tu? Où habitez-vous? Quel âge avez-vous? Quel âge as-tu? Vous êtes de quelle nationalité? Vous venez d'où? Tu viens d'où? Vous êtes de quelle religion? Vous êtes...chrétien? musulman? Qu'est-ce que vous faites dans la vie? Vous pratiquez quelle profession?</p> <p>Vocabulary: Enseignant, professeur, instituteur, mécanicien, infirmière, informaticien, etc. sierra léonais(e), guinéen(ne), parisien(ne), burkinabais</p>	<p>Role play in self introduction and asking the other to do the same</p> <p>Listen to audios and watching videos</p>	<ul style="list-style-type: none"> • Et en Français 1 & 2 • Videos and audios 	<p>Role play, spelling and dictation, fill in the blanks in grammar exercises</p>



		<p>Expressions: Voici ... mon frère, je vous présente...mon collègue, je te présente...mon ami</p> <p>Possessive pronouns: mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs</p>			
Family	<p>Pupils are able to:</p> <ul style="list-style-type: none"> identify in French and speak about the various members of their extended family and how they are related 	<p>Vocabulary: la mère, le père, la soeur, le frère, le cousin, la cousine, la tante, l'oncle, le neveu, la nièce, mon aîné, mon frangin, ma frangine, mon tonton, ma tata, mon papi, ma mamie, les jumeaux, les jumelles, les grands parents</p> <p>Verbs present tense: (être) je suis, il est, nous sommes</p>	<p>Draw a family tree indicating the various positions in the family</p> <p>Role play: arrange pupils into imaginary family and let them define their relationships in French</p> <p>Pupils voluntarily bring their family photos & introduce their family to the class</p>	<p>Photos of families, ex. royal family, pupils</p> <p>Family tree illustration</p>	<p>Reading tests, spelling, dictation, multiple choice, fill in the blanks in grammar exercises, spot the error in identifying the family, labelling the family tree ex. (nièce) la fille de ma soeur est ma nièce, (Cousin) le fils de....</p>
Describing a person: profile and character	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> describe people in French give basic insights into their background and character 	<p>Adjectives: sympathique, sympa, gentil(le), méchant, difficile, mou, molle, triste, coléreux, paresseux, paresseuse, énergique, élégant, honnête, malhonnête, intelligent(e), un petit bonhomme sympathique</p> <p>Verbs: aimer: ex. j'aime.... Je n'aime pas..., je préfère..., je le trouve...un peu méchant, je la trouve très sympa..., Je ne le trouve pas assez accueillant</p>	<p>A pupil is asked to dramatize a certain character trait and the others try to identify or describe it.</p>	<p>Pictures depicting various character traits</p>	<p>Oral test: who is that? Pupils are asked to introduce one another: il s'appelle... il habite...il est musulman, il est très gentil.../il n'est pas sympathique</p>



					Dictation to verify spelling
Describing people's physique: height, colour, weight	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> give physical description or portrait of people in French (ex. of a lost child/teen, a wanted person, one's partner) 	<p>Expressions: Elle est ... elle mesure... il pèse...</p> <p>Vocabulary: grand, petit, court, taille moyenne, clair, noir, foncé, le nez pointu, écrasé, les cheveux noirs, une tête ronde, il a du ventre, kilos, mètre (un mètre vingt), joli, une cicatrice,</p>	Show pictures of people and pupils describe them	Photos, pictures, fashion magazines, colour display	<p>Fill in the blanks</p> <p>Link pictures with their correct description</p> <p>Test spelling, pronunciation tests</p> <p>Pupils read portraits</p>
Describing things (sound, smell, size)	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> describe objects, things, animals in French with details about size, shape, sound, smell etc. 	<p>Vocabulary: rectangulaire, plat, rond, carre, grand-e, court, petit, mou, molle, moelleux, centimètres, mètres</p> <p>Expressions: ça sent...bon, ça sent mauvais! ça pue! C'est parfumé</p> <p>Interrogative: Qu'est-ce que tu en penses? Qu'est-ce que vous en pensez? Combien ça mesure?</p>	<p>Show pictures of objects of different shapes and sizes and pupils describe them.</p> <p>Pupils</p> <ul style="list-style-type: none"> describe objects in the classroom draw objects and ask neighbour to label or describe listen to audios or watch videos describing things and answer questions identify and describe props brought by teachers 	<ul style="list-style-type: none"> Photos and pictures, drawings 	<p>Oral description exercises</p> <p>Dictation, jumble words for spelling, short written description, spot the error</p>
Describing places (size, colour, shape, content,	<p>Pupils will be able to:</p>	<p>Vocabulary: église, jardin, la cour, une maison, le supermarché, le parlement, le marché, la boulangerie, lycée, collège,</p>	Show photos, pictures of places, pupils describe them	<ul style="list-style-type: none"> Flash cards, pictures, photos 	Oral description exercises



busy, noisy, peaceful...)	<ul style="list-style-type: none"> describe places indicating physical aspects, the environment, the atmosphere 	<p>hôpital, propre, sale, aéré, verdure, désert, désertique, végétation, tranquille, bruyant, vert, calme, silencieux, le hall, le foyer, le balcon, la plage, la brousse, le village, le carrefour</p> <p>Expressions: Il y a du monde dans... plein de..., au fond, derrière, devant, à côté de, sous</p>	Pupils draw and describe		Dictation, jumble words for spelling, short written description
Counting numbers, basic calculation	<p>Pupils will be able:</p> <ul style="list-style-type: none"> to count and manipulate numbers in French, including calculating, percentages and proportion, large numbers etc. 	<p>Vocabulary: Nombres 1 (un/une) to 1000 (mille) Calcul : un plus un fait deux (1+1=2), deux fois deux (2 X 2) font quatre</p> <p>Expressions: mon frère à 12 ans, j'ai 14 ans, il y a... Combien de....? Big additions and subtractions</p>	<p>Write simple sums and ask pupils to read in French.</p> <p>Pupils tell their age and the age of their brothers and sisters in French</p> <p>Pupils do sums on blackboard reading as they go along</p>	<ul style="list-style-type: none"> Number charts or number flash cards, mathematical signs on cards, 	<p>Tests on calculations, fill in the blanks</p> <p>Spelling test of numbers</p>
Telling the time	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> tell the time in French understand and respond to the different ways time is expressed in French 	<p>Telling time: show the two main options of telling the time: the 12 hour and 24-hour system ex. 8h15 huit heures et quart or vingt heures quinze</p> <p>Question and answer about time: quelle heure est-il? il est six heures, il est midi, il est minuit moins dix</p>	<p>Use clock face on a chart, pupils repeat the time Draw a clock on the board Ask the pupils to fit in the hands of the clock and show a given time</p>	<ul style="list-style-type: none"> A drawing of a clock with fitted hands Audios giving times 	<p>Assess understanding of time in French by giving time and asking pupils to draw it. Inversely draw clock with time and ask them to write it out in French Spellings and dictation</p>
Timetable (personal)	<p>Pupils will be able to:</p>	<p>Reflexive verbs: se réveiller, se lever, se coucher, se laver, se trouver</p>	<p>Students draw up their daily timetable in</p>	<ul style="list-style-type: none"> Flash cards or pictures of the various 	<p>Test conjugation of simple and</p>



	<ul style="list-style-type: none"> • set their own timetable in French • use it to explain their personal daily activities such as time to wake up, get up, shower, get dressed, have breakfast, leave for school, different activities at school and upon return from school 	<p>Tenses: passé composé (with simple and reflexive verbs)</p> <p>Expressions: prendre une douche, prendre le petit déjeuner, déjeuner, diner, partir pour (le bureau), aller à (l'école) arriver à/au/à la, rentrer Chaque matin, tous les matins...</p>	<p>English and explain in French. Then they write it out in French</p>	<p>activities of the day.</p> <ul style="list-style-type: none"> • A simple diary of daily activities, 	<p>reflexive verbs putting their infinitive form in brackets in a passage and ask pupils to conjugate correctly</p>
<p>Understanding and using calendars, schedules for public transport or for group activities</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • become familiar with the French language and expressions associated with calendar of activities including weekly, monthly and annual plans and work schedules for an establishment or organization • read and understand train, bus, flight arrival and departure schedules • discuss in simple French their 	<p>Dates: months of the year, days of the week, date of birth: en décembre, au mois de..., le 17 mars 2021; le lundi 20 juillet</p> <p>Future tense: infinitive + endings, aller + infinitive (on va arriver à l'heure), future + object pronoun ex. Nous le prendrons, vous le verrez</p> <p>Time: a sept heures quarante-cinq, il est huit heures et demie, sept heures moins le quart, après 15 minutes, avant 7 heures, dans 30 minutes, il y a une demi-heure Arriver/partir/ être à l'heure; arriver/être en retard; arriver/être en l'avance; avoir 15 minutes de retard</p>	<p>Speaking: use calendars, roster, timetables, pupils comparing their dates of birth to stimulate conversations in class</p> <p>Written/translation: group work to translate class timetables and other schedules into French</p> <p>Comprehension: from a written narrative pupils must draw up a timetable reflecting the details in the narrative</p> <p>Pupils prepare their personal daily timetables in French.</p>	<ul style="list-style-type: none"> • Et en Français Book 1 & 2 • Authentic train/flight schedules • School timetables • Calendars, agricultural calendar showing planting and harvesting seasons • Audios 	<p>Draw up daily activities using the appropriate expressions</p> <p>Role play in discussing personal plans for the day and the year</p> <p>Draw up a holiday schedule, a flight schedule, a study timetable</p> <p>Dictation and spellings</p>



	personal plans for the future		Dictation: to verify spellings and listening abilities		Quiz on dates and time Grammar exercises
Telephone	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • make and receive telephone calls using the appropriate French words and expressions for the appropriate situations 	<p>Expressions: Allo, pourrais-je parler à...s'il vous plait, Qui est à l'appareil? C'est qui...? Comment ça s'écrit? Est-ce que Monsieur Dupont est là, s'il vous plait? Son numéro, c'est le 52 36 89 11. Voulez-vous laisser un message? Rappelez dans quinze minutes, Monsieur X est très occupé en ce moment, il sera libre à deux heures, il n'est pas là, il a voyagé, il arrive demain, la semaine prochaine</p>	<p>Using flash cards with telephone numbers, pupils read their telephone numbers and the rest of the class write them down - rotate the roles</p> <p>Role play: teacher creates scenarios for pupils to make telephone calls ex. responder explains that "Mr X is not in town, but returns next month" or "Miss X is not available, can you leave a message?" or "Kindly call back in ten minutes" etc.</p> <p>Play audios and videos of telephone conversations</p> <p>Pupils simulate a difficult phone call where the caller speaks English and very little French and the receiver French and very little English</p>	<ul style="list-style-type: none"> • Flash cards with telephone numbers • Audios or videos of telephone conversations • Short scripts of telephone conversations to be read out 	<p>Comprehension for basic phone conversation courtesies.</p> <p>Dictation: pupils write their phone numbers in figures and words</p>



Revision	Pupils will be able to: <ul style="list-style-type: none">• master all vocabulary, grammar of the year	All content of the year	Pupils review all they have learnt in the year with speaking, reading and comprehension exercises Lively and interactive approach Organize pupils to work in groups that compete among themselves		
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Year 2

Topic/Theme/Unit	Expected learning outcomes	Language Content (grammar, phonetics, vocabulary)	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Weather, seasons, climate	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> understand basic weather forecasts discuss about the weather, the climate and the seasons 	<p>Vocabulary: le temps, le climat, la pluie, le soleil, ensoleillé, un temps couvert, un temps pluvieux, le beau temps, orageux Saisons : l'hiver, l'été, l'automne, le printemps, la saison sèche, la saison des pluies, l'harmattan, orage</p> <p>Expressions: il fait beau/mauvais temps, les températures élevées, les basses températures</p> <p>Tenses (future): il fera beau, il pleuvra, il fera chaud</p>	<p>Show video recordings of the weather forecast on television</p> <p>Pupils study weather forecast and interpret it in French using the future tense</p> <p>In English, teacher ignites among the pupils a class discussion about differences in weather and climate and seasons between their part of the world and other countries and why weather information is important. Experience sharing.</p>	<ul style="list-style-type: none"> Documents on weather information Video recordings of weather forecast 	<p>Fill in the blanks</p> <p>Reconstruction of jumbled sentences on weather</p> <p>Listening comprehension to test their listening skills Test on the future tense: changing verbs in a passage from infinitive to future tense</p>
Buying groceries (fruits, vegetables, meat)	<p>Pupils will be able to</p> <ul style="list-style-type: none"> shop for groceries in a French speaking environment 	<p>Interrogative: Qu'est-ce que c'est? C'est combien? Combien ça coute? Combien? ça fait combien? Est-ce que.../ (inversion) avez-vous..., as-tu...? A qui est (ce pull?), a qui sont ces cigarettes? De quelle couleur est...</p>	<p>Reading: pupils prepare shopping lists and compare with others, they present their shopping lists or intentions to each other in French.</p>	<ul style="list-style-type: none"> Et en Français Books 1 & 2 Shopping lists Catalogues, price lists Flash cards 	<p>Role play in the shop</p> <p>Dictation and spelling exercises</p>
Shopping in town (clothes, shoes, top up, battery, phone)	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> shop for some essential articles such as clothes, shoes, 	<p>Negation: Ne...pas (je n'aime pas..., Ne...jamais (ma femme ne met jamais...) Ne...ni...ni (je n'aime ni le vert ni le jeune)</p>	<p>Dictation and spelling to verify pupils' spelling abilities of grocery and other</p>		<p>Fill in the blanks</p> <p>Translating a shopping list from English to</p>



	<p>underwear, toothpaste, soap, comb, battery, phone credits etc.</p> <ul style="list-style-type: none"> • make or understand a shopping list • talk about prices • calculate purchases • understand currencies 	<p>Numbers: 1 to millions; percentages (trente pourcents des Sierra Léonais sont...) Basic calculation (2 fois 7 font.../ 24 divise par 6, ça fait...)</p> <p>Ordinal numbers: premier, deuxième, troisième la première fois, son deuxième fils, leur troisième maison premièrement, troisièmement, dernièrement</p> <p>Quantity: du pain, de la farine, des cacahuètes/arachides, de l'huile, de l'eau, un kilo de..., deux sacs de..., 15 litres de..., une demi-bouteille de..., un sac de...</p> <p>Vocabulary: trop; cher, moins cher, diminuer, le prix</p> <p>Currency: Francs CFA, francs guinéens, dollars, leones, livres sterling, yen, euros, le taux de change</p>	<p>items of shopping, and especially of the interrogative structures</p> <p>Role play: using flash cards and imaginary stores, shops, students go shopping around the class and play the roles of customers and salespersons Also purchasing by telephone</p>		<p>French/French to English</p> <p>Calculate amounts needed for purchases</p> <p>Grammar exercises: future tense</p>
<p>Ask for directions (il faut + inf.)</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • ask for directions in a town • clearly explain where they are going 	<p>Landmarks: l'hôpital, le commissariat de police, la gendarmerie, la mosquée, le marché, le centre-ville, la banque, le stade, l'école, le lycée</p> <p>Verbs: Simple verbs: -er, -ir, -re, -aire, -oir: habiter, vivre, finir</p> <p>Interrogative: Vas-tu..., ? Qu'est-ce que tu fais (cet après-midi)? Qui est-ce qui (va au marché aujourd'hui)? Où se</p>	<p>Speaking: Use maps to stimulate discussions about direction to places</p> <p>Role play: someone asking a local how to get to a place</p> <p>Written exercises: Q&A about landmarks ex. quelle est le</p>	<ul style="list-style-type: none"> • Et en Français 1 & 2 • Map of town centre 	<p>Role play in shopping centre, asking directions</p> <p>Spelling and dictation</p> <p>Fill in the blanks</p> <p>Spot the error</p>



		<p>trouve...? Où est-ce que tu vas/ils vont à ? Pourquoi est-ce que..., pourquoi? Parce que; comment ça se fait que...?, comment se fait-il que...?</p> <p>Negation: ne...pas, ne...plus, ne...jamais, ne...ni...ni...</p> <p>Je ne suis pas..., Je ne mange pas de..., vous ne voyez pas? Il n'y a pas de...</p> <p>Expressions: Allez tout droit, première rue à gauche/deuxième à droite; prenez la deuxième rue; à côté de..., près de..., en face de..., devant/derrière; au carrefour, au feu rouge, une passerelle, l'autoroute, un cours, un cul de sac, une avenue</p>	<p>supermarché le plus proche? Ou est-ce que cela se trouve?</p>		<p>Grammar exercises in sentence construction</p>
<p>Read a map (à côté de, etc.)</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • read and understand the map of a town or city centre • explain the location of landmarks in relation to each other 	<p>Vocabulary: le plan de la ville, le centre-ville, la mosquée, l'église, le commissariat de police, la gendarmerie, le musée, l'hôpital, la pharmacie, le supermarché, l'avenue, l'autoroute</p> <p>Verb: falloir; ex. il faut + infinitive: il faut prendre la deuxième rue à droite</p> <p>Imperative: prenez, montez, allez, tournez, descendez</p> <p>Expressions of location: à côté de, devant, derrière, loin de, au fond de, le long de, première rue, deuxième tournant, au carrefour, à droite, à gauche, au milieu de, tout droit Comment aller au marché? à l'église?</p>	<p>Using a prototype, pupils draw their own maps of the city centre, and write in French the various landmarks</p> <p>Speaking: pupils give directions to different landmarks as per the map</p> <p>Dramatization: pupils give directions to a blindfolded volunteer to move from one part of the classroom in search of a treasure</p>	<ul style="list-style-type: none"> • Maps 	<p>Labelling landmarks on a map, fill in the blanks</p> <p>Locating landmarks based on directions recorded in audio</p> <p>Spelling, dictation</p>



Understanding instructions	Pupils will be able to: <ul style="list-style-type: none"> • move around in public places by understanding and following instructions written, posted or displayed in French 	Various forms of notices, warnings: Attention! Avertissement, Avis aux passagers Prière de ne pas fumer, non-fumeurs, entrée interdite, entrez sans frapper, sortie, entrée, WC, Homme, Femme, Silence! Veuillez-vous présenter au..., Veuillez remplir la fiche	Show pictures of signs, instructions, public notices etc. Pupils read the signs and explain their meanings in English	<ul style="list-style-type: none"> • Pictures of signs, notices • Photos 	Pupils to attach the appropriate signs to pictures
Restaurant: ordering/choosing food and drinks, complaining, complimenting	Pupils will be able to: <ul style="list-style-type: none"> • read, understand menu • order food and drinks • state their preferences. • read recipes, identify ingredients and follow the steps in preparing a meal • appreciate food and dinks 	Verbs: aimer, préférer, aimer mieux, manger, prendre, mettre, faire bouillir, ajouter, verser, bouffer, avoir très faim, avoir soif, avoir envie de... Expressions: un doigt de..., un peu de..., juste un petit peu de..., à ta/votre santé! Useful vocabulary: du sel, de l'eau, de l'huile, (glacée), du vin, du pain, la sauce (d'arachide), du riz, une fourchette, une cuillère, apéritif, hors d'œuvre, plat de résistance/ plat principal, le dessert, le digestif, de la bière, de la limonade, un coca, le serveur, la serveuse, le menu, à la carte Sale, propre, pas assez (cuit), chaud, sale, délicieux, excellent (repas)	Group work: use of photos, posters showing different types of food or restaurant situations groups, create recipes and simulate preparation of food Quiz competitions (ex. typical hors d'oeuvre, desserts, plat principal, drinks) Use Flash cards to identify various food items, vegetables, fish, meat, etc. Role play (at a restaurant/handling a difficult customer)	<ul style="list-style-type: none"> • Et en Français 1, 2 & 3 • Selected Recipes (in French) • Menus (French & English) 	Prepare a menu Labeling of food and drinks on the table Role play: requesting food and drinks in the restaurant Prepare a recipe Multiple choice questions Grammar exercises
Likes, dislikes, preferences	Pupils will be able to: <ul style="list-style-type: none"> • express in French their feelings in regard to what they like, 	Expressions: j'aime bien le..., j'adore les..., on n'aime pas..., je n'aime pas du tout... Moi, je Je préfère les..., je déteste... Cela me plait..., ça me dégoûte!	Pupils are asked to bring to class pictures or photos of example of three things they like or like doing and three that they do not	<ul style="list-style-type: none"> • Fun pictures of hobbies, or food 	Written exercises Short composition



	love, dislike, detest or prefer	<p>Pas du tout</p> <p>Interrogative: est-ce que vous voulez du...? Voulez-vous danser? Est-ce que tu prends...?</p>	<p>like. They explain to the class their likes and dislikes, commenting on their neighbours' own likes and dislikes. Ex. Moi, je n'aime pas danser du tout. Je préfère nager.</p> <p>Pupils compare their hobbies.</p> <p>Use flash cards to show various food items, pupils express their likes and dislikes, preferences, etc.</p>		Class discussions
Home/house (rooms, interior and exterior)	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> identify and describe the interior and exterior of a house (including rooms, sitting rooms, dining, balcony, garden, etc) 	<p>Vocabulary : Different rooms in the house : la chambre à coucher, le salon, la cuisine, la salle de bain, la salle à manger, l'escalier, la véranda, le balcon La douche, le plancher, le mur, la porte, le portail, la fenêtre, le bungalow, l'immeuble, le fauteuil, la chaise, le lit, le linge</p>	<p>Display photo of different houses, and a house plan showing the interior, or the make-up of the house and pupils identify the type of house and the various features such as rooms, shower, dining, staircase in French</p>	<ul style="list-style-type: none"> Photos of different types and colours of houses and gardens Plan of a house showing various features, rooms, dining etc. 	<p>Spot the error in identifying the type of houses and their features</p> <p>Draw a dream house</p> <p>Dictation and spelling, grammar exercise</p>
Emotions/feelings (happy, sad, angry, delighted, hot, cold, exhausted, etc.) Explaining illness/	<p>Pupils are able to:</p> <ul style="list-style-type: none"> express their feelings, emotions and state of mind about people, things and situations 	<p>Vocabulary and expressions: être content, heureux, ravi, satisfait, déçu, en colère, triste, épuisé, bouleversé, fatigué, malade, mal à l'aise, confus, calme, tranquille, énervé, Avoir chaud, froid, versus être chaud, froid</p>	<p>Interpret some frequently used emoticons in French</p> <p>Show pictures depicting a variety of emotions and ask pupils to describe in</p>	<ul style="list-style-type: none"> Emoticons, pictures, photos Videos 	<p>Comprehension: to test understanding of the French words and expressions for the various emotions</p>



		<p>Si +present + future Si tu viens demain, je serai très content, s'il vient ici, je partirai tout de suite</p>	French the feelings being expressed		Writing: pupils write short descriptions of how and what they feel in given situations
Human body (at the dentists, general doctor, pharmacy, understanding prescriptions)	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> name various parts of their body explain symptoms of illness name different specialists in medicine and their fields, some instruments that they use as well as useful French vocabulary for medical visits understand instructions given by doctors or at pharmacies 	<p>Interrogative: Qu'est-ce qu'il y a? Qu'est-ce que vous avez? Comment vous vous sentez? Cela vous fait mal? Combien de fois par jour/semaine/mois?</p> <p>Imperative: Ouvrez la bouche! Montrez-moi! Inspirez! Arrêtez! Ferme! Lève-toi! Asseyez-vous! Entrez s'il vous plait! Enlevez (votre chemise/ les chaussures/ les chaussettes), Dis-moi! Dites-moi comment...!</p> <p>Verbs: tousser, vomir, être enrhumé, avoir froid/chaud, uriner (faire pipi), avoir mal au/ à la/ aux...</p> <p>Falloir: il faut + infinitive, il faudrait/ faudra + infinitive; ex. Il faut prendre deux comprimés/gélules/ trois fois par jour</p> <p>Useful vocabulary: La tête, le dos, les yeux, les reins, les pieds, les jambes, l'estomac, les selles, les dents, le ventre, les oreilles, les fesses infirmier(e), sage-femme, pharmacien, ophtalmologue, dentiste, radiologue, chirurgien, gynécologue, généraliste température, la fièvre, le paludisme, diabète</p>	<p>Spelling & pronunciation: using the drawing of a human body pupils name the parts of the body (by filling the blanks), pronounce and write them down</p> <p>Dictation: key words to test ability to hear, understand and write</p> <p>Writing: pupils write down and pronounce various specialist doctors as shown in photos or illustrations and write down basic information on what they do</p> <p>Role play: pupils pair up, prepare and present sketches about visits to the doctor (giving instructions e.g. ouvrez la bouche, inspirez)</p>	<ul style="list-style-type: none"> Diagram or chart showing parts of the human body Photos of various specialists in the medical profession 	<p>Label parts of a human body on a given diagram</p> <p>Spelling and dictation</p> <p>Role play in a health clinic or hospital</p> <p>Name different specialists in medicine and their fields</p> <p>Spot the error, grammar exercises</p>



		<p>Expressions: Prendre la température/ la tension/ le pouls de quelqu'un, se sentir bien/mal, avoir mal au/ à la/ à l'...; subir une opération/ intervention chirurgicale</p>			
Narrating simple stories (accident, encounter, unforgettable experiences, travel)	<p>Pupils are able to:</p> <ul style="list-style-type: none"> narrate simple stories about personal encounters, accidents, unforgettable experiences, travel experience etc. 	<p>Passé composé: auxiliary verb + past participles: j'ai vu, je suis allé, on a travaillé, nous sommes arrivés</p> <p>Imperfect tense: je regardais la télé quand..., elle était dans la chambre quand...</p> <p>Expressions: hier, la semaine dernière, auparavant, il y a trois jours...</p>	<p>Working with short stories, pupils transform verbs in the present tense into the past tense</p> <p>Pupils tell stories from pictures such as comic strips, cartoons Teacher reads out a story in French and pupils are asked to represent the story by a drawing</p>	<ul style="list-style-type: none"> Picture stories Cartoons, comic strips 	<p>Open the brackets exercises to test understanding of the forms of past tense in French</p> <p>Reading: pupils read and record their voices to check pronunciation, intonation, etc.</p> <p>Write out stories from cartoons or comic strips Write about an accident, an interesting encounter, a bad experience, etc.</p>
Sport	<p>Pupils will be able to</p> <ul style="list-style-type: none"> understand and communicate in French on the subject of sports in general read and talk about their favourite sports 	<p>Vocabulary: le stade, le terrain, la cour, la piste, le tableau d'affichage, le score, les joueurs, l'arbitre, les arbitres de touche, les officiers du match, les paramédics, la défense, les défenseurs, les attaquants, le gardien, les milieux du terrain, le commentateur, hors-jeu, but, les poteaux, carton jaune/rouge, le basketball, le volleyball, l'athlétisme, la</p>	<p>Analysis and speaking: group project on sport: pupils research and do a presentation on a selected sport (the rules, players, how it is played, spectators, outstanding players/heroes,</p>	<p>Audio/videos of games, sport kits, photos of stars, fixtures, score board/Result of tournament, illustration</p>	<p>Label pitches for their favourite sports</p> <p>Oral discussion on the various sports/favourite sports</p> <p>Spot the error</p>



	<p>and their importance, the jobs they generate, the facilities, rules and finance</p> <ul style="list-style-type: none"> do a case study on their preferred sport 	<p>boxe, le tir aux buts, une faute, un penalty, un coup franc, un match nul</p> <p>Verbs: dribbler, marquer, contrôler, sauver, jouer, sauter, esquiver, afficher, perdre, gagner</p> <p>Indirect object pronoun: il lui passe la balle, on m'a proposé un contrat, les sponsors leur ont donné la moitié de la somme</p>	<p>money, local practice of the sport)</p> <p>Comprehension: hearing and understanding French. Using audio/video commentary of sport in French, ask questions to test understanding, ability to express in oral and writing</p> <p>Group production of scrapbook on their favourite sport with photos/bio of stars, articles and clippings</p>	<p>Dictation and spelling</p> <p>Grammar exercises</p>
Revision	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> master all vocabulary, grammar of the year 	All content of the year	<p>Pupils review all they have learnt in the year with speaking, reading and comprehension exercises</p> <p>Lively and interactive approach</p> <p>Organize pupils to work in groups that compete among themselves</p>	



Year 3

Topic/Theme/Unit	Expected learning outcomes	Language Content (grammar, phonetics, vocabulary)	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Travelling international (1)	Pupils acquire the basic communication skills in French that they need to plan and prepare an international trip (about ticket booking, travel agencies, changing flights, health restrictions)	<p>Vocabulary: acheter le billet, visiter l'agence de voyage, réservation, certificat de vaccination, le passeport, le visa, transit, faire escale à..., accompagné, non-accompagné, une réduction, voyager en économie, en business classe</p> <p>Expressions: Falloir + infinitive (il faut aller à l'agence...il faudra payer un supplément...)</p>	General discussion about all the preliminary steps (ex. obtaining a passport, ticket, reservation, vaccination certificate, before a passenger embarks on air travel)	<ul style="list-style-type: none"> Travel brochures, prototype of air tickets, boarding passes, passports, disembarkation forms, customs declaration forms Testimonies of pupils that have been on international flights 	<p>Role play of traveler giving personal information at a travel agency to book a seat and purchase a ticket</p> <p>Vocabulary drills, pupils write the main things a traveler must do before arriving at the airport as a way of testing their understanding of the use of "falloir", and the imperative voice</p>
Travelling international (2) airport arrival, departures, baggage check, immigration/passport, security, health, customs, duty-free, gate, salle d'attente	<p>Pupils will</p> <ul style="list-style-type: none"> acquire basic communication skills, knowledge in French that they need to travel, especially to go through formalities (police, customs, baggage check, security check) at the airport 	<p>Vocabulary: l'aéroport, le vol, arrivée, départs, passagers (adultes/enfants/mineurs), billet d'avion, réservation, achat, compagnie aérienne, carte d'embarquement, carte de santé, l'équipage, classe affaires, économie, hôtesse de l'air</p> <p>A la porte (B12), au guichet, la salle d'attente, le bureau de change, enregistrement des bagages, excédant de bagages, kilos, couloir, aile, fenêtre, siège, bagages à main, peser, les douanes, marchandises, effets</p>	<p>General discussion about travelling by air</p> <p>Listening and repetition</p> <p>Audio of airport announcements</p> <p>Oral and written comprehension</p> <p>Use flash cards, prototype of air</p>	<ul style="list-style-type: none"> Travel brochures, prototype of air tickets, boarding passes, passports, disembarkation forms, customs declaration forms 	<p>Role play of travelers and airport officials-customs, police</p> <p>Prepare flight notice board, fill in the parts of an airport</p> <p>Grammar exercises</p>



	<ul style="list-style-type: none"> • be able to follow instructions and have a pleasant flight 	<p>personnels, vêtements, gadgets, quelque chose/rien à déclarer, interdits/interdiction de... (fumer), non-fumeurs, escalier, ascenseur, duty-free, la police, les agents de sécurité, les douaniers, contrôle de passeports, carte d'identité, carnet d'adresses, numéro de téléphone, voyager seul/accompagné, contrôle de sécurité, consignes de sécurité, armes/ munitions</p> <p>D'abord, ensuite, après, enfin</p> <p>Expressions: le(s) passager(s) sur le vol..... est/sont prié(s) d'aller/ de se présenter à... Veuillez vous présenter à... embarquement dans XXX minutes/ embarquement immédiat, faire la queue,</p> <p>Verbs: Il faut + infinitive, Past tense : passé composé: (auxiliary:être/avoir); être + past participle simple verbs of motion (monter, descendre, entrer, sortir, arriver, partir, aller, venir other verbs: naître, (je suis né(e), mourir (il est mort) Atterrir, embarquer, décoller, contrôler, remplir (ex. un formulaire),</p>	<p>tickets, and flight schedules to pose questions to pupils about journeys and air travel</p>	<ul style="list-style-type: none"> • Testimonies of pupils that have been on international flights • Audio recordings of airport announcement • Plan of an airport 	
Travelling (local)	<p>Pupils will acquire</p> <ul style="list-style-type: none"> • basic communication skills • knowledge in French that they need to travel by bus, train or 	<p>Vocabulary: le car, le bus, la gare, le taxi, le taxi-moto, le train, la circulation, le trajet, un accident, les policiers, le chauffeur de taxi, les arrêts, en panne, faire le plein (d'essence), panne d'essence, au carrefour, la place, le centre-ville, la corniche</p>	<p>Speaking: pupils use photos of various types of transport to describe in French their own daily journeys</p> <p>Written: after an example given by the</p>	<ul style="list-style-type: none"> • Et en Français Book 2 	<p>Role play simulation of passenger and apprentice</p> <p>Composition about a journey, travelling by</p>



	<p>other local transport Pupils will be able to:</p> <ul style="list-style-type: none"> • follow instructions and road signs 	<p>Verbs: s'arrêter, s'endormir, faire le tour, un détour, les piétons, les animaux</p> <p>Past tense (passé composé): auxiliary etre/avoir + past participle;</p> <p>Simple verbs of motion : Etre + past participle : monter, descendre, entrer, sortir, arriver, partir, aller, venir Avoir + past participle: doubler, rouler (trop vite); surcharger, charger</p> <p>Interrogative: Il y a combien de kilomètres d'ici Lunsar? Combien coûte..., Qui descend ici? Il y a quelqu'un pour ...?</p>	<p>teacher, pupils write about a journey (in the past tense)</p> <p>Role play: simulation of apprentice and passenger conversations, police and driver</p>		<p>road, bus, train to a destination</p> <p>Oral comprehension</p> <p>Grammar exercises</p>
<p>What happened this morning/yesterday/last week, etc.</p>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • relate in simple French stories about places visited, people encountered, experiences lived and lessons learnt from them 	<p>Vocabulary: aujourd'hui, hier, ce matin, la nuit dernière, la semaine dernière, il y a deux semaines, les jours de la semaine; les mois de l'année D'abord, tout d'abord, puis, ensuite, alors, par conséquent, donc,</p>	<p>Speaking: pupils relate events in French using the time, the days and weeks in short sentences</p> <p>Using flash cards, pupils arrange the sequence of activities and events and tell the stories in French</p>	<ul style="list-style-type: none"> • Flash cards • Samples of sentences describing the events • Recorded audios and videos of events 	<p>Vocabulary drills, spelling drills</p> <p>Dictation to test listening comprehension, play audio recording of a story and ask pupils to answer short questions on it.</p> <p>Pupils begin to practice writing short essays</p>
<p>Comparing the past and the present</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • navigate in time by comparing 	<p>Tenses: présent, passé composé, imparfait</p>	<p>Story telling: story topics are distributed to pupils or they choose theirs and</p>	<p>Pupils may use their own props</p>	<p>Test of grammar, on the use of tenses</p>



	past and present events		they prepare at home for presentation in class, orally first before the written form Reading exercises (intensified): paying attention to correct pronunciation, punctuation, intonation, stress		vocabulary drills Pronunciation, intonation, stress
Taking down simple notes/keeping a written diary	Pupils are able to: <ul style="list-style-type: none"> listen to audio watch video make notes keep a diary 	Les mots, phrases, nombres, expressions, journal	Teacher reads stories or plays audio while pupils take down notes Pupils use their notes to reconstruct the stories	<ul style="list-style-type: none"> Selected passages Recorded materials 	The notes taken by a pupil will show his/her ability to concentrate, capture, reproduce or report in French the essence of what they hear, and organize their thoughts
School and College	Pupils will be able to <ul style="list-style-type: none"> know the difference between the stages in schooling and education (pre-school, primary, secondary, technical vocation, teacher training) 	<p>Verbs: assister au cours, être absent, être présent, enseigner, faire ou donner des cours, suivre des cours</p> <p>Vocabulary: écolier/ère, étudiant/e, professeur, Enseignant/e, directeur/ice, proviseur, école maternelle, lycée, université, institut universitaire de technologie</p> <p>Tenses: futur, futur proche</p>	<p>Show photos and videos of various institutions depicting the structures and personnel</p> <p>Oral and written exercises</p> <p>Role play depicting the different personnel</p>	<ul style="list-style-type: none"> Videos and photos of structures and personnel in the various institutions 	<p>Oral and aural comprehension exercises on topics taught</p> <p>Labelling of institutions and personnel</p> <p>Spot the error, the difference in identifying buildings and personnel</p>



	college/institution) <ul style="list-style-type: none"> and the various courses offered in each institution 	Introduction to formal and informal registers: conversations, interrogations, requests, imperative			
Presenting your country	Pupils will be able to: <ul style="list-style-type: none"> make a simple presentation about their country with basic information and data including geographical location, its neighbours, population, resources, etc. 	Vocabulary and expressions: la superficie, la géographie, l'histoire, la population/démographie, pays voisins, les ressources naturelles, le tourisme, l'économie, les ethnies, les religions, gouvernance et politique, les jeunes Tense: passé simple	Pupils may work in groups to prepare presentations and pitches about their country Encourage use of maps, data and statistics, photos, scrap booking	<ul style="list-style-type: none"> Maps, brochures, documentation on Sierra Leone Photos and pictures 	<p>Assess pupils' capacity to:</p> <ul style="list-style-type: none"> work in groups spoken French through their presentations or pitches confidence pronunciation grammar <p>Comprehension passages from texts in French about the country.</p> <p>Translation French to English of passages about Sierra Leone</p> <p>Vocabulary drill</p>
Why French is important	Pupils are able to: <ul style="list-style-type: none"> express their opinion on why learning French is important to them 		Organize a debate on exciting topics such as "French is more important than English in the contemporary world"	<ul style="list-style-type: none"> décor pictures photos 	Spoken French through their debating performance, expressions, poise, pronunciation and grammar.



	<ul style="list-style-type: none"> its advantages and opportunities etc. 		Pupils to decorate their class with pictures and photos depicting France and Francophone themes		<p>Comprehension passages from texts about France and Francophonie.</p> <p>Translation French to English of passages</p> <p>Vocabulary drill</p>
Listening and understanding	Pupils get used to hearing and can understand French spoken in authentic form (radio, audio, video, public announcements)		Put together a collection of audio and video materials of French spoken with accents from various places, (ex. Paris, Morocco, Algeria, Mali, Senegal, Quebec). Play the recordings and ask questions on what the pupils have understood. Pupils indicate striking differences that they may have detected.		Assess pupils on their listening skills and comprehension, repetition
Revision	Pupils will be able to master all vocabulary, grammar of the year	All content of the year	Pupils review all they have learnt with speaking, reading and comprehension exercises. Lively and interactive approach. Pupils work in groups that compete among themselves.		