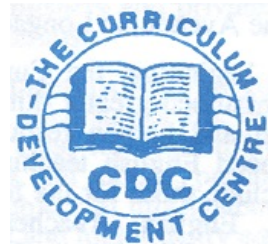




Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE AND VOCATIONAL TRAINING
SENIOR SECONDARY SCHOOL
FRENCH SYLLABUS

GRADES 10 – 12



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PREFACE

In 1999, the first comprehensive French syllabus for High School was produced since the subject was introduced in Zambia before Independence. This is a revised copy of the 1999 syllabus. Before this syllabus was developed in 1999, the Zambia Association of French Teachers (ZAFT) produced a number of booklets intended to help the teacher in day to day performance of his/her duties. These materials on grammar and exercises were quite popular and much used at High School, but they were not a guide in the real sense of the syllabus, hence the need to have had this copy now.

This is the second ever French syllabus for the High School in Zambia. It has been produced to address the concerns of all those that have contributed in whatever capacity to the teaching of French and more especially the teachers. It is the product of the combined efforts of pedagogues drawn from the University of Zambia, Nkrumah University College, the Examinations Council of Zambia, the Curriculum Development Centre, the Standards Officers and the classroom teachers. It is the result of a long history in the methodology of French beginning from the Grammar-Translation Approach, the Centre of Interest Approach, the Situational Approach to the NOTIONSal/Functional Approach. The views of all stakeholders to the Zambia Education Curriculum Framework, regarding French at High School have been included in this syllabus so as to continue searching for quality education delivery.

The High School French syllabus is based on the NOTIONSal/Functional Approach and lays emphasis on the communicative function (both oral and written) of the language. This syllabus is quite unique in that:

- It reflects the philosophy of the country as stipulated in the National Policy on Education “*Educating Our Future*” and the Zambia Education Curriculum Framework for 2011 in the sense that it highlights life skills and problem solving concepts.
- The knowledge, skills, values and positive attitudes have been indicated to help the teachers get more focused on the holistic approach of moulding the learners.

Nkosha C.
Permanent Secretary
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The development of the French High School syllabus has become a reality at long last as a result of efforts and dedication of many people and we wish to thank them all. We are grateful to the government for the allocation of funds which enabled the existence of the senior syllabus in French. We also extend our thanks to all government departments and institutions of learning who have made valuable contributions to the development of the senior syllabus for French.

Sakala C.N. M. (Mrs.)
Director - Standards and Curriculum
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INTRODUCTION

To our knowledge, this is the first syllabus that has ever been produced for teaching and learning of French at High School level in Zambia.

In preparing this syllabus, the authors carefully examined the French Upper Basic School Syllabus, expanded it and used it as the basis for developing new skills. Being a Notional Syllabus, the teaching of French is based on and organized by the functions that utterances can have and the phenomenal categories that such elements relate to.

The authors, have tried in this syllabus, to give the learner what is linguistically worthwhile. However, the teacher should treat this document as a mere guide and as such, he/she should not feel inhibited from delving into other sources of language teaching/learning because, there is no “methode passepartout”. What is being demanded of the teacher here, is simply creativity, flexibility and resourcefulness.

Finally, while designing this syllabus, the authors also took into consideration new concepts which have already been incorporated in other school syllabuses such as; HIV/AIDS, Democracy, Family and Population, Environment etc. In this view it has become necessary to request the teacher of French to work very closely with his/her colleagues in other departments when preparing his/her lessons. After all, language embraces all other disciplines.

GENERAL AIMS

1. At the end of 2 years of Basic Education and 3 years of High School, the learner will have been exposed to varying levels of linguistic and communicative aspects one is expected to acquire in order to widen, reinforce and strengthen one's ability to understand and express oneself clearly and distinctly in simple French.
2. The approach of new NOTIONS, practices and experiences the learner will be exposed to will in many respects assist one to acquire those necessary linguistic skills they need to know in order to meet their new challenges.
3. The exposure of the learner to different levels of French culture and civilisation will stimulate the desire to learn and subsequently enrich knowledge in the spoken and in the written language.
4. French as a modern language, is an important functional tool in modern society and will, as such, be seen as a basis for knowledge acquisition and cognitive development.
5. Learners should use the French language skills, values and knowledge, both as an art and a trade to promote entrepreneurship.

GENERAL OUTCOMES

The learner should:

1. practise a basic conversation in French.
2. express himself/herself (communicate) in a day to day conversation.
3. write narratively, expositively, creatively, argumentatively or situationally to describe a given situation.
4. write in acceptable French personal and official letters.
5. identify and name main grammatical/linguistic components.
6. identify and interpret basic French cultural aspects.

GRADE 10 TERM 1

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
1	<p>10.1.0 Banking</p> <p>10.2.0 Police</p>	<p>10.1.1 open and close an account. 10.1.2 deposit and withdraw money. 10.1.3 raise and cash a cheque. 10.1.4 change one currency to another. 10.1.5 obtain travellers cheques. 10.1.6 send and receive money.</p> <p>10.2.1 call the police and give a verbal account of such incidents as theft, fights, accidents, death ... 10.2.2 make a written account of such incidents as thefts, accidents, deaths ... in simple French 10.2.3 state correctly information verbally or in writing as required by the law (police, courts).</p>	<ul style="list-style-type: none"> • Vocabulaire et expressions je voudrais, j'aimerais, je veux, désire, gagner de l'argent, rapporter des intérêts, la caisse, le guichet, le comptoir la comptabilité • Verbes ouvrir, fermer, déposer, retirer, obtenir, changer, recevoir, envoyer, épargner, compter • Verbs <ul style="list-style-type: none"> - voler, tuer, crier, déclarer, voir, dire, écraser, arrêter, mettre en prison, témoigner, raconter, répéter - (au présent, passé composé et future proche) • Vocabulaire et expressions <ul style="list-style-type: none"> - qu'est-ce qui se passe ? <ul style="list-style-type: none"> - s'est passé? - est arrivé? - à l'aide! au secours! au voleur! au voleur! le commissariat, agent de police, 	<ul style="list-style-type: none"> - critical thinking. - problem solving. - self actualisation. - creativity - analysing - literacy - attentiveness - accuracy - self-esteem <ul style="list-style-type: none"> - critical thinking. - problem solving. - analysing - attentiveness - accuracy - negotiation - self-confidence - effective communication - assertiveness - self-awareness - stress management 	<ul style="list-style-type: none"> - calmness - devotion - discipline - diligence - thrift - empathy - honesty - financial independence - prudence - reliability - resourcefulness - trust - watchfulness - sensitivity <ul style="list-style-type: none"> - courage - discipline - diligence - empathy - honesty - prudence - reliability - trust - watchfulness - sensitivity

			un crime, un accident, le vol, la morgue		
TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
1	10.3.0 Possession	<p>10.3.1 enquire and state both verbally and in writing that something belongs to them or to somebody else.</p> <p>10.3.2 apply correctly both in orally and in writing French words pertaining to possession.</p>	<ul style="list-style-type: none"> • Révision (adjectives): mon, ton, son, ma, ta, sa notre, votre, leur, mes, tes, ses, nos, vos, leurs <u>Pronoms:</u> le mien, le tien, le sien, la mienne, la tienne, la sienne, les miens, les tiens, les siens, le nôtre, le votre, le leur, les nôtres, les vôtre(s), les leurs • Prépositions: à, pour, de <ul style="list-style-type: none"> - appartenir à + nom/pronoms: moi, toi, lui(elle) + nom propre: Pierre + nom: à maman - A qui est? Il/elle est à ... - A qui sont ...? Ils/elles sont ... à - C'est à ... - C'est le livre de ... - Ce livre est pour ... 	<ul style="list-style-type: none"> - correct application of language - articulation - effective communication - assertiveness - self-confidence - emphatic behaviour 	<ul style="list-style-type: none"> - sincerity - privacy - order - dignity - correctness - accuracy - carefulness - clarity - confidence - respect - modesty

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
	10.4.0 Communication	<p>10.4.1 write a short letter (50 words) to friends, parents, relatives ...</p> <p>10.4.2 write an official letter, an application for employment ...</p> <p>10.4.3 make and respond to a telephone call.</p> <p>10.4.4 identify and name the following means of communications: - letter writing, telephone, e-mail, internet, fax ...</p> <p>10.4.5 identify and name the following means of communications: - letter writing, telephone, e-mail, internet, fax ...</p>	<ul style="list-style-type: none"> • Révision: présentation d'une lettre amicale • Présentation d'une lettre officielle, <ul style="list-style-type: none"> - d'une demande d'emploi: début et conclusion • Vocabulaire et expressions <ul style="list-style-type: none"> - Cher (ère) + nom - Cher (ère) + nom propre - Cher (ère) Monsieur/Madame - Ton ami... - Mes salutations les plus... 	<ul style="list-style-type: none"> - accuracy - syntactic - audibility - literacy - cohesiveness - coherence - problem solving 	<ul style="list-style-type: none"> - sincerity - maturity - order - fluency - dignity - correctness - accuracy - expressiveness - carefulness - clarity - humility - confidence - gratitude - respect - modesty

GRADE 10 TERM 2

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
	10.5.0 Expressing one's opinion	10.5.1 express their feelings about someone or something else. 10.5.2 express their personal opinions. 10.5.3 agree or disagree. 10.5.4 ask about someone's opinion. 10.5.5 produce and recite poems in French.	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - Je t'aime, je n'aime pas, je déteste... - Je crois/pense/trouve + que - à mon avis/d'après moi/pour moi/selon moi ... - comment tu le trouves? - vous trouvez que ...? - qu'est-ce que vous en pensez? - quel est votre avis? - quelle est votre opinion? - qu'en pensez-vous? - tu es belle/jolie ! • Poèmes africains et français. 	<ul style="list-style-type: none"> - creative thinking - emphatic behaviour - analysing - critical thinking - creativity - self-esteem - innovativeness - synthesizing - evaluating 	<ul style="list-style-type: none"> - brilliance - fluency - efficiency - cordiality - service - reliability - organisation - neatness - loyalty - logic - thoughtfulness
	10.6.0 Information	10.6.1 ask and give practical information verbally and in writing. 10.6.2 decline to give information to someone orally and in writing. 10.6.3 correcting information given wrongly. 10.6.4 acknowledge receiving or stating non-receipt of information.	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - pardon! - excusez-moi monsieur/madame/mademoiselle. - J'accuse reception... pourriez-vous... ? veuillez m'envoyer, je regrette, avec plaisir, s'il vous plait! où est ...? à quelle heure ...? comment? quand? je cherche ... • Donner des informations sur: <ul style="list-style-type: none"> - l'heure, le prix, les locaux, la direction à prendre/suivre, les personnes 	<ul style="list-style-type: none"> - accuracy - problem solving - analyzing - critical thinking - synthesizing - risk taking - effective communication - summarizing - directing 	<ul style="list-style-type: none"> - honesty - clarity - secrecy - loyalty - dignity - integrity - truthfulness - attentiveness - concentration -

GRADE 10 TERM 3

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
3	10.7.0 Invitations	10.7.1 invite someone. 10.7.2 accept an invitation. 10.7.3 turn down an invitation. 10.7.4 publicise invitations 10.7.5 direct the invited guests 10.7.6 cancel or postpone an invitation.	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - inviter, répondre, envoyer, remettre, - je vous invite à ... - vous voulez + infinitif + avec + pronom? - ça te/vous plairait? de infinitif? - ça te/vous dirait de + infinitif? - avec plaisir - c'est sympa/sympathique/une bonne idée - d'accord..., oui, je veux bien... volontiers..., C'est (très) gentil, mais ..., je suis (vraiment) désolé(e) ..., je regrette ... - merci, mais ..., non! 	<ul style="list-style-type: none"> - effective communication - analysing - precision - accuracy - summarising 	<ul style="list-style-type: none"> - clarity - decisiveness - honesty - fearlessness - politeness - interpersonal relationship -
	10.8.0 Future plans	10.8.1 talk and write about wishes. 10.8.2 discuss things they do not want in future. 10.8.3 present orally and in writing on things they will do in future. 10.8.4 ask for advice about things they should do/not do in future.	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - Je voudrais/je ne voudrais pas ... - j'aimerais/je n'aimerais pas ... - j'ai l'intention de/je n'ai pas l'intention de... - je pense + infinitif/je ne pense pas + infinitif - je compte + infinitif/je ne compte pas + infinitif - je veux + infinitif/je ne veux pas + infinitive - Le présent (je pars demain) - Le futur proche (je vais partir demain) - Le futur simple (je partirai demain) 	<ul style="list-style-type: none"> - analysing - correct choices - literacy - analysis - problem solving - creativity - critical thinking - self-awareness 	<ul style="list-style-type: none"> - decisiveness - fearlessness - honesty - fitness - growth - hopefulness - intelligence - vision - stability - success - reason - sense of planning

GRADE 11 TERM 1

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
1	11.1.0 Permission and Prohibition	11.1.1 ask for permission to do something. 11.1.2 give someone permission to do something. 11.1.3 deny someone permission to do something. 11.1.4 identify and interpret prohibitive and non-prohibitive signs. 11.1.5 advise someone against doing something. 11.1.6 develop a list of do's and dont's in given situations.	<ul style="list-style-type: none"> • Révision (Grade 9 Term 1, Notion 2) • Vocabulaire et expressions <ul style="list-style-type: none"> - je vous conseille de.../je vous déconseille de... - si j'étais à ta place, je... - moi, à ta place, je... - tu ferais mieux de ... - il ne faut pas ... - faites attention! - ce n'est pas la peine de ... - veuillez ne pas.../n'essaie pas de... - est ce que ...? - pouvoir, vouloir, pouvoir, devoir + infinitif - interdire - impérative - négation: <ul style="list-style-type: none"> ne...pas/ne...jamais/ne...plus/ne...rien/ne...personne. 	<ul style="list-style-type: none"> - critical analysis - problem solving - responsible action - leadership - empathy in action - creativity 	<ul style="list-style-type: none"> - firmness - frankness - harmony - confidence - control - boldness - carefulness - inquisitiveness - integrity - responsibility - hopefulness

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
1	11.2.0 Obligation	11.2.1 express the necessity to do things. 11.2.2 advise someone on the need to do something. 11.2.3 explain the advantages and disadvantages of carrying out given tasks.	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - falloir, devoir, ordonner, commander, obliger... - je dois/je devrais + infinitif - je suis obligé de + infinitif - il faut que + subjonctif - il est/c'est nécessaire de + infinitif - il est/c'est nécessaire que + subjonctif 	<ul style="list-style-type: none"> - cooperating - controlling others - analysing - effective communication - self-confidence - assertiveness 	<ul style="list-style-type: none"> - respect - humility - empathy - control - sympathy - compliance - obedience - certainty
	11.3.0 Likes and dislikes	11.3.1 express likes and dislikes for people's objects and ideas. 11.3.2 consider other people's views	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - admirer, adorer, déplaire, dégouter, détester, rejeter ... - je trouve ça, je ne trouve pas ça + adjectif magnifique, chouette, formidable, bien, mal, agréable, amusant ...) - c'est, ce n'est pas merveilleux, superbe - génial, sensationnel, terrible, chic - qu'est-ce que c'est beau/bien - comme c'est beau!/bien! - j'aime ça/j'aime bien (ça) - j'admire + nom propre ou de personne - j'ai de l'admiration pour.../j'adore... - j'aime bien + quelqu'un 	<ul style="list-style-type: none"> - affection for others - advise correctly - controlling others - discussing - judging - giving opinion - 	<ul style="list-style-type: none"> - responsibility - happiness - humour - joy

GRADE 11 TERM 2

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
2	11.4.0 Accommodation	11.4.1 identify and name different types of accommodation. 11.4.2 discuss the types of accommodation 11.4.3 correctly identify and name the different parts of a building and their use. 11.4.4 make an oral or written presentation about the purchase, sale, or renting of a property (house, flat, hotel)	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - louer, loger, régler, habiter, évincer déménager - la maison, l'auberge, l'immeuble, l'appartement, la villa, l'hôtel, la pension...le, la concierge, la, le locataire, le porteur, propriétaire..., gardien ... - la vente, l'achat, louer une chambre, payer le loyer 	<ul style="list-style-type: none"> - describing - analysing - appreciating - accepting - sharing speech - negotiating 	<ul style="list-style-type: none"> - hospitality - dependability - care - attractiveness - security - sharing - practicality - self-sufficiency - support
	11.5.0 Sports	11.5.1 name, talk and write about different types of sporting activities (ball games, track and field events, cycling, swimming, car racing, boxing, wrestling...) 11.5.2 discuss the benefits of sports to the human being. 11.5.3 research on sporting activities not common in Zambia	<ul style="list-style-type: none"> • Vocabulaire et expressions: <ul style="list-style-type: none"> - jouer au football, basket, rugby, tennis - jouer aux + cartes, échecs, boules... - faire de la natation - faire du catch, cyclisme, ski, cheval.. - faire de la plongée sous-marine, boxe, lutte - faire de l'équitation, alpinisme... - faire (nombre) ...mètres, (saut en hauteur, longueur) - faire la course - lancement du poids, du javelot, du marteau - faire le relais 4 x 100, 4 x 4000, le marathon - participer, prendre part à... 	<ul style="list-style-type: none"> - discussing - analysing - practicing sport - critical thinking - demonstrating games - following rules - jumping - organising others 	<ul style="list-style-type: none"> - health - strength - satisfaction - popularity - recreation - obedience - loyalty - knowledge - liveliness - refinement - courage

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
2	11.6.0 Shopping	<p>11.6.1 enquire about and tell the prices of goods.</p> <p>11.6.2 express admiration of or disappointment over quality of goods.</p> <p>11.6.3 bargain for the price of goods.</p> <p>11.6.4 name and write down goods they want to buy in any of the following shops: butchery, grocery, bakery, confectionery, market, supermarket, bookshop...</p>	<ul style="list-style-type: none"> • Vocabulaire et expressions - Rappel : unités monétaires (le kwacha, le dollar, le franc) - les prix, poids et mesures - vendeur, vendeuse - monsieur, madame, mademoiselle ...vous désirez, voulez, cherchez...? - qu'est-ce que vous désirez?, voulez?, cherchez...? - client(e): - un kilo, litre de..., s'il vous plaît - un, une + marchandise, s'il vous plaît - donnez-moi..., s'il vous plaît? - il me faut...s'il vous plaît - je veux, voudrais, désire, j'aimerais..., s'il vous plaît. - Est-ce que vous avez..., s'il vous plaît? - je vous dois combien? - c'est combien? - ça fait combien?... 	<ul style="list-style-type: none"> - literacy - composing - listing - orderliness in budgeting - critical thinking - note taking - summary - numeracy - identifying 	<ul style="list-style-type: none"> - contentment - decisiveness - fashion - thought - satisfaction - order - extravagance - recognition - simplicity - uniqueness - elegance - honesty - discipline

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT			
			Knowledge	Skills	Values	
3	11.7.0 Tourism	11.8.1 give information verbally and in writing on tourist attractions and wonders in Zambia.	<ul style="list-style-type: none"> • Vocabulaire et expressions - musées, chutes, rivières, parcs nationaux, artisanat, peinture, monuments, sites historiques... - les sept merveilles du monde. 	<ul style="list-style-type: none"> - conservation - defending - critical thinking - analysis - narrating 	<ul style="list-style-type: none"> - adventure - amusement - appreciation - challenge - courage - cordiality - industry - gratitude - fluency - intelligence - pleasure 	
		11.8.2 give and receive information on some touristic attractions and wonders in France and the world at large.				
		11.8.3 State the economic benefit of tourism to Zambia				
	11.8.0 Music	11.8.1 identify and name different types of musical instruments.		<ul style="list-style-type: none"> • Vocabulaire et expressions - Chanter, danser, s’amuser, apprécier, écouter - guitare, piano, violon, flute, harmonica, accordéon, tambour, tam-tam, cymbals, trompette... - jouer, de la guitare, du violon... chansons, poèmes africains et français 	<ul style="list-style-type: none"> - analysis - playing an instrument - organising - memorising - presentations 	<ul style="list-style-type: none"> - industrious - gratitude - fluency - intelligence - pleasure - application - assimilation
		11.8.2 talk and write about Zambian and French music.				
		11.8.3 sing in French.				
		11.8.4 produce and recite poems in French.				

GRADE 12 TERM 1

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
1	12.1.0 Narrations	12.1.1 narrate verbally and in writing, present, past and future events.	<ul style="list-style-type: none"> • Expressions: - Qui?, Quoi, Où?, Quand? Pourquoi?, - De quel but?, ... - à, à l', à la, au, aux - imparfait - les jours de la semaine, les mois de l'année - les nombres et les chiffres, les saisons - l'heure (heures, minutes, seconds) - l'opposition, passé composé, imparfait - les répétitions: - une fois par mois, tous les jours, toujours - souvent ... - quand, au moment où... - en + participe présent - plus-que-parfait - être sur le point de...être en train de ... + infinitif ... - concordance des temps 	<ul style="list-style-type: none"> - Creativity - Literacy - Precision - Briefing correctly - Reporting 	<ul style="list-style-type: none"> - Calmness - Consistency - Enthusiasm - Expressiveness - Fluency - Focus - Honesty - Intelligence - Liveliness - Maturity - Order - Self-control - Truth

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
1	12.2.0 Encounter	<p>12.2.1 introduce themselves and other people when</p> <p>12.2.2 initiate, uphold and end a conversation.</p> <p>12.2.3 use appropriate language register with different people in different situations.</p>	<ul style="list-style-type: none"> • Rappel: les solutions, prendre congé, donner son opinion, ... • Expressions: dis donc + nom propre <ul style="list-style-type: none"> - alors, au fait, à propos, tiens, ça me rappelle, attends, laisse-moi, terminer, ... - tu permets que je termine, ... - tu me permets de terminer - excuse-moi, je dois m'en aller, je suis obligé de partir, on se téléphone, on se revoir, ... • Rappel: types de transport 	<ul style="list-style-type: none"> - Confidence in speech - Initiative - Accuracy - Appropriateness - Analysing - Critical thinking - Problem solving - Creativity 	<ul style="list-style-type: none"> - Calmness - Charm - Composure - Courtesy - Fluency - Care - Experience - Flexibility - Giving - Integrity - Knowledge - Professionalism - Trust
	12.3.0 Transport	<p>12.3.1 identify and name various types of transport used in Zambia and abroad.</p> <p>12.3.2 ask and give information pertaining to ticket sales and other relevant operations at airports, bus stations, railway stations sea ports...</p>	<ul style="list-style-type: none"> • Expressions: prendre + nom de moyen de transport <ul style="list-style-type: none"> - voyager: - par avion, bateau, train, moto, camion, - en voiture, en autobus, ... - à vélo, à pied, à cheval, ... 		

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
1		12.3.3 read and give information pertaining to time schedules.		- Literacy - Analysing	- Timeliness - Sincerity
2	12.4.0 Employment	12.4.1 discuss verbally and in writing future careers stating advantages and disadvantages. 12.4.2 apply for employment. 12.4.3 express themselves during interviews for employment. 12.4.4 read and understand job offers (advertisements).	<ul style="list-style-type: none"> • Rappel (voir professions) • Vocabulaire: - embaucher, limoger, • Expressions: <ul style="list-style-type: none"> - mettre à la porte, offre d'emploi, être au chômage, chomeur, syndicat, salaire, emploi, boulot, travail, allocation chômage, grève, être en grève, se mettre en grève, ... 	- Planning - Critical thinking - Clarity - Self-esteem	- Resourcefulness - Prudence - Knowledge - Obedience - Solidarity
	12.5.0 Democracy	12.5.1 express their opinions on matters pertaining to democracy and other similar concepts such as human rights, gender, property grabbing child abuse ... 12.5.2 discuss and write on political, social, economic and religious issues with a view to finding solutions.	<ul style="list-style-type: none"> • Vocabulaire: droits de l'homme égalité, liberté, fraternité, - constitution, emancipation, prejudices, voter, suffrage universel, scrutin, elections, bulletin de vote, assemblée nationale, député, Sénat, conseil municipal,... 	- Critical thinking - Problem solving - Assertiveness - Empathy	- Leadership - Loyalty - Justice - Impartiality - Freedom - Appreciation

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
2	12.6.0 Education	<p>12.6.1 discuss verbally and in writing the general structures of the Zambian and French education systems.</p> <p>12.6.2 discuss and inform other people about the importance of education in life.</p> <p>12.6.3 identify, debate and discuss problems in education with a view to finding solutions.</p> <ul style="list-style-type: none"> - unemployment - over enrolment - girl, boy ratio in schools - insufficient teaching, learning materials - school infrastructure 	<ul style="list-style-type: none"> • Expressions: <ul style="list-style-type: none"> - relations – pourtant - pendant – pendant que - à mon avis – néanmoins - cependant - c'est dommage - c'est regrettable – c'est regrettable que • Vocabulaire: <ul style="list-style-type: none"> - structure (système scolaire): la maternelle - le primaire, le college, le lycée, institute, l'école normale, l'université - emploi - tolérance, tolérer, tolérant - ouverture d'esprit - chômage. 	<ul style="list-style-type: none"> - Critical thinking - Reflectiveness - Clarity in speech - Critical thinking - Synthesising - Evaluating - Problem solving 	<ul style="list-style-type: none"> - Achievement - Assurance - Brilliance - Capability - Cooperation - Creativity - Devotion - Exploration - Hopefulness - Knowledge - Motivation - Service

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
3	12.7.0 Health	<p>12.7.1 discuss verbally and in writing the general structures of the Zambian and French health systems.</p> <p>12.7.2 discuss the causes of terminal diseases such as HIV, AIDS, malaria, yellow fever, polio, tuberculosis...</p> <p>12.7.3 identify and discuss problems in health with a view to finding solutions.</p> <p>12.7.4 discuss advantages and disadvantages of traditional medicine.</p> <p>12.7.5 identify and discuss different ways of preventing the transmission of HIV, AIDS and other STDs.</p> <p>12.7.6 give information to other people on basic and prevention of diseases.</p> <p>12.7.7 discuss verbally and in writing advantages and disadvantages of Family Planning and its impact on economy, society, environment and politics.</p>	<ul style="list-style-type: none"> • Vocabulaire, Expression: <ol style="list-style-type: none"> a) structures des systèmes sanitaires. b) malpropreté (manque d'hygiène), ignorance, immoralité, négligence, croyances traditionnelles. c) insuffisance de médicaments, infrastructures, conditions de travail travail (infirières et médecins...). d) éducation... e) pauvreté, conflicts syndicaux, deforestations, migrations, création de bidonvilles, manque d'emplois, crimes, épidémies... 	<ul style="list-style-type: none"> - Analysis - Evaluating - Creative thinking - Critical thinking - Problem solving - Indefying - Distinguishing - Evaluating 	<ul style="list-style-type: none"> - Awareness - Care - Discovery - Energy - Fitness - Health - Hygiene - Recreation - Variety - Zeal - Traditionalism - Thoughtfulness

TERM	NOTIONS	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
3	12.8.0 Environment	<p>12.8.1 discuss environmental issues such as charcoal burning, soil erosion, pollution, bush fires, “chitemene”, poaching, mining, fishing, solid waste dumping, littering.</p> <p>12.8.2 identify and discuss the causes and effect of environment degradation.</p> <p>12.8.3 give information to others on the importance of environmental preservation.</p>	<ul style="list-style-type: none"> • Vocabulaire: sensibilisation, écologie, dégraation écologique, preservation de la nature, (forêt, flore, faune, vie maritime...). 	<ul style="list-style-type: none"> - Critical thinking - Interpreting - Analysing - Communicating effectively - Evaluation 	<ul style="list-style-type: none"> - Abundance - Appreciation - Nature - Carefulness - Challenge - Thoughtfulness - Education - Extravagance - Imagination - Self-reliance - Vision

EXAMEN DE FRANÇAIS DE GRADE 12, ASSESSMENT

1. **Paper 1: ECRIT:** 60 points – durée totale: 2 heures

A. **Compréhension écrite** : 20 points

Forme: 10 questions (5 de type vrai, faux, oui, non, etc... et 5 items de QCM: 2 points par question).

Instrument: documents originaux de même type que ceux proposés par le examen de Cambridge de 1992 (ex-Paper II)

N.B.: *TOUTES LES CONSIGNES, ECRITES ET ORALES, QUI PRESENTENT L'EXAMEN, SERONT DONNEES EN ANGLAIS.*

B. **Grammaire et structure** : 20 points

Forme: a. exercices de transformations: 10 points.

b. exercices à trous : 10 points

Instrument: a. phrase d'un texte permettant d'évaluer un ensemble de points grammaticaux (5 points).

b. texte structure où 5 mots grammaticaux ou d'articulation auront été supprimés.

C. **Expression écrite** (redaction):

Une seule rédaction guide (réponse à une lettre, résumé de texte, compte-rendu, etc...)

- un sujet à choisir par l'élève parmi 3 sujets proposés.

- Longueur : environ 120 mots.

2. **Paper II : ORAL : 40points**

A. **Expressions orale:** 20 points

Forme: a. Lecture (10 points)

b. Conversation (10 points) dirigée par les questions du professeur examinateur.

Instrument: un texte choisi par l'élève parmi 4 textes proposés.

Durée : 20 minutes (10 points de préparation et 10 d'examen)

B. **Compréhension orale :** 20 points

Forme: répondre à 10 questions écrites (2 points chacune), 5 questions de type vrai, faux et 5 items de QCM.

Instrument: un texte d'une demi-page que le professeur lira 3 fois aux élèves qui disposeront du questionnaire.

Durée: 40 minutes

C. **Project: Literary work de journal:** 30 points.

REFERENCE BOOKS

	TITLE	AUTHOR(S)	PUBLISHERS	YEAR
1.	Contacts	M.J. Capelle et G. Achard-Bayle	Hatier	1983
2.	Échange	Comité de français	CDC	1989
3.	Pierre et Seydou	Jacques David & Damoiseau Robert et al.	Hachette	1967
4.	Tricolore	Sylvia Honor & Heather Mascie-Taylor	Wheaton and Company Ltd.	1982
5.	Sans Frontière	Dominique PH. et. al.	Cle International	1984
6.	Enseigner à communiquer en français langue étrangère	Sophie Moirand	Hachette	1982
7.	Commiquer en français	Francine Cicurel et. al.	Hatier	1987