NCDC

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Uganda Advanced Certificate of Education

TEACHING SYLLABI

VOLUME 5

Arabic, French Germany, Latin

2013

THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Uganda Advanced Certificate of Education

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NCDC takes full responsibility for any errors and omissions in the documents and welcomes suggestions to address them.

FOREWORD

For a long time teachers have been using Uganda National Examinations Board (UNEB) syllabi to plan their teaching schemes. This approach has rendered the curriculum to be largely driven by examination.

Working with relevant subject panels, NCDC has produced the Teaching Syllabi for all the Advanced Level subjects. The subject content in the syllabi has been clarified using appropriate specific objectives. It should be noted that the content in the syllabi has remained largely the same except in a few subjects where it has been updated by removing obsolete and/ or irrelevant material. Suitable teaching / learning strategies have been suggested to the teacher and other users.

Teachers will find the syllabi useful in planning the teaching / learning processes. The content therein will go a long way in enhancing the learners' educational experiences and guide the teachers towards successful delivery of meaningful learning experiences.

The teaching / learning strategies suggested in the Syllabi are just a guide to the teacher but are not meant to substitute the rich professional approaches that the teacher may opt to use to deliver knowledge, and to develop understandings, skills, values and attitudes.

Connie Kateeba
DIRECTOR
National Curriculum Development Centre

GENERAL INTRODUCTION

This Volume contains four foreign languages - Arabic, French, German and Latin - offered in Uganda's secondary schools at Advanced Level. There are other volumes containing other A level subjects. In the process of merging the subjects into volumes, NCDC put into consideration the content-relatedness of the subjects. These syllabi have been written in accordance with the National Objectives of Secondary Education.

The **Arabic** syllabus content is composed of three parts:

- Part 1: Language
- Part 2: Comprehension, Summary and Translation
- Part 3: Arabic Literature

Each part is sub-divided into units, i.e. Unit 1: Grammar (النحو); Unit 2: Morphology (الصرف); and Unit 3: Composition الإنشاء.

The **French** syllabus emphasises an improved version of the communicative methodology which helps the learner to develop the basic communication competences in French, i.e. oral comprehension, oral production, oral interaction, written comprehension, written production and mediation. The grammatical, lexical, phonetic and (inter)cultural aspects treated in this syllabus are aimed at the development of communication skills.

The syllabus comprises of communication competences, linguistic competences and inter-cultural competences. These competences are used as tools to improve the learners' ability to communicate effectively in French. The comparative study approach is recommended where learners compare their own culture with the one of other people.

The **German** syllabus is aimed at assisting the teacher to prepare adequately for an effective teaching and learning process. It covers all the topics taught in S5 and S6 and offers effective methodologies of handling the teaching/learning process.

Several hints are given on presentation of content including topics, content outline, learning objectives, expected practical teaching methods/strategies and suggested types of documents. At the end of each topic the learner is expected to be assessed in order to find out whether the desired competences are attained.

The **Latin** syllabus is to assist the teacher prepare adequately for effective teaching and learning process.
Latin is the mother of Teutonic languages such as English and German and

Romance languages such as French, etc, which are offered in the school curriculum.

Latin helps students to learn English words or vocabulary that have their origin from Latin language. As a language of reference, Latin has gained stability and has consequently become a reliable source of coinage from which modern languages derive vocabulary especially in the science field. The morphology of Latin trains the learner in skills of critical and analytical thinking.

For all the languages, you must not take for granted the following special learning needs: gifted learners, slow learners, hearing handicap, visual and/or physical handicaps, behavioural disorders, mentally retarded, and disadvantaged background both in rural and urban settings. The above mentioned categories may cause unpleasant results in the learning environment and process if not taken care of.

Uganda Advanced Certificate of Education

Arabic

TEACHING SYLLABUS

Contents

Introduction

Background

The teaching of Arabic language in lower secondary level in Uganda started way back in the 1980s. In A level, the subject has all along been taught using a draft syllabus written by teachers of Arabic in early 1990s.

Purpose of Teaching Arabic Language

Arabic is one of the world's recognised international languages. It is spoken by over 300 million people worldwide. Over time, cooperation between Uganda and the Arab world (especially with countries like Libya, Sudan, Egypt, Algeria, Saudi Arabia and U.A.E) in the field of education, trade, sports, etc, has continued to grow, creating a necessity for teaching Arabic language in Uganda.

The impact of the Arab world is being felt economically, politically and ideologically. Therefore, the learning of Arabic language has become essential in enhancing communication between communities. Hence the need to have Arabic taught as a language in Uganda's secondary schools. Knowledge of the language enables acquisition of information on potential benefits that the Arab world offers in terms of employment opportunities, culture, tourism and trade to the citizens of Uganda.

History of Teaching Arabic Language in Uganda

Arabic language was introduced in Uganda in 1844 with the arrival of the Arabs in the country. Ahmad bin Ibrahim, a trader from Zanzibar, visited the palace of King Suuna II in 1844. He donated a copy of the Quran which was in Arabic.

It is reported that Suuna II memorised 2 chapters of the Holy Book. Muteesa I, who took over from his father Suuna II, became interested in reading the Quran. He mastered it and taught it to his pages and chiefs. He instructed that all his subjects would greet each other in Arabic.

Arabic soon became a language of official communication in Uganda and a number of Buganda chiefs, for example Stanslas Mugwanya, spoke it fluently.

With the coming of the Christian Missionaries to Uganda and the establishment of modern education, Muslims started their own schools called Qur'anic schools in which the teaching of Arabic occupied a

prominent position on the curriculum. But when the Government of Uganda nationalised the schools, Arabic, just like other foreign languages, was not on the curriculum.

After independence, the teaching of foreign languages in schools was necessary in order to promote the cooperation between Uganda and other countries which did not speak English. In the early 1980s, the impact of the Arab world was felt economically, politically and ideologically, hence the need to have Arabic taught as a language in Uganda's secondary schools. Knowledge of Arabic language enables acquisition of information on potential benefits that the Arab world offers in terms of employment opportunity, culture, tourism and trade to the citizens of Uganda.

Broad Aims of Teaching Arabic Language

The broad aims of teaching Arabic language are to:

- develop the learners' ability to understand and use Arabic for effective communication.

- promote international understanding through the use of Arabic language.

- enable the learner communicate and access information in Arabic language and create linkage between Arabs and the Ugandan community.

- prepare an individual learner for further studies of Arabic language in tertiary institutions worldwide.

Target

This syllabus is meant to be used by trained secondary school Arabic teachers as a language that can enable learners to use it as a tool for work and to prepare them for further education.

The learners who should offer this subject at A level must have passed it at least with a credit at Uganda Certificate of Education.

Scope

The syllabus deals with deepening the level of Arabic language. This is done by concentrating on the development of the four major language skills, namely, listening, speaking, reading and writing in the first place, then learning about the language and appreciating its beauty through the study of morphology, Arabic literature and civilisation. In addition, grammar,

which gives the rules of the structure of the language, is also handled at this level. The content is to be covered in a period of 2 years.

Time Allocation

Arabic language is allocated 6 to 8 periods of 40 minutes per week. More time is allocated to reading comprehension and oral expression because there is need to develop oral and written communication competences and skills in Arabic at this time.

How to Use the Syllabus

This Arabic syllabus content is composed of three parts:

- Part 1: Language

- Part 2: Comprehension, Summary and Translation

- Part 3: Arabic Literature

Each of the parts is sub-divided into units. Under the language part, these are the following units which the teacher needs to start teaching at ago from Term One up to the end of the 2 years:

- Unit 1: Grammar (النحو);

- Unit 2: Morphology (الصرف) ;

- Unit 3: Composition الإنشـــاء.

The teaching of the units of Part 2, (the Comprehension, summary and translation), shall also start from Term One of S5 with written comprehension. Summary and translation shall be started in S5, Term Three because there is need for the learner to acquire enough linguistic packages before starting to summarise and translate.

The introduction to literature (Part 3), shall as well start in S5 because of the big size of the content to be learnt in this part. Unlike the units of Part 1, the learning of the units of Part 3 shall not start at ago. The learner has to learn Arabic literature era by era from the Pre-Islamic Era العصر ما قبل الإسلام to the Modern Era as they follow in the syllabus for consistency. However, the plays and novel should be the last to teach because they need a higher level of proficiency of the learners to understand the literary aspects in the novel and plays.

The numbering of every unit follows from Term One and continues up to the end of that unit, for purposes of consistency.

Methodology

In this syllabus, emphasis has been put on an ***improved version of the communicative methodology*** i.e. methods that will help the learner to develop basic communicative competence in Arabic namely oral comprehension, oral production, oral interaction, written comprehension, written production and mediation. The above methodology is, however, a transitional step towards fully adopting the ***action oriented methodology***. The grammatical, lexical, phonetic and (inter)cultural aspects treated in this syllabus are aimed at the development of communication competence.

Passages and other audio-visual documents, if any, shall be studied bearing in mind the communicative objectives.

As we look forward to rapid development of the learner's competence in communicating in standard Arabic with a certain degree of ease at this moment, it is recommendable that the kind of methodology which the teacher uses should enhance effective communication in a context familiar to the learner with simple speech acts.

The methodology recommended is the one that can cater for the individual differences of the learners. Work can be done in groups or individually depending on the nature of the tasks to develop a particular objective i.e. oral comprehension, written production and oral production.

The following are examples of the methods that can be used in teaching Arabic language:

Exposition - To help the learners access the meaning (availing written documents to the learners, exposing them to the lexical, grammatical, socio-linguistic and socio-cultural elements; and exposing them to different types of texts to aid their competence to understand these texts.

Treatment - (identification and conceptualisation) is the phase in which the learner identifies the elements/ the contents to be learnt then deduce a systematic formula / law to be used while practicing the language.

Systematisation - (fixation and appropriation) is the phase in which the learner, through exercises of reusing / applying new lexical and grammatical elements and concepts, does activities similar to the one in real life either individually or in groups.

Practical application - This will include activities of oral and written production or oral interaction or mediation in which the learner will use all the linguistic elements learnt.

Note: Mediation can be done in Arabic (**intra-linguistic mediation**), which is summary, commentary and a brief report. It can also be done in two different languages (**inter-linguistic mediation)**, which is translation and interpretation.

Evaluation Strategies

Formative Assessment

After every sub-unit, there is need to assess the learners' competences in both practical and theoretical concepts of the language for them to know the contribution of what they learn in their practical /everyday life. Such questions can be short and easy to mark and their records should be kept to assess the progress of the learners.

Coursework should also be given in form of homework to develop in learners the skills of research and teamwork. The record of marks shall be kept.

Continuous Assessment

Continuous assessment mainly aims at assessing both you the teacher and the learner. It helps you to do self evaluation. If learners have performed very poorly in a given task, you have to:

- revisit your methods of teaching that particular concept.
- reformulate the statements of instructions.
- examine the objectives you set, if they were realistic or not, examine the level of the questions in the exercise according to the ability of the learners.
- look into the length of time you have given to do a particular activity, it may be too short or too long for completing a given work.
- at times you may over estimate the ability of the learners and give them very hard exercises/ activities.

In addition, the assessment helps you to identify the areas of weaknesses of the learners and see whether they are progressing or not. The results must bring you nearer to the learners who perform poorly in a given activity or exercise such that you help him to come nearer to the rest of the learners in the class. For those who have excelled in a given exercise/ activity, give another more challenging exercise to help them aim higher.

Avoid giving continuous assessment work only to keep a record that will please the school administration. This will not serve the real purpose of

continuous assessment. Giving imaginary marks for continuous assessment kills education.

It is advisable to give continuous assessment exercises after every sub-unit. This will help you to judge the learners' ability to do tasks provided in each sub-unit and guide the weak ones there and then. The results obtained from such exercises must be properly kept in a hard covered book for future references. Do not hide the results from the learners because the learning progress motivates the learners.

The continuous assessment questions should;
- be short and precise for easy marking.
- aim at assessing a particular objective in the syllabus.
- focus on achieving a particular competence.
- be given at the end of a lesson or as a weekly test or as a homework in form of research work or at the beginning of another sub-topic to relate the known to unknown concepts.
- be composed of one or two questions.
- always be marked and the learner be informed of the result immediately thereafter.
- train the learner to answer well the summative questions.

Summative Assessment
Arabic Language P 370 consists of three papers:

Paper 1: Language
This paper consists of three sections A (Grammar), B (Morphology) and C (Composition).

Section A: Grammar: There shall be four series of grammar questions. Each of these will be composed of 10 sub-questions. Grammar questions shall cover all the grammatical areas in the syllabus.

Section B: Morphology: Morphology shall consist of four series of questions. Each of them will have 10 sub-questions. The questions shall carry all the area specified in the curriculum (nouns, adjectives, verbs, conjunctions, pronouns, adverb, etc.)

Section C: Composition: In this section, 5 questions shall be set with each question raised from a different topic of the following topical areas where the questions can be asked:
- Social life

- Political life
- Economic life
- General knowledge
- Environment
- Modern technology

The candidate is expected to choose one question out of the 5 given.

The candidates are expected to write adequately on a subject (300- 500 words), arrange the material effectively and to use a reasonable variety of structures and range of vocabulary.

Paper 2: **Comprehension, Summary and Translation**
This paper shall consist of three sections, A (Comprehension), B (Summary) and C (Translation).

Section A: Comprehension: Comprehension question passages shall be selected from any of the recommended books and shall be adapted to the level of the candidates with reasonable length of 400 to 500 words. These questions will test, among others, the candidate's ability to:
- understand definition of terms.
- understand what the passage is all about.
- sort out facts in such a way that he/she can draw the correct conclusion.
- sort out the sequence of cause and effect.

Section B: Summary: A passage intended for summary shall not be more than 300 words and shall be summarised to the 1/3 of its original size. Summary questions shall be specific.

Section C: Translation: There shall be two passages to translate; the first one shall be translated from English to Arabic language, and the other shall be translated from Arabic to English language. The candidate is expected to choose one passage.

Paper 3: Literature
This paper shall consist of 3 sections; namely section A - Prose, Section B - Poetry and Section C - Novels and Plays.

Section A: Prose: This section shall consist of four texts. The candidate will be required to choose **one** and answer the ten sub-questions that follow it.

Section B: Poetry: This section shall consist of four texts. The candidate will be required to choose **one** and answer the ten sub-questions that follow it.

Section C: Novels and Plays: This section shall consist of two sub-sections. The candidate will be expected to answer **five** questions from **either** the novels **or** the plays.

Note
- Each of the three papers is allocated 2 hours and 30 minutes.
- Each of the three papers is marked out of 100 marks.

SENIOR FIVE TERM ONE

PART 1: ARABIC LANGUAGE

Unit 1: Grammar (النحو)

Duration: 15 periods

General Objective

By the end of this unit, the learner should be able to master fundamental grammar and structures in Arabic and guard against grammatical errors.

Sub-Unit 1: Declinable and Indeclinable Nouns الاسم الممنوع من الصرف

Specific Objectives	Content
The learner should be able to explain the: • characteristics of non-declinable nouns (إعراب الممنوع من الصرف) • rules of non-declinable nouns (أحوال منع من الصرف)	• Characteristics of non-declinable nouns (إعراب الممنوع من الصرف) • Rules of non-declinable nouns (أحوال منع من الصرف)

Suggested Methodology

• Brainstorm on the meaning of (الاسم الممنوع من الصرف)
• Use exposition approaches to help learners understand الاسم الممنوع من الصرف on Arabic language structures.
• In small groups, guide a discussion of (أحوال منع من الصرف)

Teaching/Learning Aids

Charts, photocopies of passages containing nouns, CDs, videos, etc

Note on Practical Problems

• This is an overlap between the topics on morphology and grammar on inclinable and declinable nouns.

- Explain to the learners that the status of الاسم الممنوع من الصرف keeps on changing under different circumstances. So examine the circumstances that cause الاسم الممنوع من الصرف to change.

Assessment Strategies

Assess the learners on:
- characteristics of الاسم الممنوع من الصرف.
- rules of الاسم الممنوع من الصرف.

Sub-Unit 2: Declinable and Indeclinable Verbs (*الفعل الصحيح والمعتل*)

Specific Objectives	Content

The learner should be able explain:
 	
 • the types of الفعل المعتل
 	
 • the methods of handling الفعل المعتل
	• Verbs in Arabic
	  - declinable
	  - indeclinable
	 For example:
	  - مثالي Mithál
	  - Aj'waf أجوف
	  - Náqis ناقص
	  - Rules of الفعل الصحيح والمعتل

Suggested Methodology

- Using exposition approach, explain الفعل المعتل
- In groups, guide a discussion of the characteristics of الفعل المعتل
- Explain using talk and chalk the methods of dealing with الفعل المعتل

Teaching/Learning Aids

- Chart of declinable and indeclinable verbs
- Pictures of actions, CD for pronunciations, etc

Note on Practical Problems

- The conjugation of الفعل المعتل does not follow the established rules. Explain cases in which such a problem may happen.
- Note that under certain circumstances, some letters are substituted or dropped. Clearly explain such circumstances to the learner.

Assessment Strategies

Assess the learner on:
- types of الفعل المعتل
- methods of handling the الفعل المعتل

Sub-Unit 3: Inflections of the Roots (مشتقات الأفعال)

Specific Objectives	Content
The learner should be able to: • identify the inflections of the roots. • define اسم الفاعل, اسم المفعول and المصدر • identify types اسم الفاعل، اسم المصدر and المفعول • explain the functions of اسم الفاعل، اسم المفعول	• Inflections of the roots: • Meaning of Ism Al-fáel اسم الفاعلIsm Al-maf'úl, اسم المفعول and Al- mas'dar المصدر • The functions of اسم المفعول, اسم الفاعل and المصدر

Suggested Methodology

- Using guided discovery, guide learners to find the meaning of اسم الفاعل, المصدر and اسم المفعول in sentences.
- Using examples, explain the rules for the construction of اسم الفاعل, اسم المصدر and المفعول
- In groups, guide learners in a discussion about the differences between المصدر and اسم المفعول,اسم الفاعل

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
  (كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Note on Practical Problems

- Irregularity of root words
- Overlap between morphology and grammar

Solutions to the Problems

- Construction of 'المصدر is in many cases irregular; therefore encourage learners to treat each case individually.
- Take note that there is an overlap between grammar and morphology in the area of 'المصدر'

Assessment Strategies

- Assess the learners on:
    - definition of al-mush'taqqát (المشتقات)
    - identification of the types of (المشتقات):
        o Ism Al-fáel اسم الفاعل
        o Ism Al-maf'úl اسم المفعول
        o Al-mas'dar المصدر

Unit 2: Morphology (الصرف)

Duration: 10 periods

General Objective

By the end of this unit, the learner should be able to use morphology measurements effectively.

Sub-Unit 1: Application of Morphology *الصرف* (Al-swarf)

Specific Objectives	Content
The learner should be able to:	
• define الصرف	• Definition of الصرف
• apply technically the term "الصرف"	• Technical application of the term "الصرف"

Suggested Methodology

- Using brainstorming approach, guide learners to constitute the meaning of the word الصرف
- Using guided discussion approach, help learners to discuss the literal and technical application of the word "الصرف"

Teaching /Learning Aids

- كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- Some sub-units in Arabic language grammar also appear in "الصرف". Be careful not to discuss grammatical concepts in "الصرف".
- Note that Arabic language grammar deals with the vowel that qualifies to be placed on the last letter on a given word, whereas "الصرف" deals with etymology of the same word.
- Emphasise to learners that "الصرف" as a paper deals with only "Al-ismu الاسم" and "Al-fi'el الفعل" unlike "Al-nah'w النحو " that covers all the three types of "Al-kalimah الكلمة" i.e. " الاسم, Al-fi'el الفعل and Al-har'f الحرف"

Assessment Strategies

- Assess the learners on;
    - definition of "الصرف"
    - technical application of the term "الصرف"

Sub-Unit 2: Morphological Measurements الأوزان الصرفية (Al-au'zán Al-Swar'fiyyah)

Specific Objectives	Content
The learner should be able to: • explain the meaning of الأوزان الصرفية • identify the various forms of words given in الأوزان الصرفية	• Meaning of the term " الأوزان الصرفية". • Forms of Al-au'zán Al-Swar'fiyyah: - Fa'la فَعْلَ, Fa'ela فَعِلَ, Fa'ula فَعُلَ - Fa'lala فعللَ - Fa'lalilu, فعللل - Etc. إلى الآخر

Suggested Methodology

- Using brainstorming approach, guide learners to explain the meaning of the term "الأوزان الصرفية".
- Using observation approach, guide learners to distinguish different forms of الأوزان الصرفية:
    - فَعْلَ ,فَعِلَ ,فَعَلَ
    - فعلل
    - فعللل
    - إلى الآخر

Teaching /Learning Aids

- كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- Application of the measurements is sometimes irregular and illogic, therefore explain to learners the two types of "الأوزان الصرفية"i.e. Al-qiyásie القياسي, which is regular and logical and Al-samáe السماعي, the one which is irregular.

Assessment Strategy

Competences to be assessed are:

- Meaning of the term "الأوزان الصرفية".
- Forms of الأوزان الصرفية:
  - فَعُلَ عَلَ ,فَعِلَ ,فَ
  - فعللَ
  - فعللِلُ
  - إلى الآخر.

Unit 3: Composition الإنشـــاء

Duration: 15 periods

General Objective

By the end of this unit, the learner should be able to write good essays on topical issues.

Sub-Unit 1: Introduction to Composition الإنشاء (Al-insha')

Specific Objectives	Content
The learner should be able to:	
• define الإنشاء	• Definition of composition
• explain different types of essays المقالات (Al-maqala't).	• Types of essays
• identify qualities of a good essay.	• Qualities of a good essay

Suggested Methodology

- Guide the learners through examples to discover the definition of الإنشاء
- Using observation approach, expose learners to several types of essays they observe. This helps them to identify, on their own, the qualities of good essays.
- Ask learners to outline what they find are well done in a particular essay then in plenary discuss their submissions.
- Using guided discussion of the ways of writing a good essay, explain the types of essays.

Teaching /Learning Aids

- Al-qirá' vol. 1-6 ; By World Islamic Call Society
  كتاب القراءة الأجزاء: 6-1،مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- Give sufficient exercises for الإنشاء writing to ensure mastery of correct spelling, grammar and punctuations.

Assessment Strategies

- Assess the learners on:
  - definition of الإنشاء

- types of essays.
- qualities of a good essay.

Sub-Unit 2: Rules of Writing an Essay

Specific Objectives	Content

The learner should be able to:
• explain the rules of writing an essay.
 	
• use the rule of writing an essay.
	• Rules of writing an essay, for example:
	   - keeping subjectivity
	   - punctuating the essay, i.e. paragraphing
	• ways of using the rules of essay writing

Suggested Methodology

- Using observation approach, let learners outline e.g.
    - Keep subjectivity to a minimum: Always support your points with referenced evidence. Avoid use of the words 'I', 'me' and 'you'. Write in the third person.
    - Beware of blanket statements: It is not good enough to make generalisations such as 'it is a well known fact that…' and 'research has shown that…' in an academic piece. You must always present evidence!
    - Essays should be in continuous prose: Avoid sub-headings and bullet points (lists). These are descriptive – you must discuss your points!
    - Structure: The essay should have a definite introduction and conclusion of about one paragraph each with the main body paragraphs in between. See the *Essay Structure Visual Guide* for more information.
    - Paragraphs: Make one major point per paragraph in the main body (the section in between the introduction and conclusion). When you change topic (you move on to another point) start a new paragraph too.
    - Supporting evidence from varied sources: Aim to present a balanced argument, indicating your awareness of at least two aspects of the issue. A definite opinion or 'verdict' can sometimes (though not always) be delivered, but you must always show that you have adopted a critical approach. Avoid a 'cut and paste' essay

(i.e. one that merely copies chunks of information without the essay author saying anything themselves) by paraphrasing your source information and including your own evaluation of that information. In other words, *you make the points* by stating the point, including referenced evidence and examples from referenced sources and by evaluating that evidence.

- Quotations: The essay should customarily have some quotations. Use them sparingly and only when they really illustrate a point well. You should mostly paraphrase your evidence and examples. As with 'cutting and pasting', do not let the quotations do the talking for you. Always include your own evaluation and explanation.
- Speech abbreviations: Avoid speech abbreviations such as 'can't' and 'don't'. Write these in full.
- Academic style: Write formally and avoid colloquialisms, slang and 'exciting' journalistic styles of language.

Teaching/Learning Aids
- A copy of a well written assay
- A list of speech abbreviations

Practical Problems
- A number of learners tend to outline their points only. Advise them to write their sentences as a continuous prose.

Assessment Strategies
Areas to be assessed in this sub-unit include:
- Writing an assay about a familiar issue

PART 2: COMPREHENSION, SUMMARY AND TRANSLATION

Unit 1: Written Comprehension المطالعة

Duration: 15 periods

General Objective

By the end of this unit, the learner should be able to understand the terms and the use of idiomatic and figurative expressions in a given passage so as to synthesise ideas therein.

Sub-Unit 1: Written Comprehension المطالعة (Al-mutwála'h

Specific Objectives	Content
The learner should be able to: • define المطالـعة • explain the importance of المطالـعة • identify ways of extracting points from a given passage. • develop strategies for passage comprehension.	• Definition of المطالـعة • Importance of المطالـعة • Ways of extracting points from a passage • Comprehension of a passage

Suggested Methodology

- Using brainstorming approach, expose the definition of المطالعة
- Guide a group discussion on the importance of المطالعة in everyday life.
- Using group work, guide learners to discover the aspects in a given text.
- Using observation method, guide learners to identify the types of المطالعة

Teaching /Learning Aids

- كتاب القراءة الأجزاء: 6-1،مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- Learners need to have more exposure to Arabic language novels, reading material and literature.
- Help learners to enrich their Arabic vocabularies regularly by giving the skills of getting the meaning of a word in a bilingual dictionary (Arabic-English, Engish-Arabic dictionary).

Assessment Strategies

- Assess the learners on:
  - reading a passage or an essay on a given topic and answering questions about the same.
  - reading an Arabic passage and identifying the different parts/ideas of the same.
  - giving a headingless passage and constituting a heading for it.
  - reading a letter and responding to it.

Sub-Unit 2: Types of المطالـعة

Specific Objective	Content
The learner should be able to identify the types of المطالـعة	Types of المطالـعة - short stories - written speech - letters, etc.

Suggested Methodology

- Using observation approach, ask the learners to identify the types of texts from among many different texts you will have provided.
- In a plenary, let each group point out the characteristics of each type of text. For example, short story, written speech, letters, advancement, poem, etc. Guide learners when they are discussing the characteristics of each.
- Using group discussion, ask learners to establish the effects of the type of text on the meaning for example, a poem has its form that carries the meaning of what it is talking about.

Teaching/ Learning Aids

- Photocopies of different types of texts
- The characteristics of each type of text written on manila paper
- Dictionary for getting the definitions of the different types of texts

Assessment Strategies

- Assess the learners on:
  - identifying the type of a text.
  - identifying elements that reflect the type of the text in the passage.
  - relating the passage to its type.

Sub-Unit 3: Parts of المطالـعة

Specific Objective	Content
The learner should be able to identify the parts of المطالـعة	• Parts of المطالـعة - مقدمة (Muqaddimah) - موضـوع (Maudhú'u) - خاتمة (Khatimah)

Suggested Methodology

- Using discussion method, let the learners in groups discuss different parts of the passage and justify their actions by summarising the content of each part they have identified. Suggest headings of each part they have identified.
- In the plenary, as they defend their decisions, guide them to see the smooth flow of the ideas in each part of the text.

Teaching/Learning Aids

- Picture to illustrate the content of each part
- CD of the passage if possible

Assessment Strategies

- Ask learners to:
    - give the main ideas in each part of the text.
    - give the heading of each part of the text.
    - identify the words used to link the ideas in each part of the text.

PART 3: ARABIC LITERATURE

Unit 1: Introduction to Arabic Literature الأدب العربي

Duration: 10 Periods

General Objective

By the end of this unit, the learner should be able to appreciate Arabic literature.

Sub-Unit 1: Introduction to Arabic Literature الأدب العربي (Al-adab Al-arabi)

Specific Objectives	Content
The learner should be able to: • define prose النثر(Al-nath'ru), poetry الشعر(Al-shi'eru), novel and play المسرحية, (Al-masrahiya) • give the characteristics of prose, poetry, novel and play	• Definition of الشعر , النثر و المسرحية • Characteristics of prose, poetry, novel, and play

Suggested Methodology

• Using observation method, guide the learners to identify the various features of prose that make it different from other genres.
• Brainstorm on the definition of poetry and terminologies related to poetry.
• Using comparison approach, guide learners to discover the differences between novel and poetry to constitute the definition of a novel.
• Define plays using observation method. Allow learners to watch a play on TV and using brainstorming approach, ask them to constitute the definition of a play.
• Using brainstorming approach, guide the learners to give the characteristics of prose, poetry, novel, and play.

Teaching /Learning Aids

• Copies of النثر و , الشعر المسرحية

Assessment Strategy

- Ask the learners to give the characteristics of a prose, a poem, a novel and a play.

Sub-Unit 2: Characteristics *الأدب العربي*

Specific Objective	Content
The learner should be able to explain the characteristics of الأدب العربي	• Characteristics of Arabic Literature

Suggested Methodology

- Using talk and chalk method, explain the characteristics of الأدب العربي. while the learners listen attentively.
- In groups, let learners discuss the different eras of Arabic literature.
- Using comparison approach help them to get the differences between the eras.

Teaching/ Learning Aids

- المسرحية الشعر , النثر و Copies of

Assessment Strategies

- Assess the learners on:
  - the characteristics of the authors of an era.
  - identification of common elements that paint an era.

Sub-Unit 3: The Six Eras of Arabic Literature

Specific Objective	Content
• The learner should be able to identify the six eras of Arabic literature.	• Pre-Islamic era, Islamic era, modern era, Abbasid and omayyad era, Mamluk and Ottoman era

Suggested Methodology

- Using group work approach, let the learners identify the six eras of Arabic literature through reading the characteristics of the authors and the themes of their writing. For example, worshiping idols was the characteristic of pre-Islamic era; Islamic era was the period governed by the teaching of Prophet Mohammed (PBWH).

Teaching/ Learning Aids

- Photocopies of some write-ups of different eras that indicate particular features of those eras.

Assessment Strategies

- Assess the learners to:
  - distinguish the 6 eras by their characteristics.
  - identifying the major characters of the Islamic era.

Unit 2: The Pre-Islamic Era (Prose) :(النثر)

العصر ما قبل الإسلام

Duration: 20 periods

General Objective

By the end of this unit, the learner should be able to appreciate the Arabic prose of pre-Islamic era.

Sub-Unit 1: Am'ru bin Al-Tufay'l and Alqama bin Uláthah عمرو بن الطفيل وعلقمة بن علاثة

Specific Objectives	Content
The learner should be able to:	
• describe the character of the Amru bin al- Tufayl and Al qaman bin Ulathah.	• Description of عمرو بن الطفيل وعلقمة بن علاثة
• explain the theme of their prose.	
• explain the purpose of their prose.	• Theme of their prose
• explain the rhetoric aspects in the prose.	• Purpose of their prose
	• The rhetoric aspects in the prose of الملامح البلاغية (rhetoric aspects)

Suggested Methodology

- Using question and answer approach, guide learners to discover pride that led to confrontation between عمرو بن الطفيل وعلقمة بن علاثة
- Using observation method, guide the learners to explain the characteristics of this prose in relation to the era the author belonged to using the analysis of the theme of the prose.
- Illustrating with examples, guide learners to explain the rhetoric aspects in this prose. Define what a rhetoric aspect is.

Teaching/Learning Aids

- Photocopies of the following passages:
  - Al-adab w'al-nusús w'al-balághah, Vol. 1-6. World Islamic Call Society مطبوعة جمعية الدعوة الإسلامية العالمية:1-6 الأدب والنصوص والبلاغة الأجزاء :
  - Al-adab Al-arabí, vol. 2&3: Ministry of Education, Saudi Arabia, etc.

Assessment Strategies

- Assess the learners on:
  - identification of the theme.
  - description of the intentions of the author.
  - identifying the rhetoric aspects in prose and explaining their significance.

Sub-unit 2: Abdul-Mutwalib bin Hashim and Har'b bin Umayyah

Specific Objectives	Content
The learner should be able to: • describe the character of Abdul Mutwalib bin Hashim and Harb bin Umayyah. • explain the theme of their prose. • explain the purpose of their prose. • explain the rhetoric aspects of his prose.	• Description of the characters of عبد المطلب بن هاشم وحرب بن أمية • Theme of their prose • Purpose of their prose • The الملامح البلاغية (rhetoric aspects) in the prose

Suggested Methodology

- Using the comparison approach, guide the learners to describe the character of the author and justify your description with some extracts in the prose.
- In groups, ask the learners to explain the main theme of the prose in relation to the era it belongs.
- Using examples, guide the learners to explain the significance, and purpose of the prose.
- Use illustration method to explain the rhetoric aspects of the prose.

Assessment Strategies

- Assess the learners on:
  - description of the characteristics of the author.
  - justification of the characteristics of the prose.
  - explanation of the significance of the prose to the era it belongs to.

Teaching/Learning Aids

- Photocopies of the following passages:

- Al-adab w'al-nusús w'al-balághah, Vol. 1-6. World Islamic Call
  Society
- الأدب والنصوص والبلاغة الأجزاء: 6- :مطبوعة جمعية الدعوة الإسلامية العالمية
- Al-adab Al-arabí, vol. 2&3: Ministry of Education Saudi Arabia

Sub-Unit 3: الحِكم والأمثال/Idioms and Proverbs

Specific Objectives	Content
The learner should be able to:	
• tell the meaning of a given idiom or proverb.	• Meaning of idiom and proverb
• explain the story behind a given idiom or proverb.	• The story behind the given idiom or proverb
• explain the situation in which a given idiom or proverb is applied.	• Situation in which a given idiom or a proverb is applied

Suggested Methodology

- Using group work approach, guide the learners to constitute the meanings of the idiom and proverbs in the prose.
- As homework, in groups, ask the learners to read about the stories behind a given idiom or proverb and in plenary, each group comes to share the story with others.
- Using exemplification approach, help learners to explain the situation in which a given idiom or proverb is applied.

Assessment Strategies

- Assess the learners on:
  - identification of idioms and proverbs in a prose.
  - explanation of the meaning of idioms and proverbs in prose.
  - explanation of the context in which a given idiom or proverb is used.

Teaching/Learning Aids

- Photocopies of the following passages:
  - Al-adab w'al-nusús w'al-balághah, Vol. 1-6. World Islamic Call Society
  - الأدب والنصوص والبلاغة الأجزاء: 6-1 :مطبوعة جمعية الدعوة الإسلامية العالمية
  - Al-adab Al-arabí, vol. 2&3: Ministry of Education Saudi Arabia

Unit 3: The Pre-Islamic Era: العصر ما قبل الإسلام (Poetry) الشعر

Duration: 25 periods

General Objective

By the end of this unit, the learner should be able to appreciate the Arabic poetry of pre-Islamic era.

Sub-Unit 1: عدِي بن زيد Adiyyu bin Zaid

Specific Objectives	Content
The learner should be able to: • describe the character of Adiyyu bin Zaid. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects in the poem.	• Descriptions of the character of Adiyyu bin Zaid • Theme of his poem • Purpose of his poem • الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology

- Using group discussion approach, ask the learners to describe the poet, vis à vis his concept of life.
- Use the same group discussion to guide the learners to identify the characteristics of this poem through the identification of the theme and purpose of the poem.
- Using brainstorming approach, explain the rhetoric aspects in the poem. Then play the CD to identify the rhythm in the poem. Ask the learners to comment on the rhythm and imitate the sound loudly.

Teaching/ Learning Aids

- Charts, pictures, CD

Assessment Strategy

- Assess the learners on:
  - the poet's view on life.
  - discussion of the themes of the poem in relation to the era it belongs to.
  - idefinition of (rhetoric aspects) الملامح البلاغية in the poem.

Sub-Unit 2: عمرو بن معديكرب Am'ru bin Ma'di- Karib

Specific Objectives	Content
The learner should be able to:	
• describe the character of Am'ru bin Ma'di Kariba.	• Description of the character of Am'ru bin Ma'di Kariba
• explain the theme of his poem.	• Theme of his poem
• explain the purpose of his poem.	• The purpose of his poem
• explain the rhetoric aspects of his poem.	• الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology

- Using group discussions, guide the learners to describe the character of the poet in line with defence of his pride. Ask them to identify the poet's views on pride in the pre-Islamic era context.
- Using guided discovery, help the learners to outline the theme and purpose of the poem which they will use to describe the characteristics of the poem.
- Using observation approach, lead the learners to identify rhetoric aspects in the poem.

Teaching/Learning Aids

- Al-adab w'al-nusús w'al-balághah, Vol. 1-6. World Islamic Call Society
- الأدب والنصوص والبلاغة الأجزاء: 6-1: مطبوعة جمعية الدعوة الإسلامية العالمية
- Al-adab Al-arabí, vol. 2&3: Ministry of Education, Saudi Arabia

Assessment Strategies

- Assess the learners on:
  - description of the poet's ways of defending the pride.
  - analysis of the poem.
  - identification of the الملامح البلاغية (rhetoric aspects) in the poem.

Sub-Unit 3: الشنفرة الأزدي **Shan'fara Al-Az'díy**

Specific Objectives	Content
The learner should be able to: • describe the character of Shan'fara Al-Az'díy. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	• Characters of Shan'fara Al-Az'díy • Theme of his poem • Purpose of his poem • الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology
• Using brainstorming approach, help learners to describe the character of the poet
• Using guided discussion approach, help the learners discuss the theme and purpose of the poem.
• Use the results of the discussion to explain the significance of the poem.

Assessment Strategies
• Assess the learners on:
  - Description of the character of the poet
  - explanation of the characteristics of the poem.
  - identification of الملامح البلاغية (rhetoric aspects) in the poem.

Sub-Unit 4: دريد بن الصمة **Duraid bin Al-Swammah**

Specific Objectives	Content
The learner should be able to: • describe the character of Duraid bin Al-Swammah. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	• Description of the characters of Duraid bin Al-Swammah • Theme of his poem • The purpose of his poem • الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology
• Using guided discovery approach, guide the learners to identify the aspects of eulogy in the poem and find out who is/are the people the

poet was praising and why. Basing on these findings, ask the learners to describe the characteristics of the poet using exemplification approach.
- Using group work approach, help the learners outline the theme and purpose of the poem.
- Use the talk and chalk approach to explain the significance of the poem.

Assessment Strategies
- Assess the learner ability to:
    - Identify aspects of eulogy in the poem.
    - identification of the theme and purpose of the poem.
    - explanation of الملامح البلاغية (rhetoric aspects) found in the poem.

Sub-Unit 5: قريض بن أنيف Qura'idhah Bin Aníf

Specific Objectives	Content
The learner should be able to:	
• describe the character of Qura'idhah Bin Aníf.	• Description of the character of Qura'idhah
• explain the theme of his poem.	
• explain the purpose of his poem.	• Theme of his poem
	• The purpose of his poem
• explain the rhetoric aspects of his poem.	• الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology
- Using guided discovery approach, help learners find out how the poet is giving ridiculous impression in the poem.
- Using examples, the learners shall justify the description of the poet as funny.
- In a group discussion, ask the learners to discuss the theme and purpose of the poem.
- Explain the rhetoric aspects of the poem using question and answer approach

Teaching/Learning Aids
- Al-adab w'al-nusús w'al-balághah, Vol. 1-6. World Islamic Call Society
  الأدب والنصوص والبلاغة الأجزاء 6-1: مطبوعة جمعية الدعوة الإسلامية العالمية
- Al-adab Al-arabí, vol. 2&3: Ministry of Education, Saudi Arabia, etc.

Assessment Strategies

- Assess the learners on:
    - Identification of the character of the poet.
    - discussion of the theme and purpose of the poem.
    - identification of الملامح البلاغية (rhetoric aspects) found in the poem.

SENIOR FIVE TERM TWO

Unit 1: Grammar (النحو) (Continuation)

Duration: 15 Periods

Sub-Unit: 4 The Five Verbs (الأفعال الخمسة)

Specific Objectives	Content
The learner should be able to: • explain the ways of the five verbs change under situations of الرفع, and الجزم. • explain of the change of the five verbs in situations of الرفع, and الجزم • discuss the significance of the changes that the five verbs undergo.	• Al-af'ál Al-Kham'sah, i.e. Yaf'alún يفعلان, Taf'alún تفعلون, Yaf'alán يفعلون, Taf'alán تفعلان and Taf'alín تفعلين. change • The way the five verbs in situations of Al-raf'u الرفع, and Al-jaz'm الجزم • the significance of the changes that the five verbs undergo

Suggested Methodology

- Using exposition approach, help learners understand the way the five verbs change in situations of Alالرفع , and الجزم.
- Discuss in groups the significance of the changes that the five verbs undergo.

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society.
- (كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- Explain to the learners that these verbs are referred to as the five verbs (Al-af'ál Al-Kham'sah الأفعال الخمسة) given the special features they exhibit in conjugation of verbs.

Assessment Strategies

- Assess the learners on:
  - The way the five verbs change in situations of الرفع, and الجزم.
  - significance of the changes that the five verbs under go.

Sub-Unit 5: Al-Af'ál W'al-Hurúf Al-Násikhah الأفعال ظن, Thwanna كان, Inna إن i.e. Kána والحروف الناسخة w'akhawátuha وأخواتها

Specific Objectives	Content
The learner should be able to: • use correctly Kaana, Inna, Thwanna w'akhawátuha in sentences. • identify the effect of Kána, Inna, Thwanna w'akhawátuha in a sentence.	• Kána, Inna, Thwanna • The effect of Kána, Inna, Thwanna w'akhawátuha in a sentence

Suggested Methodology

- Using exposition approach, take learners through the function of each of the following when they precede a sentence made up of subject and predicate (المبتدأ والخبر) i.e. كان وأخواتها, إن وأخواتها and ظن وأخواتها
- Using guided discovery approach, help the learners understand the effect of each of the following on sentences made up of subjects and predicate (المبتدأ والخبر) i.e. كان وأخواتها, إن وأخواتها and ظن وأخواتها

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
- (كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- Explain to learners that the significance of كان وأخواتها, إن وأخواتها and ظن وأخواتها; lies in the fact that when one precedes to a normal sentence made up of subject and predicate, they cause some changes in المبتدأ والخبر.

Sub-Unit 6: Appeals (Al-Nidá النداء **and Al-Is'igháthah** الاستغاثة **) - Articles, Circumstances and Rules of Appeal (Hurúf Al-Nidae** حروف النداء **and Al-Is'igháthah** الاستغاثة**)**

Specific Objectives	Content
The learner should be able to:	
• use correctly Hurúf Al- Nidá and Al-Istigháthah.	• Articles of appeal (أدوات النداء والاستغاثة)
• identify Al-munáda in sentences.	• Circumstances appeal (ظروف النداء)
• apply the rules of Al-munáda and Al-Is'igháthah.	• Rules of Al-munádah and Al-Is'igháthah

Unit 2: Morphology (الصرف) (Continuation)

Duration: 10 Periods

Sub-Unit 3: Abstract and Applied Forms of Morthology (Al-Mujarrad and Al-*Mazíd*) المجرد والمزيد

Specific Objectives	Content
The learner should be able to: • explain the المجرد والمزيد • identify non-original letters أحرف الزيادة(Ah'rufu Al-ziyádah). • mention categories of المجرد والمزيد	• Original forms of verbs and nouns • Non-original letters • Categories of المجرد والمزيد

Suggested Methodology

• Using examples, help learners give derive the meaning of المجرد and المزيد
• Help learners identify المجرد and المزيد in sentences.
• In groups of 3, use guided discovery approach to make learners identify non original letters in given words.
• Using talk and chalk, explain the categories of both المجرد and المزيد

Teaching /Learning Aids

• كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

• Explain to learners that المجرد verbs can't be found except past tenses.
• المجرد consists of varying number of letters ranging from 3 to 6.

Assessment Strategies

• Assess the learners on:
  - meaning of المجرد and المزيد
  - non-original letters that cause المجرد to become المزيد.
  - categories of المجرد and المزيد

Sub-Unit 4: Inflexible and Derivative Nouns (Al-Jamid W'al Mush'taq الجامد والمشتق)

Specific Objectives	Content
The learner should be able to: • define الجامد والمشتق • construct الجامد والمشتق • identify الجامد والمشتق	• Definition of الجامد والمشتق • Rules for constructing الجامد والمشتق • Ways of identifying Al-Jamid W'al Mush'taqq

Suggested Methodology

- Using exemplification approach, expose the hints leading to the definition of الجامد والمشتق
- In groups of 2, use guided discussion method to assist learners in the construction of الجامد والمشتق nouns.
- Help learners using examples and guided discovery to identify الجامد والمشتق from given sentences.

Teaching /Learning Aids

- كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- Explain to learners that المشتق is regular (Qiyási قياسي) whereas الجامد is irregular (Samáé سماعي)
- The only way of learning الجامد is by use of a rote method.

Assessment Strategies

- Assess the learners on the:
    - definition of الجامد والمشتق nouns.
    - rules for constructing الجامد والمشتق nouns.

PART 3: ARABIC LITERATURE (Continuation)

Unit 4: Islamic Era العصر الإسلامي - Prose النثر

Duration: 25 periods

General Objective

By the end of this unit, the learner should be able to identify the characteristics of Arabic poetry of Islamic era.

Sub-Unit 1: محمد صلى الله عليه وسلم Prophet Muhammad (PBUH)

Specific Objectives	Content
The learner should be able to: • describe the character of Prophet Muhammad (PBUH). • explain the theme of his prose. • explain the purpose of his prose. • explain the rhetoric aspects of his prose.	• Description of the character of prophet Mohammad(PBUH) • Theme of his prose • Purpose of his prose • الملامح البلاغية (rhetoric aspects) in the prose

Suggested Methodology

• Using discovery approach, guide the learners to outline the themes of the prose
• The learners should explain the significance of the prose.
• Help learners to identify the rhetoric aspects in the text.

Assessment Strategies

• Assess the learners on the:
  - description of the character of the author.
  - Explanation of the theme of the text.
  - Explanation of the rhetoric aspects of the text.

Sub-Unit 2: Caliph Uth'man Bin Affan

Specific Objectives	Content
The learner should be able to: • describe the character of Caliph Uth'man bin Affan. • explain the theme of his prose. • explain the purpose of his prose. • explain the rhetoric aspects of his prose.	• Description of the character of Caliph Uth'man bin Affan • Theme of his prose • Purpose of his prose • الملامح البلاغية rhetoric aspects in the poem

Suggested Methodology

- Using discussion method, put the learners in to groups to discuss the theme of the author's text.
- Help learners identify البلاغيةالملامـح (rhetoric aspects) in the prose.

Assessment Strategies
- Assess the learners on:
  - description of the character of Uth'man bin Affan
  - the theme of the text.
  - the rhetoric therein contained in the text.

Sub-Unit 3: الخليفة عمر بن الخطاب Caliph Umar Bin Khattab

Specific Objectives	Content
The learner should be able to: • describe the character of Caliph Umar bin Khattab. • explain the theme of his prose. • explain the purpose of his prose. • explain the rhetoric aspects of his prose.	• Description of the characteristics of Caliph Umar bin Khattab • Theme of his prose • Purpose of his prose • الملامح البلاغية (rhetoric aspects) in the prose

Suggested Methodology

- Using exemplification approach, ask the learners to describe the author's speech and illustrate their answers with examples drawn from the prose.
- Using discussion method, put the learners in groups to discuss the theme of the author's text.

- The learners identify البلاغيةالملامـح (rhetoric aspects) in the prose.

Assessment Strategies
- Assess the learners on:
    - identifying elements of the Islamic era.
    - analysis of   رسالة عمر بن الخطاب إلى أبي موسى الأشعري
    - discussion of the theme of the letter of Caliph Umar bin Khattab.
    - discussion of the significance of the speech.

Sub-Unit 4: الخليفة علي بن أبي طالب/Caliph Ali Bin Abi Talib

Specific Objectives	Content
The learner should be able to: • describe the character of Caliph Ali bin Abi Talib. • explain the theme of his prose. • explain the purpose of his prose. • explain the rhetoric aspects of his prose.	• Descriptions of the character of Caliph Ali bin Abi Talib • Theme of his prose • Purpose of his prose • الملامح البلاغية (rhetoric aspects) in the prose

Suggested Methodology
- describe the character of the author and discuss in groups the reasons why the author rebuked the people of Iraq.
- Explain using question and answer method the way Caliph Ali bin Abi Talib rebuked the people of Iraq

Teaching and learning aids

- The picture of people today whose charactor is similar to the one of Caliph Ali bin Abi Talib

Assessment Strategies
- Assess the learners on:
    - the discussion of the way Caliph Ali bin Abi Talib rebuked the people of Iraq.
    - the description of the author's character.

Unit 5: Islamic Era العصر الإسلامي - Poetry

Duration: 25 periods

General Objective

By the end of this unit, the learner should be able to appreciate the beauty of Arabic language in Islamic era through Arabic poetry.

Sub-Unit 1: النابغة الجعدي Al-Nabighatu Al-Ja'di

Specific Objectives	Content
The learner should be able to:	
• describe the character of Al-Nabighatu Al-Ja'di.	• Description of the character of Al-Nabighatu Al-Ja'di
• explain the theme of his poem.	• Theme of his poem
• explain the purpose of his poem.	• The purpose of his poem
• explain the rhetoric aspects of his poem.	• البلاغية الملامح(rhetoric aspects) in the poem

Suggested Methodology

- Ask learners to describe the character of the poet, and to identify in the poem the expressions of boasting and praises using guided discovery approach.
- Using the guided discussion approach, lead the learners to analyse the poem
- Ask the learners to explain the rhetoric aspects in the poem.

Teaching /Learning Aids

- Bilingual dictionary

Assessment Strategies

- Assess the learners on the:
  - description of the character of the poet.
  - discussion of the theme and purpose of the poem.
  - discussion of the significance of the poem.

Sub-Unit 2: Abi – Mi'ajan Al-Thaqafiy الثقفــــي أبو معجن

Specific Objectives	Content
The learner should be able to: • describe the character of Abi – Mi'ajan al-thaqafiy. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	• Description of the character of Abi – Mi'ajan al-thaqafiy • Theme of his poem • The purpose of his poem • الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology

• Using the brainstorming approach, identify the character of the poet in the poem.
• Using talk and chalk approach, identify the significance and الملامح البلاغية (rhetoric aspects) in the poem.

Assessment Strategies

• Assess the learners on the:
   - description of the character of the poet.
   - Explanation of the theme of the poem.
   - Identification of rhetoric aspects in the poem

Sub-Unit 3: أبوذؤيب الهذلي Abu-Dhuaib Al-Hudhaly

Specific Objectives	Content
The learner should be able to: • describe the character of Abu-Dhuaib Al-Hudhaly. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	• Description of the character of Abu-Dhuaib Al-Hudhaly • Theme of his poem • The purpose of his poem • الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology

- Using question and answer approach, guide the learners to identify the expressions of eulogy of Abu-Dhuaib Al-Hudhaly's children.
- In groups, guide the learners to discuss the theme of the poem
- Using the same approach, help the learners to discuss the significance of the poem.

Assessment Strategies

- Assess the learners on:
  - description of the character of the poet.
  - identification of the styles used by the author.
  - discussion of the characteristics of the poem.
  - explanation of the significance of the poem.

Sub-Unit 4: حسان بن ثابت Hassán bin Habit

Specific Objectives	Content
The learner should be able to:	
• describe the character of Hassán bin Thabit.	• Description of the characters of Hassán bin Habit
• explain the theme of his poem.	• Theme of his poem
• explain the purpose of his poem.	• The purpose of his poem
• explain the significance of his poem.	• الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology

- With the help of a dictionary, give a homework to the learners to look for the meaning of the new words and expressions, idioms and proverbs in the poem.
- Using discussion approach, put the learners in groups of 4 or 5 to discuss the theme of the poem.

Assessment Strategy

- Ask the learners to:
  - describe the character of Hassán bin Thabit.
  - explain the theme of his poem.
  - explain the purpose of his poem.
  - explain the significance of his poem.

SENIOR FIVE TERM THREE

Unit 1: Grammar (النحو) (Continuation)

Duration: 20 Periods

Sub-Unit 7: التخصيص/Particularisation

Specific Objectives	Content
The learner should be able to: • define التخصيص • explain rules of: التخصيص • identify the particularised nouns:المخصص	• Definition of التخصيص • Rules of التخصيص • The particularised nouns

Suggested Methodology

- Expose the definition using talk and chalk approach التخصيص
- With examples, explain the ways of applying the rules of التخصيص
- Use guided discovery approach to help the learners identify المخصص in sentences.

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
(كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Assessment Strategies

- Assess the learners on:
  - Definition of التخصيص
  - rules of التخصيص
  - particularised nouns المخصص

Sub-Unit 8: Warning/Cautioning (Al-Tah'zír)

Specific Objectives	Content
The learner should be able to:	
• define التحذير	• Definition of: التحذير
• explain rules of التحذير	• Rules and conditions of التحذير
• correctly use التحذير expressions.	

Suggested Methodology

- Using brainstorming method, expose the definition AL-TAHZIR
- With examples, explain the rules of AL-TAHZIR
- Using guided discovery approach, guide learners to discover the conditions of AL-TAHZIR

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
(كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- Show the learner the significance of the use of article "Iyya إيا " in al-tahzi sentences.

Assessment Strategies

- Assess the learners on:
  - definition of AL-TAHZIR
  - rules of AL-TAHZIR
  - conditions of AL-TAHZIR

Sub-Unit 9: Enticement\Instigation (Al-Igh'ráu الإغراء)

Specific Objectives	Content
The learner should be able to:	
• define الإغراء	• Definition of الإغراء
• explain rules of الإغراء	• Rules and conditions of Al-Igh'ráu
• correctly use الإغراء expressions.	

Suggested Methodology

- Using question and answer approach, expose the definition الإغراء
- Using talk and chalk method, outline the rules of الإغراء

Teaching/ Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
  (كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- Take care of the thin line between الإغراء and AL-TAHZIR; for the two are similar in many aspects.
- Emphasise to learners that "إيا" is not applicable with إغراء

Assessment Strategies

- Assess the learners on:
  - definition الإغراء
  - rules of الإغراء
  - conditions of الإغراء

Sub-Unit 10: Adverb of Manner *الحال* (Al-Hál)

Specific Objectives	Content

The learner should be able to:
• define الحال
• explain rules of الحال
• describe the types of الحال i.e. Hál Muf'rad حال مفرد, Hál Jum'la حال جملة and Shib'hu Jum'la
 	
• correctly use الحال in a sentence.
	• Definition of الحال
	• Rules of الحال
	• Types of الحال:
	  - مفـرد (Muf'rad)
	  - جملـة (Jum'la)
	  - شبه جملة
	  - (Shib'hu Jum'la)
	• Correct use of الحال in a sentence.

Suggested Methodology

- Use examples to explain the rules of الحال

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
  (كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- Help learners sort out the overlap between الحال and Al-tam'yíz التمييز

- الحال explains the manner in which a particular event happens; and hence there are as many types of الحال as there are types of events. Help learners identify cases of الحال in any given sentence.

Assessment Strategies

- Assess the learners on:
  - definition of الحال
  - rules of الحال
  - types of الحال

Unit 2: Summary التلخيـــــص

Duration: 15 periods

General Objective

By the end of this unit, the learner should be able to analyse and sort out facts, cause and effect, in such a way that they can bring out the major points in a document.

Sub-Unit 1: Introduction to Summary *التلخيص*

Specific Objectives	Content
The learner should be able to: • define the word "summary". • identify major points in a text.	• Definition of the word "summary" • Identification of major points in a text

Suggested Methodology

• Using a step by step progress approach, with guiding questions, lead learners to analyse ideas in a text.
• Using guided discovery approach in an environment conducive for learning, guide the learners to discover major points in a text after brainstorming on the aspects needed.

Teaching /Learning Aids

• كتاب القراءة الأجزاء: 6-1،مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

• Caution learners against literal translation.

Assessment Strategy

• Ask learners to give a summary of a given aspect in a text.

Sub-Unit 2: Textual Analysis

Specific Objective	Content
• The learner should be able to analyse a given text.	• Textual analysis

Suggested methodology

- Using discussion approach, help the learners to analyse a text, answer questions like, "What is the main purpose of the text?"

Teaching and Learning Aids

- The list of questions that help the learners to analyse a text, for example about the grammar in the text:
  - Is the mood declarative, interrogative or imperative?
  - Verbs - is the tense past, present, or a compound tense? Are modal verbs used?
  - What use is made of co-ordination or subordination? What kinds of subordinate clauses are used, and what role do they play in the sentence?
  - Are marked themes or end-focusing used to draw attention to elements of the clause?
  - Is the grammar standard or non-standard?
  - How do grammatical structures help to organise the text? Are sentence adverbials (however, nevertheless**) used to express relationships between different parts of the text?**
- Copies of texts to be analysed

Assessment strategies

Areas to be assessed in this sub-unit include analysing a text to know the different ideas developed in it, the context in which the text is written, the intention of the author.

Sub-Unit 3: Summary Application

Specific Objectives	Content
The learner should be able to identify the required aspect in a text and summarise it.	• Required aspect of a text

Suggested methodology

- Using collaborative learning approach, the learners identify which aspect is developed in a text. Help the learners to understand that while summarising, three points should be emphasised: (1) summaries are shorter than original texts, (2) they contain the main ideas of a text, and (3) they are in reported speech.

- Guide learners to get the difference between a paraphrase, a summary and an interpretative critique
Guide the learners to follow the following stapes as they are summarising:
  - identifying the key points of a text.
  - transforming sentence-level paraphrases into reported speech.
  - adding sequential markers.

Teaching and learning aids

- The list of summarised sentences
- Copies of summarised texts

Assessment strategy

- Areas to be assessed in this sub-unit include:
  - Rewriting a text in your own words
  - summarise the main ideas in a text in fewer number of words, for example, one third of the number of words of the original text.

Unit 1: Grammar النحو (Continuation)

Duration: 15 Periods

Sub-Unit 11: Specification تمييز (Tam'yíz)

Specific Objectives	Content
The learner should be able to:	
• define تمييز	• Definition of تمييز العدد
• explain types of تمييز	• Types of تمييز العدد
• correctly use تمييز in sentences	• The use of تمييز العدد

Suggested Methodology

- Using talk and chalk, give the definition of تمييز العدد
- In groups, use the guided discussion to explain the types of تمييز العدد
- Using question and answer approach, help learners apply تمييز العدد in sentences.

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society

(كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- Expose learners to the role of التمييز as a qualifier of a sentence.
- There is a similarity between التمييز and الحال. This similarity should be well explained to learners to avoid confusion.
- Explain to learners that تمييز العدد changes according to the number of items counted.

Assessment Strategies

- Assess the learner on:
  - definition of تمييز العدد
  - types of تمييز العدد

Sub-Unit 12: Emphasis التوكيـــــد (Al-taw'kíd)

Specific Objectives	Content
The learner should be able to:	
• define التوكيـــــد	• Definition of التوكيـــــد
• explain rules of التوكيـــــد	• Rules of التوكيـــــد
• correctly use the expressions of التوكيـــــد	• Correct use of التوكيـــــد

Suggested Methodology

- Using exposition approach, give the meaning of التوكيد
- Exposition of the rules of التوكيد using question and answer approach.

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
(كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- Note that التوكيد is used to express one's attitude to a given preposition. It normally reflects one's conviction or seriousness.
- Explain to learners that التوكيد expressions slightly differ from the English language "emphasis".

Assessment Strategies

- Assess the learners on:
  - definition of التوكيد

- rules of التوكيد
- types of التوكيد

Sub-Unit 13: Exclamation\ lamentation *التعجب* (Al-ta'ajjub)

Specific Objectives	Content
The learner should be able to: • define التعجب • explain the rules of التعجب • correctly use expressions ofالتعجب	• Definition of التعجب • Rules and conditions of التعجب • Expressions of التعجب

Suggested Methodology

- Using guided discussion approach, help learners get the meaning of التعجب
- Explain using examples the rules of التعجب
- Using demonstration approach, expose the conditions of التعجب

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
(كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- Learners confuse التعجب with Af'ál Taf'dhíl أفعال التفضيل; so define the two as clearly as possible by giving as many examples as possible.
- Take note that learners often confuse the model expressions of التعجب i.e. Má af'alhu ما أفعَلهُ and Af'el bihi أفعل به

Assessment Strategies

- Assess the learners on:
  - definition of التعجب
  - rules of التعجب
  - conditions of التعجب

Unit 3: Translation الترجمــة (Continuation)

Duration: 15 Periods

Sub-Unit 9: Introduction to Translation

Specific Objectives	Content
The learner should be able to: • define الترجمة.	• Definition of الترجمة • Difference between translation الترجمة and interpretation
• explain rules of الترجمة. • translate a given document into Arabic and vice versa.	• Rules of الترجمة • Methods of الترجمة

Suggested Methodology
- Using comparison approach, guide the learners to identify the difference between interpretation and translation.
- Using expositors method, give learners the rules of الترجمة.

Teaching /Learning Aids
- كتاب القراءة الأجزاء: 1-6،مطبوعة جمعية الدعوة الإسلامية العالمية
- Newspapers, magazines, the Internet, etc.

Practical Problems
- Caution learners against literal translation الترجمة الحرفية
- Help learners acquire technical expressions through the use of technical passages.

Assessment Strategy
- Assess the learners on translation of a given document to either Arabic language or English or vice versa.

Sub-Unit 10: Rules of Translation

Specific Objectives	Content
• The learner should be able to follow the rules of translation.	• Rules of translation

Suggested methodology

- Using practical approach, the learners follow the following rules of translation:
    - Choose a text you love.
    - Don't translate something you don't really understand.
    - Respect the text.
    - Respect the author.
    - Respect your editor.
    - Translation doesn't have to be lonely.
    - Accept imperfections.
    - Read more than you translate.
    - Immerse yourself.
    - Be an advocate for translations and translators.
    - Put your translation aside for a while and read it again later when the Arabic isn't fresh in your mind**.**
- Guide the learners to use the rules as they practically translate a document from Arabic to English.

Teaching and learning aids

- The list of the translation rules written on the manila papers
- Bilingual dictionary (Arabic-English dictionary)
- Translation software, if any

Assessment Strategy

- Areas to be assessed in this sub-unit include:
    - translation from Arabic to English a passage on familiar issues to the learner
    - translation from English to Arabic a passage on familiar issues to the learner
    - application of the rules of translation

Sub-Unit 11: Methods of Translation

Specific Objectives	Content
• The learner should be able to use methods of translation.	• Methods of translation

Suggested Methodology

- Using discussion approach, the learners outline the following translation methods as you give them examples of translation done following some of the eight methods mentioned below: word-for-word

translation, literal translation, faithful translation, semantic translation, adaptive translation, free translation, idiomatic translation, and communicative translation.

- Using discussion approach, learners discuss the advantages and disadvantages of each of the methodologies of translation mentioned above.

Teaching and Learning Aids

- Bilingual dictionary

Assessment Strategy

- Areas to be assessed in this sub-unit include translating from English to Arabic and vice versa.

PART 3: ARABIC LITERATURE (CONTINUATION)

Unit 5: The Abbasid Era العصر العباسي - Prose النثر

Duration: 30 Periods

Sub-Unit 1: ابن مقفع/Ibn Muqaffa

Specific Objectives	Content
The learner should be able to: • describe the character of Ibn Mugaffa. • explain the theme of his prose. • explain the purpose of his prose. • explain the rhetoric aspects of his prose.	• Description of the characters of Ibn Mugaffa • Theme of his prose • Purpose of his prose • The rhetoric aspects in the prose

Suggested Methodology

- Using observation approach, ask the learners to identify in the prose the virtues the author is emphasising. Guide them to discuss in groups the significance of virtues in the society of Abbasid era. From this discussion, guide the learners to describe the characteristics of the author as a person who loves virtues.
- To describe the characteristics and the purpose of the prose, ask the learners to read the prose in groups and give them guiding questions to discuss the ideas in the prose and identify the themes of the prose.
- Using lecture method, explain to the learners the significance of rhetoric aspects (Al-malámih al-balághiyyah) in the prose and other figurative styles used by the author.
- Using question and answer approach, ask the learners to constitute the meaning of some of the vocabulary used in the text.

Assessment Strategies

- Areas to be assessed include:
  - description of the character of the author.
  - identification of the theme of the prose.
  - explanation of the significance of the theme.
  - identification of the figurative styles in the prose.

Sub-Unit 2: العتابي **Al-attábi**

Specific Objectives	Content
The learner should be able to: • describe the character of Al-attábi. • explain the theme of his prose. • explain the purpose of his prose. • explain the rhetoric aspects of his prose.	• Description of the characters of Al-attábi • The theme of his prose • Theme and purpose of his prose • الملامح البلاغية (rhetoric aspects) in the prose

Suggested Methodology

- Using guided discussion approach, guide the learners to discuss the character of the author through the discussion of the themes of the prose, especially discussing the reason why someone is seeking sympathy from a friend.
- Explain the concept of seeking for sympathy in the Islamic world of this particular era.
- To the same groups of learners, give some guiding questions on the prose that can lead them to the purpose of the prose in question.
- Using observation approach, guide the learners to identify الملامح البلاغية (rhetoric aspects) in the prose.
- Discuss with the learners the significance of rhetoric aspects in this prose.

Assessment Strategies

- Areas to be assessed include:
  - description of the author's actions to seek sympathy.
  - explanation of the characteristics of the prose that qualify it to be a prose of Abbasid era.
  - identification of the theme of the prose and the purpose.

Sub-Unit 3: عبد الله بن طاهر Abdallah bin Twáhir

Specific Objectives	Content
The learner should be able to: • describe the character of Abdallah bin Twáhir. • explain the theme of his prose. • explain the purpose of his prose. • explain the rhetoric aspects of his prose.	• Description of the characters of Abdallah bin Twáhir e.g. inciting for war • Theme of his prose • Purpose of his prose of the prose e.g. to force non-Muslims into Islam • الملامح البلاغية (rhetoric aspects) in the prose

Suggested Methodology
- Discuss with the learners the theme of the prose.
- Using observation approach, ask the learners to identify the (rhetoric aspects) in the prose.
- Explain the significance of the الملامح البلاغية in this poem.

Assessment Strategy
- Ask the learners to:
  - describe the character of Abdallah bin Twáhir.
  - explain the theme of his prose.
  - explain the purpose of his prose.
  - explain the rhetoric aspects of his prose.

Sub-Unit 4: أبو حيان التوحيدي Abu-Hayyán Al-Taw'hidi

Specific Objectives	Content
The learner should be able to: • describe the character of Abu-Hayyán Al-Taw'hidi. • explain the theme of his prose. • explain the purpose of his prose. • explain the rhetoric aspects of his prose.	• Description of the character of Abu-Hayyán Al-Taw'hidi • Theme of the prose • Purpose of the prose • الملامح البلاغية (rhetoric aspects of the prose, • explain the theme of his prose. • explain the purpose of his prose.

Suggested Methodology

- Using question and answer approach, define the expression نسبية المعرفــة
- Give examples of نسبية المعرفــة
- Through these examples, the learners shall be able to identify these types of sentences.
- Using discussion method, guide the learners to discuss the theme and the purpose of the prose.
- Using observation approach, guide learners to identify the الملامح البلاغية (rhetoric aspects) in the prose.
- Using brainstorming, ask the learners to identify الملامح البلاغية and discuss its significance in this prose.

Assessment Strategies

- Assess the learners on the:
  - description of the character of the author.
  - explanation of the characteristics of his prose.
  - explanation of the significance of his prose.
  - discussion of the theme of the prose.

Sub-Unit 5: Ibn Nabátah Al- fáriqi

Specific Objectives	Content
The learner should be able to:	
• describe the character of the author.	• Description of the character of the poet
• explain the theme of his prose.	• Theme of his prose
• explain the purpose of his prose.	• Purpose of his prose
• explain the rhetoric aspects of his prose.	• الملامح البلاغية rhetoric aspects in the prose

Suggested Methodology

- Using group discussion approach, guide the learners to analyse the theme of the religious sermons in the prose.
- Using brainstorming, ask the learners to identify rhetoric aspects الملامح البلاغية and discuss its significance in this prose.

Assessment Strategies

- Assess the learners on the:
  - description of the character of the author
  - explanation of the characteristics of his prose.
  - explanation of the significance of his prose.

Unit 6: The Abbasid Era العصر العباسي - Poetry الشعـر

Duration: 25 periods

General Objective

By the end of this unit, the learner should be able to describe the character of the poets of the Abbasid Era, explain the common characteristics and significance of their poems.

Sub-Unit 1: عباس بن أحنف Abbás bin Ah'naf

Specific Objectives	Content
The learner should be able to: • describe the character of Abbás bin Ah'naf. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	 • Description of the character of Abbás bin Ah'naf • Theme of the poem • Purpose of the poem • الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology

• Using the analytical approach, ask the learners to analyse the romantic character of the poet.
• Using discussion method, guide the learners to discuss and illustrate with extracts of the poem, the ideas of romance in the poem.
• Using discussion approach, discuss with learners the theme, of the poem and explain using talk and chalk approach the purpose of the poem.

Assessment Strategies

• Assess the learners on:
  - analysis of the characters of the poet.
  - explanation of the significance of romance in the poem.
  - Identification of rhetoric aspects in the poem

Sub-Unit 2: ابن الرومي Ibn Al- Rúmiy

Specific Objectives	Content
The learner should be able to: • describe the character of Ibn Al-Rúmiy. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	• Description of the characters of of Ibn Al-Rúmiy • Theme of his poem • The purpose of his poem • الملامح البلاغية (rhetoric aspects) in the poem.

Suggested Methodology
- Using talk and chalk approach, define the concept of sunset in the poet's context.
- Using observation method, guide the learners to discover the character of the poet in the poem through the critical analysis of the themes developed in the poem.
- Brainstorm on the significance of the theme and the purpose of the poem, and then explain the figurative aspects related to the sunset.

Assessment Strategies
- Ask the learners to:
  - indicate what symbolises the sunset in the poem.
  - reveal other figurative styles the author used to illustrate his ideas on the sunset.
  - explain the significance of the sunset in the poem.

Sub-Unit 3: Al- fári'ah bint Twarif Al-shaibani الفارعة بنت طريف الشيباني

Specific Objectives	Content
The learner should be able to: • describe the character of Al-fári'ah bint Twarif Al-shaibani. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	• Description of the character of Al- fári'ah bint Twarif Al-shaibani. • Theme and purpose of the poem • الملامح البلاغية (rhetoric aspects) in the poem

Suggested Methodology

- Using observation approach, guide the learners to identify the ways the poet expressed eulogy في الرثاء
- Use discussion approach to guide the learners to discuss the theme of the poem, and the purposes of eulogy in Arab culture of that particular era.
- Guide the learners to identify the الملامح البلاغية (rhetoric aspects) in the poem .

Assessment Strategies

- Assess the learners on:
  - the description of the character of the poet.
  - the interpretation of the significance of the sunset in the context of the poem.
  - discussion of the theme in relation to the era it belongs to.
  - identifying the figurative styles used in the poem.

Sub-Unit 4: أبو تمام/Abu Tammam

Specific Objectives	Content
The learner should be able to: • describe the character of Abu Tammam. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	• Description of the character of Abu Tammam • Theme of his poem • The purpose of his poem • الملامح البلاغية (rhetoric aspects)in the poem

Suggested Methodology

- Using discovery approach, guide the learners to discover the reasons why the poet was praising the caliph.
- Give the learners to read loudly the poem to identify the tone used for praising the caliph, and guide them to identify the figurative styles the author used to create impact on the readers of the poem.
- Put the learners in groups to discuss the themes and the purpose of the poem following some guiding questions. During the plenary, explain using exposition approach the significance of the theme to the people of this particular era.
- Using guided discovery, lead the learners to identify the البلاغية الملامح (rhetoric aspects) in the poem.

Assessment Strategies

- Assess the learner's on:
    - description of the character of the poet.
    - explanation of the theme and purpose of his poem.
    - explanation of the rhetoric aspects of his poem.

Sub-Unit 5: البحـــــتري Al-Buh'turi

Specific Objectives	Content
The learner should be able to: • describe the character of Al-Buh'turi. • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	• Description of the character of Al-Buh'turi • Theme of his poem • The purpose of his poem • الملامح البلاغية (rhetoric aspects)in the poem

Suggested Methodology

- Using group discussion, the learners shall, after thorough reading of the text, describe the characteristics of Al-Buh'turi.
- Using brainstorming method, explain the purpose of the poem.
- Using discussion method, ask the learners to discuss the rhetoric aspects of the poem. Help them to relate this era to the rhetoric aspects used by the poem.

Teaching/ Learning Aids

- CD , cassettes, radio

Assessment Strategies

- Assess the learners on:
    - Description of the character of Al-Buh'turi.
    - explanation of the theme of the poem.
    - Explanation of the purpose of the poem.
    - explanation of the rhetoric aspects of the poem.

SENIOR SIX TERM ONE

Unit 2: Morphology (الصرف) (Continuation)

Duration: 10 Periods

Sub-Unit 5: Inflections of the Roots (Mush'taqqát Al-Af'ál مشتقات الأفعال)

Specific Objectives	Content
The learner should be able to: • define اسم الفاعل, اسم المفعول and المصدر • identify types اسم الفاعل, اسم المفعول and المصدر • construct اسم الفاعل, اسم المفعول and المصدر	• اسم الفاعل Ism Al-fáel • اسم المفعول Ism Al-maf'úl • المصدر Al-mas'dar

Suggested Methodology

- In groups of 2, use examples to guide learners to discover اسم الفاعل, اسم المفعول and المصدر in sentences.
- Through discussion, lead the learners to learn the rules for the construction of اسم الفاعل, اسم المفعول and المصدر
- Discuss with learners about the differences between اسم الفاعل, اسم المفعول and المصدر

Teaching /Learning Aids

- كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Assessment Strategies

- Assess the learners on:
  - definition of المشتقات
  - identification of the types of المشتقات:
    o اسم الفاعل
    o اسم المفعول
    o المصدر

Sub-Unit 6: Adverb of Manner اسم الهيئة (Ismu Al-hay'a)

Specific Objectives	Content
The learner should be able to: • define اسم الهيئة	• Definition of اسم الهيئة

Specific Objectives	Content
• construct اسم الهيئة	• Rules for constructing اسم الهيئة
• identify اسم الهيئة	

Suggested Methodology

- Using exposition approach, guide learners to define اسم الهيئة
- Using guided discovery, help learners identify the rules for constructing Ismu اسم الهيئة
- learners use اسم الهيئة in sentences.

Teaching /Learning Aids

- كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- There is a similarity in structure between اسم الهيئة and Ism Al-marrah اسم المرة e.g. Jal'sah جلسَة and Jil'sah جِلسَة. Help learners clearly understand the difference between the two.
- Rules for constructing اسم الهيئة are to some extent difficult to apply, for they are in most cases instances irregular. So, you should handle this topic with great care.

Assessment Strategies

- Assess the learners on:
  - definition of اسم المرة
  - rules for constructing اسم المرة

Sub-Unit 7: Nomen Visci (Ismu Al-marrah) *اسم المرة*

Specific Objectives	Content
The learner should be able to:	
• define اسم المرة	• Definition of اسم المرة
• construct اسم المرة	• Rules for constructing اسم المرة
• identify اسم المرة	• Ways of identifying اسم المرة

Suggested Methodology

- Exposition of the definition of اسم المرة
- Put learners in groups and using guided discussion, guide them to discuss the rules for constructing اسم المرة
- guide them to discovery اسم المرة in sentences.

Teaching /Learning Aids

- كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- There is a similarity in structure between اسم الهيئة and اسم المرة e.g. جلسَةٌ and جِلسَة.
- Help learners to clearly understand the difference between the two.

Assessment Strategies

- Assess the learners on:
  - definition of اسم المرة
  - rules for constructing اسم المرة

Sub-Unit 8: Ismul Al-álah اسم الآلة

Specific Objectives	Content
The learner should be able to:	
• define ismu al- álah.	• Definition of Ismu Al-álah.
• construct ismu Al-álah	• Rules for constructing Ismu Al-álah
• identify Ismu Al- álah.	

Suggested Methodology

- Using talk and chalk approach, guide learners to define اسم الآلة
- Form groups to discuss the rules for constructing اسم الآلة
- Give examples that can help learners to construct اسم الآلة

Teaching and Learning Aids

- كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- Construction of اسم الآلة is limited to specific verbs e.g. the word "mish't" cannot be subjected to any rule and therefore it is irregular. Therefore, you should handle rules of construction of اسم الآلة with great care.

Assessment Strategies

- Assess the learners on:
  - definition of اسم الآلة
  - rules for constructing اسم الآلة

PART 3: ARABIC LITERATURE (CONTINUATION)

Unit 7: The Mamluk and Ottoman Era عصر المماليك والعثمانيين- Prose النثـر

Duration: 15 Periods

Overview

The authors of proses in this era are the following:
- Ja'far bin Muhammad Al-baytجعفر بن محمد البيتي ,
- Al-qádhi Muh'y Al-dín bin Abdillah bin Abd Al-dhwáhir القاضي محي الدين عبد الله بن عبد الظاهر
- Ibn Habíb Al-Halabiyابن حبيب الحلبي

To make the learners understand this era of Mamluk and Ottoman, you have to state:
- themes
- character/personality of the author (mood and attitude) شخصية الشاعر
- intention of the author غرض الأديب
- style الأسلوب
- circumstances الظروف
- aspects/main ideas الأفكار الرئيسية
- meaning المعنى
- rhetoric aspects الملامح البلاغية period\eras العصور

General Objective

By the end of this unit, the learner should be able to describe the character of the poets of this era, explain the common characteristics, theme, purposes and rhetoric aspects of their prose.

Sub-Unit 1: The Authors of Prose in the Era of Mamluk and Ottoman

Specific Objectives	Content
The learner should be able to: • describe the character Ja'far bin Muhammad Al-bayt جعفر بن محمد البيتي, Al-qádhi Muh'y Al-dín bin Abdillah bin Abd Al-dhwáhir, القاضي محي الدين عبد الله بن عبد الظاهر, Ibn Habíb Al-Halabiy ابن حبيب الحلبي • explain the theme of their prose. • explain the purpose of their prose. • explain the rhetoric aspects of their prose.	• Description of the characters of Ja'far bin Muhammad Al-bayt جعفر بن محمد البيتي, Al-qádhi Muh'y Al-dín bin Abdillah bin Abd Al-dhwáhir, القاضي محي الدين عبد الله بن عبد الظاهر, Ibn Habíb Al-Halabiy ابن حبيب الحلبي • Theme of their prose • Purpose of their prose • الملامح البلاغية (rhetoric aspects) in the prose

Suggested Methodology

- Form 3 groups of learners and distribute the 3 authors mentioned above to each of the groups to prepare in advance.
- Give the three objectives to each of the groups to follow while preparing the prose.
- During the plenary, when each group is presenting their work, step in to give direction to their discussions as follows:
- Using guided discovery approach, guide the learners to reveal the themes, characters intention and style of the author.
- Using group discussion approach, guide the discussions of the groups in revealing:
  - The literary, socio-cultural, linguistic, etc. aspects in the given texts
  - Meaning of the given texts and
  - Rhetoric aspects of the text.
- Using repetition approach, guide the learners to practice the memorisation of the text (recitation to be done loudly one by one, such that you assess individual problems in pronunciation.

Teaching/ Learning Aids

- The pictures. CD, , photocopies of relevant passages of interest

Assessment Strategies

- Assess the learners on:
    - Correct use of the vocabulary found in the passages.
    - critiques of passages/extracts studied.
    - description of the character of the authors.
    - explanation of the theme of their prose.
    - explanation of the purpose of their prose.
    - explanation of the rhetoric aspects of their prose.

Unit 8: The Mamluk and Ottoman Era عصر المماليك والعثمانيين–Poetry الشعر

Duration: 20 Periods

Overview

The following are the poets to be studied in this era:

- Swafiyyu Al-dín Al-halabiy,صفي الدين الحلي
- Ibn Nabátah,
- Abdullah Al-d'káwiy الله عبـد الـدكاوي
- Shamsu Al-dín AL-hanafiy Al-dimash'kiyشمس الدين الحنفي الدمشقي

General Objective

By the end of this unit, the learner should be able to describe the characters of the poets of Mamluk's and Ottoman's era and explain the common characteristics, the rhetoric aspects, the themes and purpose of their poems.

Sub-Unit 1: The Authors of Poetry in the Era of Mamluk and Ottoman

Specific Objectives	Content
The learner should be able to: • describe the character of Shamsu Al-dín AL-hanafiy Al-dimash'kiy, Ibn Nabátah, Abdullah Al-d'káwiy, Swafiyyu Al-dín Al-halabiy. • explain the themes of their poems. • explain the purpose of their poems. • explain the rhetoric aspects of their poems .	• Description of the characters of Shamsu Al-dín AL-hanafiy Al-dimash'kiy, Ibn Nabátah, Abdullah Al-d'káwiy, Swafiyyu Al-dín Al-halabiy • Themes of their poems • The purpose of their poems • الملامح البلاغية (rhetoric aspects) in the poems

Suggested methodology

• Form three groups of learners and distribute the 3 sub-topics to each of the groups to prepare in advance.

- Give the three objectives to each of the groups to follow while preparing the poem.
- During the plenary, when each group is presenting their work, step in to give direction to their discussions.
- Using guided discovery approach, lead the learners to reveal the themes, character, intention and style of the poets.
- Using group discussion approach, guide the learners to discuss the:
  - aspects in the given poem.
  - meaning of the given poem.
  - rhetoric aspects of the poem.
- Using repetition approach, guide the learners to practice the memorisation of the text (recitation to be done loudly one by one), such that you assess individual problems in pronunciation.

Teaching/ learning aids

- illustrations on manila of relevant issues related to the era, etc.

Assessment Strategies

- Assess the learners on:
  - description of the character of the poem.
  - explanation of the characteristics of this poem.
  - explanation of the purpose and the themes of the poem.
  - figurative style analysis.

SENIOR SIX TERM TWO

PART I: LANGUAGE (CONTINUATION)

Unit 1: Grammar (النحو)

Duration: 15 Periods

Sub-Unit 14: Affirmation with 'Nun' نون التوكيد (Nun Al-tau'kíd)

Specific Objectives	Content
The learner should be able to:	
• define Nun: نون التوكيد	• Definition of نون التوكيد
• identify types of Nun نون التوكيد	• Types of نون التوكيد
• correctly use نون التوكيد in sentences.	• Use of نون التوكيد in sentences.

Suggested Methodology

• Using examples, expose the definition of نون التوكيد
• Using the group work, help learners discover the types of نون التوكيد

Teaching/Learning Aids

• Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
(كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

• نون التوكيد can easily be confused with نون النسوة, therefore show the learner the thin line between the two as you explain the types نون التوكيد using examples.

Assessment Strategies

• Assess the learners on:
   - definition of نون التوكيد
   - types of نون التوكيد

Sub-Unit 15: Objective Nouns المفاعل (Al-Mafáél)

Specific Objectives	Content

The learner should be able to:
• define المفاعل
• identify types of المفاعل
• correctly use المفاعلin sentences.
	• Definition of المفاعل
	• Types of المفاعل:
	  - مفعول مطلق
	  (maf'úl Mut'laq)
	  - مفعول لأجله/ له
	  (maf'úl Li-aj'lihi\Lahu)
	  - مفعول فيه/ الظرف
	  (maf'úl Fíhi\Al-thwar'fu)
	  - مفعول معه
	  (al-maf'úl Ma'ahu)

Suggested Methodology

• Use exposition approach to define المفاعيل
• Guide the learners you have put in groups of 3 to discover the types of المفاعيل
• Using guided discussion, help learners identify the characteristics of each of the types of المفاعيل

Teaching/Learning Aids

• Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
(كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية**)**

Practical Problems

• Explain to learners that مفعول لأجله is also referred to as مفعول له
• مفعول معه is quite difficult to internalise since it has no equivalent in English language.

Assessment Strategy

• Assess the learners on
    - definition of المفاعيل
    - types of المفاعيل
    - characteristics of المفاعيل

Sub-Unit 16: Conditional Articles (Adawát Al-shar't)

Specific Objectives	Content
The learner should be able to: • identify Adawat al-shart • explain rules Adawat al-shart • correctly use Adawat al-shart in sentences.	 • Definition of Adawat al-shart • Rules of Adawat al-shart • Correct ways of using Adawat al-shart in sentences

Suggested Methodology

- Using exposition method, explain the meaning of أدوات الشرط
- Help learners in groups using guided discovery approach to understand the rules of أدوات الشرط
- Form groups to discuss أدوات الشرط.
- Use examples to explain the impact of أدوات الشرط articles in sentences.

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society

(كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- Some أدوات الشرط articles are used in other contexts which are not conditional e.g. man من, matá متى... etc. therefore make effort to explain to the learners this fact.
- There is a difference between the أدوات الشرط that cause the condition of "Jazm جزم" and those that do not. Make this point clear to the learner.

Assessment Strategy

- Assess the learners on:
  - definition of أدوات الشرط
  - rules of أدوات الشرط
  - the impact of أدوات الشرط articles on sentences

Unit 2: Morphology (الصرف) (Continuation)

Duration: 10 Periods

Sub-Unit 9: Diminutive Nouns (Al-tas'ghír) التصـــــغير

Specific Objectives	Content
The learner should be able to:	
• define التصغير	• Definition of التصغير
• construct التصغير	• Rules for constructing التصغير
• identify التصغير	• Ways of identifying التصغير

Suggested Methodology

- Use brainstorming to define التصغير
- Use guided discussion to understand التصغير
- Give examples that can guide learners to construct diminutive nouns (التصغير)

Teaching and Learning Aids

- كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- Note that some nouns are not subject to التصغير e.g. Allah الله, mas'jid مسجد, Al-ka'ba الكعبة... etc.
- Take note that التصغير can serve a number of purposes e.g. to express beauty, humiliation, sentiments, etc.

Assessment Strategies

- Competences to be assessed are:
  - definition of التصغير
  - rules for constructing التصغير.

Sub-Unit 10: Exaggeration Expression (Swíghat Al-mubálaghah صـيغة المبالغــة)

Specific Objectives	Content
The learner should be able to: • define صيغة المبالغة • construct صيغة المبالغة • identify swigat al-Mublagah	• Definition of swigat al-Mublagah • Rules for constructing swigat al-Mublagah • Ways of identifying swigat al-Mublagah

Suggested Methodology

• Using brainstorming approach, guide learners to define صيغة المبالغة
• guide learners to identify the rules for constructing صيغة المبالغة

Teaching and Learning Aids

• كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

• There are many structures of صيغة المبالغة some of which defy the rules for their construction. Therefore, take maximum care when handling this topic.
• صيغة المبالغة serves a number of purposes i.e. it can be used in a figurative or mockery sence.

Assessment Strategies

• Assess the learners on:
  - definition of صيغة المبالغة
  - rules for constructing صيغة المبالغة

PART 3: ARABIC LITERATURE (CONTINUATION)

Unit 9: The Modern Era العصر الحديث-Prose النـــثر

Duration: 20 Periods

Overview

In this unit, the learners develop understanding, knowledge, and skills to describe the characteristics of, explain the themes and purposes of the following authors of the prose of the modern era:

- Sheik Adam Abdullah Al-lúr iy الشيخ آدم عبد الله الإلوري
- Yaqub Al-swárúf يعقوب الصاروف
- Taw'fíq Al-hakím توفيق الحكيم
- Suhair Al-qalamáwíh سهير القلماوي

General Objective

By the end of this unit, the learner should be able to describe the characteristic s of the prose of the modern era, explain the common characteristics, themes, purposes and the rhetoric aspects of the prose.

Sub-Unit 1: The Authors of the Prose of the Modern Era

Specific Objectives	Content
The learner should be able to: • describe the character of Sheik Adam Abdullah Al-lúriy/ Yaqub Al-swárúf/ Taw'fíq Al-hakím/ Suhair Al-qalamáwíh depending on which sub-unit the group is working on. • explain the theme of his prose. • explain the purpose of his prose. • explain the rhetoric aspects of his prose.	• Description of the character of Sheik Adam Abdullah Al-lúriy/ Yaqub Al-swárúf/ Taw'fíq Al-hakím/ Suhair Al-qalamáwíh • Theme of his prose • Purpose of his prose البلاغية • الملامح (rhetoric aspects) in the prose

Suggested Methodology

- Form 4 groups of learners and distribute the 4 sub-units to each of the groups to read and discuss their text in advance.

- Give the four objectives to each of the groups to follow while preparing the poem. Give some preliminary guiding question to each group.
- During the plenary, when each group is presenting their work, step in to give direction to their discussions.
- Using guided discovery approach, lead the learners to reveal the themes, characters intention and style of the poet.
- Using group discussion approach, guide the discussions in groups of:
  - aspects in the given prose
  - meaning of the given prose
  - rhetoric aspects
- Using repetition approach, guide the learners to practice the memorisation of the text (recitation to be done loudly one by one), such that you assess individual learner's problems in pronunciation.

Teaching and Learning Aids
- Charts, CD about the era

Assessment Strategies
- Assess the learners on:
  - explanation of the characteristics of the prose.
  - explanation of the meaning of the figurative styles such as symbolism.
  - discussion of the themes and their significance.

Unit 10: The Modern Era العصر الحديث -Poetry

Duration: 25 Periods

Overview

In this unit, the learners develop understanding, knowledge, and skills to describe the characteristics and explain the themes and purposes of the following authors of the poetry of the modern era:

- Mahmud Sami Al-bárúdiyمحمود سامي البارودي

- Maarúf Al-ruswafiyمعروف الرصافي

- Abdul Qásim Al-sha'biyأبوالقاسم الشعبي

- Muhammad Umar Al-fálمحمد عمر الفال

- Eliya abu Mádhiyإليا أبو ماضي

General Objective

By the end of this unit, the learner should be able to describe the characteristics of the poetry of the modern era, explain the common characteristics, themes, purposes and the rhetoric aspects of the poemes.

Sub-Unit 1: The Authors of the Poems of the Modern Era

Specific Objectives	Content
The learner should be able to: • describe the character of Mahmud Sami Al-bárúdiy/ Maarúf Al-ruswafiy/Abdul Qásim Al-sha'biy / Muhammad Umar Al-fál **/**Eliya abu Mádhiy • explain the theme of his poem. • explain the purpose of his poem. • explain the rhetoric aspects of his poem.	• Description of the characters of Mahmud Sami Al-bárúdiy/ Maarúf Al-ruswafiy/Abdul Qásim Al-sha'biy/ Muhammad Umar Al-fál / Eliya abu Mádhiy • Theme of his poem • The purpose of his poem • The rhetoric aspects in the poem

Suggested Methodology

- Form 5 groups of learners and distribute the 5 sub-topics to each of the groups to read and discuss their text in advance.
- Give the 4 specific objectives to each of the groups to follow while discussing the poem. Give some preliminary guiding questions to each group; such questions must be specific enough to lead the learners to the discovery of facts in the poem.
- During the plenary, when each group is presenting their work, step in to give direction to their discussions.
- Using guided discovery approach, lead the learners to reveal the themes, characters intention and style of the poet.
- Using group discussion approach, guide the learners to discuss:
  - aspects in the given poem.
  - meaning of the given poem.
  - rhetoric aspects in the g given poem.
- Using repetition approach, guide the learners to practice the memorisation of the text (recitation to be done loudly one by one), such that you assess individual learner's problems in pronunciation.

Teaching and Learning Aids

- Charts, CDs about the era

Assessment Strategies

- Assess the learners on:
  - description of the poet.
  - explanation of the characteristics of the poem.
  - explanation of the meaning of the figurative styles such as symbolism.
  - discussion of the themes and their significance.

SENIOR SIX   TERM THREE

PART 1: LANGUAGE

Unit 1: Grammar النحو (Continuation)

Duration: 10 Periods

Sub-Unit 17: Exceptions الاســــتثناء (Al-is'tithiná)

Specific Objectives	Content
The learner should be able to: • define الاســـــتثناء • explain rules of الاســـــتثناء • correctly use الاســـــتثناء article in sentences.	• الاســـــتثناء of • Rules of الاســـــتثناء • Articles of ثـــاءالاســت

Suggested Methodology

- Using exposition approach, define الاستثاء
- Using guided discovery approach, help learners find the articles of الاستثاء
- Using guided discussion, explain the rules of الاستثاء
- In groups, help learners using guided discussion to discuss the impact of الاستثاء

Teaching and Learning Aids

- Charts, CDs and photographs about the era

Practical Problems

- Take note of the fact that الاستثاء is introduced at O level but only one article is discussed.

Assessment Strategy

- Assess the learners on:
    - definition of الاستثاء
    - rules of الاستثاء
    - articles of الاستثاء

Sub-Unit 18: Apposition البــدل (Al-badal)

Specific Objectives	Content
The learner should be able to:	
• define البـــدل	• Definition of البـــدل
• explains rules of البـــدل	• Types of البـــدل
• correctly use البـــدل in sentences.	• Rules of البـــدل

Suggested Methodology

- Using exposition approach define البدل
- Put learners in groups and using guided discussion, let the learners discuss the types of البدل
- Using examples, explain the rules of البدل

Teaching/Learning Aids

- Al-nah'u w'al-swar'fu w'al-em'lá; By World Islamic Call Society
(كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية)

Practical Problems

- البدل has no equivalent in English language, though a term "apposition" is suggested, so endeavour to explain البدل to learners clearly.

Assessment Strategy

- Assess the learners on:
    - definition of البدل
    - types of البدل
    - rules of البدل

Unit 2: Morphology الصرف (Continuation)

Duration: 5 Periods

Sub-Unit 11: Attributive Adjective النســــب (Al-nasab)

Specific Objectives	Content
The learner should be able to:	
• define Al nasab	• Definition of Al nasab
• construct Al nasab	• Rules for constructing Al nasab
• identify Al nasab	• Ways of identifying Al nasab

Suggested Methodology

- Using examples, guide learners to define النسب
- Through demonstration, help the learners to understand the rules for constructing النسب

Teaching and Learning Aids

- كتاب النحو والصرف والإملاء: مطبوعة جمعية الدعوة الإسلامية العالمية

Practical Problems

- The rules for constructing النسب may not apply on nouns ending with Hurúf Al-ella.
- Note that application of the rules of النسب is sometimes difficult and disturbing.

Assessment Strategies

- Assess the learners on:
  - definition of Al nasab.
  - rules for constructing Al nasab.

Unit 3: The Plays

Duration: 45 Periods

General Objective

By the end of this unit, the learner should be able to understand the play, analyse critically the themes, characteristics, and the views of the play on the current lifestyle of the Arab people.

Sub-Unit 1: Zaid bin Harith زيد بن حارث By Dr Muhammad bin Sa'd Al Dabla

Specific Objectives	Content
The learner should be able to:	
• identify the main themes and sub themes developed in the play.	• Themes of the play - Sub- themes of the play
• describe the characters.	• The description of characters of the play
• analyse their intentions.	• Descriptions of the intentions of the characters in the play
• identify the figurative styles used in the play.	• The figurative styles used in the play
• analyse the figurative styles used in the play	• Effects of the styles on the readers of the play
• justify the use of some specific structures.	• The uses of specific structures in the play
• criticise/appreciate the way the author looks at life in the play.	
• discuss the biography of the author in relation to his points of view in the play.	• The messages the author is passing though the play
	• The author's biography
• discuss the techniques the author used to act on the feeling of the readers.	• Dramatic techniques - gestures
• bring out the feelings like humour, anger, sorrow the play creates in the readers.	- quiproquo - costumes, etc
	• The tone of the play
• describe a good stage and costumes that might be fit for	• Qualities of a good stage
	• Setting a stage

Specific Objectives	Content
this play. • dig out the intentions of the author, e.g. to criticise the behaviour of the current society.	• Intentions of the author

Suggested Methodology

- Give the learners the play in advance to read as homework. During this time, ask them to search for the meanings of the new words in the dictionary.
- Using question and answer method, remind the learners on the skills of getting the meaning of words in Arabic dictionary. Ask the learners to get the meaning of the words in context.
- Ask them to form groups of manageable numbers. Give one group to discuss the characters of the play and their intentions; another group discusses the themes of the play, another one, the characteristics of the play; another group discusses the figurative styles used by the author in the play; another group discusses the author's way of looking at life and relates it to his biography.

NB: This discussion must be given a specific time.

- Then give chance for plenary session in which all the groups come together. Each group is given time to come up and present their work. Intervene where necessary. Welcome questions, contributions and remarks of the other learners. Correct the grammatical errors; wrong content submitted using brainstorming approach such that the mistakes do not go uncorrected.
- Using discovery approach, guide the learners to read loudly the parts of the text that support the points in the arguments, such that they discover the facts in the passage as you correct poor pronunciation.

Teaching and Learning Aids

- Al- Adab wa Al-nusus wa Al-balaagha Vol 1,2 and 3 by World Islamic School Society

الأدب والنصوص والبلاغة الأجزاء: الأول، الثاني والثالث من مطبوعات جمعية الدعوة)
الاسلامية العالمية

Assessment Strategies

- Using dramatisation of extracts of interest, ask the learners to repeat, memorise and dramatise the expressions that act on the mood of the readers.
- As a written activity, ask learners to write in their various groups the summaries of acts/ waves/ scenes of the play.
- Another activity could be asking the learners to write an essay on the play.
- Ask the learners to make their own notes as the explanations go by.

Unit 4: The Novel

Duration: 25 periods

General Objective

By the end of this unit, the learner should be able to understand the novel, analyse critically the themes, characteristics, and the views of the author of the Novel on the current lifestyle of the Arab people.

Sub-Unit 1: Problems of civilization by Abdu Sawabur Shaahin عبد الصبور شاهين

Specific Objectives	Content

The learner should be able to:
 • identify the problems of the civilisation in the novel.
 • identify the causes and effects of the societal problems in the novel.
	• The problems of culture: e.g.
	   - poverty - jealousy
	   - corruption - witchcraft...
	   - money - values and
	   - egoism beliefs
	   - grid - theft
	   - prostitution
	 • The universal themes in the novel

• discuss the way the contemporary issues affect the culture.	• How contemporary issues affect the culture
• reveal the cultural practices in the novel that hinder development. • compare the effects of cultural practices in the novel to their effect in your own society. • illustrate the advantages of the co-existence of formal education and cultural practices in the society.	• Cultural practices • Cultural practices in Arab world verses Uganda today • Advantages of formal education in a traditional society

General Characteristics of the Novel

- It has a narrative, descriptive, argumentative, poetic, etc, structure.
- It is expansive i.e. long compared to poems, plays and short stories.

- It uses all resources of language including those used in drama, poetry, song, etc.
- While the poem mainly employs images and figures of speech and the play employs dialogue, the novel uses such models as explanations, expositions, discussions, descriptions and even digression.
- The novel is sentence-based building into paragraphs, chapters and parts.

Aspects of the novel

You should cover the following aspects of the novel.

i)   Title
- Meaning of the title
- Relationship between the title and the events in the novel is very significant
- There is also a need to identify the relationship between the title and what happens in the novel

ii)   Story and plot

This deals with:
- key events in the novel.
- sequence of events in the novel.
- relationship between characters, events and settings.
- development of plot.
- essential conflict/problem on which the plot of the novel revolves.
- relationship between chapters, sections or parts of the novel.
- ending of the novel; is it satisfactory, convincing, logical, and symbolic?

iii)   Character and characterisation

The characters are the people in the novel while characterisation describes who they are. In this aspect, the following are studied:
- The character traits
- Major and minor characters
- The forces that drive the characters
- Character portrayal through the methods that the novelist uses
- Character roles

iv)   Theme

This refers to the central ideas that the writer explores through a text, ideas about society, human nature or history which is discussed through the

story. Under the theme, the study should cover how the themes are portrayed.

v)   Setting
The novelist always puts his/her characters in a setting. Setting can be divided into three aspects:
- Physical/ geographical; this is the place, room, weather that the writer depicts in a novel
- Historical or time; this refers to the period when the story takes place e.g. post-independence, medieval, evening, colonial.
- Social; this refers to the type of society in which the novel is set. This includes characteristics of the society, the social conventions, economic hardships and religion.

Setting influences the plot, characters, themes and style.

vi)   Techniques
These are the devices the author uses to present the message. The common techniques used include:
- Point of view or the perspective from which the story is told i.e. omniscient, 1st person narrator, autobiographic, narrator participant, authorial intrusion, etc.
- Flashback
- Stream of consciousness
- Dreams
- Songs
- Language use - imagery, symbolism, allusion, irony, poetry, hyperbole

Suggested Methodology

- Use brainstorming approach to lead learners to constitute the definition of words, expressions, proverbs and idioms. Ensure that the definitions are given in context. Ask other learners to give examples of sentences in which the word is used in that very context.
- Use group discussions methods to identify the aspects of the novel. Form manageable groups that you can move around to help when necessary.
- Use guided discovery to lead the learners to the meaning of the novel. Where possible, refer to the extracts of the novel to clarify on the point. Accept the learners' views if properly supported with facts in the novel.
- Use dramatisation approach to help learners to internalise some contents of interest in the novel. You can show films of such a novel or related ones to create permanent image of the novel in the learners.

- In advance, provide learners with the objective of reading the novel to encourage the learners to do meaningful reading of the novel.
- Use note making.

Teaching and Learning Aids

- Use of charts/ tables to illustrate the subject matter
- CDs, tapes, films

Assessment Strategy

- Assess the learners on:
  - writing summaries of a part of the novel.
  - simulation of the novel.
  - essay writing on a novel.

Appendices

- **Prescribed Books for 370/3 Section (A) and (B)**

Al- Adab wa Al-nusus wa Al-balaagha Vol 1,2 and 3 source by World Islamic School Society.

الأدب والنصوص والبلاغة الأجزاء: الأول، الثاني والثالث من مطبوعات جمعية الدعوة)
(الاسلامية العالمية

- **Prescribed Books for 370/1 Grammar and Morphology**

(والصــــرف النحـــو)

In addition to previous texts,

 Al Nah'w w'al-swar'f w'al-em'láu: By World Islamic Call Society, Volume 4.

النحو والصر والإملاء : مطبوعة جمعية الدعوة الإسلامية العالمية ، الجزء الرابع

- **370/2: Comprehension**

   Al Qirá'a w'al-Nusús: By World Islamic Call Society Volume 5

القراءة والنصوص: مطبوعة جمعية الدعوة الإسلامية العالمية، الجزء الخامس

Uganda Advanced Certificate of Education

French

TEACHING SYLLABUS

Contents

Introduction

This teaching syllabus introduces improved methodological and evaluation approaches. It is an instrument guiding the teachers of French Language to make learning "learner centered", taking into account the current best practices in the teaching and learning of a foreign language.

This French Language teaching syllabus is the first to be written by NCDC. Over the years, the teaching of French at Advanced A Level has been undertaken using a teaching syllabus drafted by a group of teachers of French with the help of the French Embassy.

The Purpose

The purpose of this document is to harmonise the teaching of French in Uganda, at Advanced level. This is because in the past, teachers have been working in isolation, without specific guidelines regarding the content, methodology, instructional strategies and progression.

As a result, the teaching of French became examination-oriented rather than competence-oriented since the teachers were being guided by the examination regulations.

The set books used have been changing from time to time ranging from the study of entire literary works (e.g. novels, plays) to collections of extracts (Lire en Français, C'est facile à lire, C'est facile à dire, Le Manguier, etc.) Currently, the recommended books in use include:

- Littérature progressive du français	- Niveau Intermédiaire
- Littérature progressive de la Francophonie	- Niveau Intermédiaire
- Civilisation progressive du français	- Niveau Intermédiaire
- Civilisation progressive de la Francophonie	- Niveau Intermédiaire
- Grammaire progressive du français	- Niveau Intermédiaire
- Communication progressive du français	- Niveau Intermédiaire
- On y va 1- 3	

One of the reasons why the set books kept changing was that some of the passages were found difficult and not adapted to the linguistic scope of the learners. In addition, some books were not readily available on the market. Therefore, there was need to rethink the linguistic level targeted, the learning strategies, instructional materials and content in order to harmonise teaching, and ensure that the learners are equipped with sustainable and relevant competences. New French text books designed specifically for this level have emerged; learners can use them as they so wish. These are books like connexion Niveau 2, Le Nouveau Taxi! Niveau 3, etc.

Objectives

The language level envisaged in this syllabus compares well with level B1 of the Common European Framework of Reference for Languages (CEFR). The general objective of the syllabus is to ensure that by the end of the two-year course (S5-S6) the learners are equipped with the necessary language skills to pursue further studies in French and/or compete favourably on the job market while the specific objectives include the following:

- Demonstrate reasonable understanding of spoken and written French.
- Interact with French speakers with reasonable ease using the French language.
- Speak and write good French on familiar topics.
- Translate simple French/English texts or speeches on familiar topics.
- Make short oral and written reports.
- Develop a critical mind regarding the socio-cultural, political and economic environment.

NOTE: Advanced Level teachers of French are encouraged to use support documents (*documents authentiques*), such as articles extracted from newspapers, magazines and/or the internet, adverts, audio-visual materials which provide information on current topical issues.

Time Allocation

French at A Level is allocated a minimum of 8 periods per week.
Receptive skills (Oral and written comprehension), production skills (oral and written expression) and interaction will cover a bigger part in the teaching and learning of the French language.

Target Group

This syllabus is meant to be used by the teachers of French at A Level in Uganda; it will guide them in the process of imparting communicative competence in a much wider context. The syllabus targets learners who offered French at O Level and have successfully completed the Uganda Certificate of Education (UCE) with at least a credit in French.

Methodology

In this syllabus, emphasis has been put on an ***improved version of the communicative methodology*** i.e. methods that will help the learner to develop basic communicative competence in French: oral comprehension,

oral production, oral interaction, written comprehension, written production and mediation. The above methodology is, however, a transitional step towards fully adopting the *action-oriented methodology*. The grammatical, lexical, phonetic and (inter)cultural aspects treated in this syllabus are aimed at the development of communication skills.

The texts should be studied basing on the formulated functional objectives as we are looking forward to rapid development of the learners' skills of communicating in standard French with a certain degree of ease. At this moment, it is recommended that the kind of methodology, which the teacher uses, should enhance effective communication in a context familiar to the learners with simple speech acts.

To develop the above communication competences, work should be done in groups or individually depending on the nature of the tasks; i.e. oral comprehension, written comprehension, written production and oral production.

It is recommended that each topic/ sub- topic be covered under the following pedagogical steps:

Step I: Introduction (Exposition): to brainstorm about the topic, identify the general idea of the text, expose the learners to new vocabulary and grammatical structures; thus enhancing the receptive skills.

Step II: Exploration (detailed study of the text) the learner identifies the linguistic elements and content, internalises them in order to formulate the rules for re-use in a similar situation.

Step III: Appropriation - the learner is given exercises and activities to re-use the vocabulary and structures previously acquired.

Step IV: Practical application- the learner is given tasks and /or is put in a situation that enables him/her to apply the acquired structures and content (production, interaction and mediation).

The Purpose of the Syllabus

The purpose of this syllabus is to assist in interpreting the Uganda Advanced Level French Syllabus properly and prepare adequately for effective teaching/learning process.

It covers all the topics taught in Senior 5 – 6 and offers effective methodologies of handling the teaching/learning process. Several hints on presentation of content including topics, content outline, learning objectives, expected practical teaching methods/strategies and suggested types of documents have been highlighted. At the end of each topic the learners are expected to be assessed to know whether the desired competences have been attained, using the suggested strategies. This

syllabus will act as a basic approach to guide you in handling appropriately and effectively, the aspects given, and the supportive documents.

The syllabus is competence and learner- based and learners with special needs have been catered for. It is intended to greatly help you to equip learners with skills which will enable them not only to pass examinations but also to compete favourably on the job market. It is, therefore, imperative that you plan, prepare, research on each topic and use your innovative skills to ensure that learners attain the desired learning outcomes.

Scheming one's work and adequate preparation are therefore mandatory for effective implementation of the syllabus. You are asked to focus on innovative methods of presentation, develop effective strategies that will motivate all the learners.

You must not take for granted the following special learning needs : gifted learners, slow learners, hearing handicap, visual and/or physical handicaps, behavioural disorders, mentally retarded, disadvantaged background both in rural and urban settings .The above mentioned categories may cause unpleasant results in the learning environment and process if not taken care of. This can be done through the provision of a variety of exercises, use of many teaching methodologies, and a variety of teaching aids among others. You should therefore identify the weaknesses and strengths of your learners in order to help them appropriately.

To ensure a balanced acquisition of communication skills from reception to production, each topic will start with either a recorded or written document, and will proceed until the learner is capable of producing a coherent text and interacting with relative ease in day to day communication situations. The teacher should always have in mind, the practical tasks in which French will be used,   and the required grammatical, lexical content to accomplish those tasks. The Common European Framework of Reference for Languages has already done the tallying for us. You will find it in this guide under Description of Targeted Level, Grammatical Contents, etc.

The teaching of grammar is integrated in the other competences but it needs to be enhanced by regular exercises and activities. The grammatical aspects will always be extracted from the support documents. (Refer to the examples of lesson plans in the Appendices to understand the modalities of this integrated teaching of grammar)

Syllabus Content

Overview
The content of this syllabus consists of the following:
Communication competences that include:
- Reception competences, these can be oral (listening) and written (reading)
- Production competences consisting of oral production (speaking) and written production (writing)
- Mediation competence, this mediation can be done within the same language (intra-linguistic mediation) or in two different Languages (inter-linguistic mediation)

Linguistic competences include:
- Grammatical competences. The French grammar learnt here is limited to the level of B1, a level for learners who have left beginners' level.
- Lexical competences related to everyday life (at home, at school, at work place)
- Phonological competence aiding to solve the learners' pronunciation interference problems

Inter-cultural competences comprise:
- Literature in French
- Socio-cultural competences

NOTE: These competences are used as tools to improve the learners' ability to communicate effectively in French. The comparative study approach is recommended, that is to say, learners should compare their own culture with the one of other people.

Written Reception (Written Comprehension)
According to CEFRL (Common European Framework for Reference of Languages), in written reception (reading) activities the user as reader receives and processes as input written texts produced by one or more writers. Examples of reading activities include:
- Reading for general orientation
- Reading for information, e.g. using reference works
- Reading and following instructions
- Reading for pleasure

General Objective

By the end of the programme, the learner should be able to extract information from a text written in standard French on current and familiar issues.

Specific Objectives

The learners should be able to:

- read various types of documents (e.g. manuals, advertisements, definitions, short newspaper articles, emails, warnings, and menus) on familiar topics (sport, celebrities, music …) in order to get general or specific information, to make choices, to make decisions and also for pleasure.
- identify the type of the given text (informative, descriptive, argumentative, narrative, poetic, etc.)
- read simple literary texts (e.g. novel extracts, plays, poems, short stories) cf. part 7 literature.

Methodology and Strategies

You should:

- provide reading activities, which should always be within a specific context.
- give clear and specific instructions to the learners including "what to do", "how to do it" and "for what purpose".
- vary the scope of reading comprehension exercises (e.g. reading to get general information, detailed information).
- encourage the learners to:
  - read at leisure magazines, journals, "lecture facile" novels, comic strips, websites, etc.
  - use various strategies such as:

Before reading:

- guide the learners to look at photos, titles and subtitles to form hypotheses on the possible context and content.

During reading:

- identify the key words in a text, the lexical field.
- inderline all the known words in order to understand the general context
- use a bilingual dictionary (French-English)
- identify the logical structure of the text, using connecting words (parce que, donc, mais, etc.)

- identify the communication situation:
    - Who is writing? To who?
    - When?
    - Why? For what purpose?

After reading:

- participate in group discussions in order to compare what they have understood

Note: English can be occasionally used to give instructions and/or explain strategies, if the level of the learners is yet too low to understand instructions in French.

Oral Reception (Listening Comprehension)

According to CEFR, in oral reception (listening) activities, the language user (the learner) as listener, receives and processes a spoken input produced by one or more speakers. Listening activities include:
- Listening to public announcements (information, instructions, warnings, etc)
- Listening to media (radio, TV, recordings, cinema)
- Listening as a member of a live audience (theatre, public meetings, public lectures, entertainment, etc)
- Listening to overheard conversations

In each case the user (the learner) may be listening:
    - for gist.
    - for specific information.
    - for detailed understanding.
    - for implications.

General Objective

The learner should be able to understand the main points of clear, standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narrative documents.

Specific Objectives

By the end of the unit, the learners should be able to:
- understand simple instructions and guidelines on a given subject.
- understand television, radio programmes in simple French.
- understand recorded messages on familiar topics, dialogues, debates, films, informative reports.
- follow a conference, a presentation, a speech in a familiar domain.

Methodology and Strategies

You should:

- avail to the learners clearly recorded materials (e.g. films, songs, debates, dialogues on tapes, CDs, DVDs, on the Internet etc.) adapted to their level.
- provide a variety of listening opportunities so that learners can get used to different French accents (e.g. by tuning in to French TV/radio programmes).
- train learners to listen purposefully (e.g. listening in order to pick out essential or detailed information from a speech, a recorded programme, etc.)
- encourage learners to:
  - take personal initiatives to enhance their comprehension competence.
  - use various strategies namely:
    - o Before listening: read titles, summaries, reviews or any additional materials, if available in order to anticipate what it is about.
    - o Anticipate the context and content with the help of actions, gestures, facial expressions, keywords, lexical field etc.
    - o During listening: Use subtitles if available, e.g. in case of movies on DVDs or songs on the Internet.
    - o Identify the logical structure of the text, using connecting words (par conséquent, cependant, parce que, donc, mais, etc.)
    - o After listening: Participate in group discussions in order to compare what they have understood.

Written Production

According to European Common Framework for Languages, in written production or (writing) activities, the language user as writer produces a written text which is received by a readership of one or more readers.

Examples of writing activities include:

- Completing forms and questionnaires
- Writing articles for magazines, newspapers, newsletters, etc
- Producing posters for display
- Writing reports, memoranda, etc
- Making notes for future reference
- Taking down messages from dictation, etc
- Creative and imaginative writing
- Writing personal or business letters, etc

General Objective

By the end of the unit, learners should be able to write a simple, coherent and meaningful text in standard language (French).

Specific Objectives

By the end of the unit, learners should be able to:
- ask for/give information about a topic of interest, ask for/offer services.
- express their opinions, feelings through writing on a wide range of topics of interest, e.g. socio-cultural, educative, political.
- describe personal experiences (holidays, journeys, childhood experiences, school life, etc.), feelings, reactions (real or imaginary).
- describe immediate environment (such as school, home, village, town, workplace etc).
- give instructions, advice and directions.

Types of texts may include friendly or formal letters, short essays, stories, reports, advertisements, programmes, menus, etc.

Methodology and Strategies

You should:
- always give clear instructions within a specific context: the learners should know to whom and why they are writing.
- give model texts in order to enable the learners identify structures, vocabulary, connectors, etc.
- give lists of words and expressions to be used by the learners ('fiche ressource') and encourage them to complement them.
- encourage the learners to write unrestricted texts, first in groups then individually without necessarily awarding marks but not forgetting the importance of formative feedback. (Regular practise enhances memorisation.)
- give special attention to learners with special needs (learners with little vocabulary, slow learners for example)
- train learners to use dictionaries and other support material (e.g. internet, spelling and grammar check, and encourage them to consult resource persons (teachers, fellow learners, etc).

Oral Production

According to CEFR, in *Oral Production (speaking)* activities, the language user (the learner) produces an oral text, which is received by an audience of one or more listeners. Examples of speaking activities include:
- Public address (information, instructions, etc)

- Addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc)

Oral Production (speaking) activities may involve, for example:
- Reading a written text aloud
- Speaking from notes or from a written text or visual aids (diagrams, pictures, charts, etc.)
- Acting out a rehearsed role
- Speaking spontaneously
- Singing (CEFR, p.58)

General Objective

The learner should be able to sustain a reasonable fluent and straightforward description, narration, short speech on one or on a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

Specific Objectives

The learners should be able to:
- talk about themselves or other people known to them (introduce themselves; describe/narrate present, past or future real or imaginary events with relative ease).
- describe with relative ease, dreams, ambitions and fears about topics familiar to them.
- briefly report on an accomplished project of their interest.

Methodology and Strategies

You should:
- give learners the opportunityy to find individually or in a group a topic to prepare and present on (political, social, cultural, etc.) domains of their interest.
- give a list of topics from which the learners choose.
- give clear and specific instructions about the work to be done by indicating why, for what purpose, to whom and how to do it.
- train and encourage the learners to use a dictionary to look up the vocabulary they need to express themselves.
- encourage learners to :
  - listen to samples of recorded production similar to what they are expected to produce in order to enable them identify useful structures, connectors, vocabulary, etc (cf. RFI, Resource Centres, Internet, Alliance Française de Kampala (AFK)).

- prepare in writing their presentation (in bullet/note form or fully phrased according to th type of speech/presentation).
- consult resource persons e.g. the teacher or colleagues in order to get a correction.
- rehearse their presentation.
- use IT tools for presentation (PowerPoint), Interactive Boards, Smart Boards.

Oral Interaction

In interactive activities, the language user acts alternately as speaker and listener with one or more interlocutors. Reception and production strategies are employed constantly during interaction.

Examples of interactive activities include:

- Transactions
- Casual conversation
- Informal discussion
- Formal discussion
- Debate
- Interview
- Negotiation
- Co-planning (CEFR, p. 73)

General Objective

By the end of the unit, the learners should be able to exploit a wide range of simple language tools to use in situations that are likely to arise, engage into a spontaneous conversation, and express personal opinions and exchange information on familiar topics related to everyday life (e.g. family, hobbies, work, travel and current events).

Specific Objectives

By the end of the unit, learners should be able to:

- sustain a conversation on familiar topics e.g. family, school, leisure, work, travel.
- ask or give information about services, goods or people in various situations like markets, hospitals, banks, restaurants, travel agencies etc.
- ask for / give guidelines, instructions, directions.
- take part in debates and exchange opinions on abstract or cultural topics e.g. films, projects, music, current affairs, sports, fashion, social activities, celebrities, school life.
- take part in simple discussions.

Methodology and Strategies

You should:

- give various topics that prompt students to react/express themselves e.g. music, fashion, sports, and current affairs.
- use various activities that promote oral interaction such as simulation, role-play, drama, debates in order to help learners acquire various skills and practice the language outside the classroom.

- encourage group work to facilitate interaction among learners.
- form a French club where learners can always interact and learn outside the classroom.
- encourage the learners to:
  - ask their interlocutor(s) to repeat and/or clarify the information when they don't understand something.
  - rephrase when they have not been understood.
  - repeat back what has been said in order to ensure mutual understanding on a particular topic.

Mediation

Mediating activities are about acting as an intermediary between interlocutors who are unable to communicate to one another directly, normally (but not exclusively) because they are speakers of different languages. Mediation can be done in two different situations:
- Mediation done in the same language. This is called intra-linguistic mediation (Médiation intra-linguistique).
- Mediation done in two different languages. This mediation is called inter-linguistic mediation (Médiation interlinguistique)

Inter-Linguistic Mediation

Inter-linguistic mediating activities are about acting as an intermediary person between interlocutors of different languages who are unable to communicate to one another directly.Examples of inter-linguistic mediating activities are translation, interpretations, etc.

Such activities include:
- Translating or interpreting simple texts from French into English. These can be simple magazine or newspaper articles, letters, sign posts, the forms
- Interpreting:
  - a conversation (phone call messages, radio/television information)
  - a sermon in the church
  - announcements/ advertisements

General Objectives

By the end of the unit, the learners should be able to:
- select the main ideas in French texts.
- report the main idea selected in English without changing the original meaning.

Specific Objectives

The inter-linguistic mediation involves competences of reception and production (cf. oral and written reception, and production).
The learners should be able to:
- understand and pick out the main ideas in a written text.
- take into consideration:
    - the sociolinguistic and contextual background of the document.
    - the addressee and the purpose of the mediation activity.
    - report the information in good and clear English.

Methodology and Strategies

You should:
- encourage learners to read documents in both languages widely such as newspapers, advertisements, letters, etc.
- train and encourage learners to use tools like bilingual dictionaries, internet, etc.
- put into consideration the interlocutors' needs.
- underline the main points in written texts.
- take notes during reading or listening.

Oral and written reception strategies are also relevant, so:
- avail to the learners clearly recorded materials (e.g. films, songs, debates, dialogues on tapes, CDs, DVDs, on the Internet etc.) adapted to their level.
- provide a variety of listening opportunities so that learners can get used to different French accents (e.g. by tuning in to French TV/radio programmes).
- train learners to listen purposefully (e.g. listening in order to pick out essential or detailed information from a speech, a recorded programme, etc.)
- encourage learners to:
    - take personal initiatives to enhance their comprehension competence.
    - use various strategies.
- participate in group discussions in order to compare what they have understood:
    - before listening: read titles, summaries, reviews or any additional materials, if available in order to anticipate what it is about.
    - anticipate the context and content with the help of actions, gestures, facial expressions, keywords, lexical field etc.
    - during listening: use subtitles if available, e.g. in case of movies on DVDs or songs on the Internet.

- identify the logical structure of the text, using connecting words (par conséquent, cependant, parce que, donc, mais, etc.)

After the learners have listened to the document:
- provide reading activities, which should always be within a specific context.
- give clear and specific instructions to the learners including "what to do", "how to do it" and "for what purpose".
- vary the scope of reading comprehension exercises (e.g. reading to get general information, detailed information).
- encourage the learners to:
    - read at leisure magazines, journals, "lecture facile" novels, comic strips, websites, etc.
    - use various strategies such as:
        - Identifying the key words in a text, the lexical field
        - Underlining all the known words in order to understand the general context
        - Using a bilingual dictionary (French-English)
        - Identifying the logical structure of the text, using connecting words (parce que, donc, mais, etc.)
        - Identifying the communication situation:
            - Who is writing? To who?
            - When?
            - Why? For what purpose?

After reading:
- Ask them to participate in group discussions in order to compare what they have understood.

NOTE: English can be occassionally used to give instructions and/or explain strategies, if the   level of the learners is yet too low to understand instructions in French.

Intra-Linguistic Mediation

Intra-linguistic mediating activities are about acting as an intermediary person between interlocutors of the same language who are unable to communicate to one another directly.

Examples of intra-linguistic mediating activities include summarising and paraphrasing texts in the same language, when the original text is not accessible to the intended recipient e.g.:
- Reporting a conversation (deliver phone call message, brief account on newspaper/radio/tv information)

- Giving a short report of a meeting
- Explaining in simple French a text which is too difficult to understand for another person
- Summarising newspaper and magazine articles
- Paraphrasing specialised texts for lay persons, etc

General Objective

By the end of the unit, the learners should be able to select and report information from oral and/or written texts they read or listened to, to a person who did not have access to it without changing its meaning.

Specific Objectives

The intra-linguistic mediation involves competences of reception and production (cf. oral and written reception and production).
The learners should be able to:
- identify main points from a document.
- paraphrase information .
- summarise the important ideas or information.

Methodology and Strategies

Here, all the strategies (reception and production) already stipulated are necessary.
You should:
- give samples of real mediation (ex: synopsis de films, enregistrement de discours rapporté) .
- encourage the learners to :
    - put into consideration the interlocutors' needs.
    - adapt the language in order to be understood by the interlocutor.
    - underline the main points in written texts.
    - take notes during reading or listening.
    - widen their vocabulary to have various expressions.
    - consult dictionaries, lists of synonyms (thesaurus), experts, etc.

Grammatical Competences

According to Perrenoud (1997), "competence" is the capacity of an individual to use knowledge to perform efficiently an action "capacité d'agir efficacement dans un type défini de situation, capacité qui s'appuie sur des connaissances, mais ne s'y réduit pas".

Grammatical competence includes the knowledge and ability to use the grammatical resources of a language.

The grammar of a language may be seen as the set of principles governing the way the components of words, sentences and texts may be combined in order to produce meaningful discourse.

Specific Objectives

By the end of the unit, the learners should be able to:

- use a wide range of sentences and/or expressions, which are frequently used and related to familiar situations/contexts with relative ease.
- communicate with relative correctness in familiar situations. Generally the learners have a good grammatical level despite the influence of the mother tongue or other languages. They make mistakes but the meaning remains clear.
- use connectors to link ideas while telling/writing a simple story or describing something.

Areas of Exploration

- Pronoms: double pronoms, indéfinis, possessifs, démonstratifs
- Adjectifs indéfinis
- Pronoms relatifs simples et complexes
- Localisation temporelle: prépositions et adverbes de temps, expression de la durée (pendant, depuis), expression du moment (dans / il y a)
- Localisation spatiale: prépositions et adverbes de lieu
- Adverbes en –ment
- Négation : sans + infinitif
- Articulateurs logiques simples pour exprimer la cause, la conséquence et l'opposition
- Articulateurs chronologiques
- Conditionnel pour exprimer le conseil et le souhait
- Conditionnel passé pour exprimer le regret
- Subjonctif dans l'expression du souhait, de la volonté, de l'obligation, des sentiments, de la possibilité
- Expression du but (« pour que » + subjonctif),
- Expression de la restriction (ne…que),
- Expression de la cause et de la conséquence
- Expression de l'opposition et de la concession
- Expression de la comparaison : comparatif de l'adverbe
- Expression de l'hypothèse et de la condition
    - Certaine : si + présent / future
    - Incertaine : si + imparfait /conditionnel présent
    - Non réalisée : si + plus-que-parfait / conditionnel présent ou passé

- Gérondif pour exprimer la manière, la condition et la simultanéité
- Impératif à la forme affirmative et négative pour exprimer le conseil et l'ordre
- Participes présent et passé
- Temps du passé (formation et emploi)
  - Alternance passé composé / imparfait
  - Accord du participe passé
  - Le plus-que-parfait
- Discours rapporté au présent et au passé
- Concordance des temps
- Futur simple, futur composé (aller+infinitif) ou présent
- Passif

Methodology and Strategies

You should:
- provide a series of passages and tackle grammatical aspects as and when they appear in relation to the communicative objectives.
- give contextualised exercises related to a specific grammatical structure.
- provide opportunities to re-use new grammatical structures in meaningful contexts.
- encourage learners to:
  - identify and internalise grammatical rules and structures in a given text (literary and/or others).
  - take note of new structures.
  - use grammar books or websites.

Vocabulary (Lexical Competence)

Lexical competence includes the knowledge of vocabulary and the ability to use it in communicative situations.

Specific Objectives

By the end of the unit, the learners should be able to:
- show good lexical competence while expressing complex ideas though they may still make mistakes.
- express themselves with relative ease on various topics of their interest e.g. family, leisure, job, traveling using enough relevant vocabulary.

Areas of Exploration

- Abbreviations (ex. prof) and acronyms (ex. ONU)
- Agriculture: food and drink
- Money and economics
- Arts: cinema, literature, music, etc
- Migrations
- Work and companies, employment and unemployment
- War and peace
- Law, rights and responsibilities
- Religion and belief
- Time and duration
- Media : press, telecommunications, ICT

- Everyday life: Leisure (holidays, sports activities, transport, free time activities etc)
- Environment: (pollution, conservation,)
- Cultural life/heritage, family
- Generation gap
- The developing world: technological innovation, scientific and medical advances,
- Person: feelings, character, health and fitness, clothing, interests, patterns of daily life etc
- Education : school life, youth
- Politics : human relationships, equality of opportunity
- Security: law and order

Methodology and Strategies

You should:
- vary the domains of the passages used.
- offer opportunities to re-use new words and expressions in meaningful contexts.
- use and vary the expressions in class.
- encourage the learners to:
  - identify, organise and note new words according to the lexical field.
  - note the word with gender marks (articles, adjectives), expressions in which it can be used, short definition and illustration, etc.
  - use word formation (prefix, suffix, roots, etc.) in order to understand and memorise new words.
  - read various texts to implicitly enhance their vocabulary.
  - use a dictionary to enrich their vocabulary.

Phonetic Competence

General Objectives

By the end of the unit, the learners should be able to:
- pronounce French clearly and intelligibly although some errors may occur and a foreign accent may be heard.

- distinguish and produce different sounds and intonations in order to understand and to be understood.

NOTE: Teaching and correcting pronunciation errors must be done at all learning levels. Thus, the teacher should endeavor to correct phonological errors especially those that hinder understanding of the message.

Areas of Exploration

The sounds, specific intonations in interrogative, affirmative, exclamation sentences, etc, which are difficult for learners of French partly due to mother tongue and/or English influence require special attention.

- [e] [ɛ]
- [k] [g]
- [v] [b]
- [ʃ] [s]

- [l] [r]
- [dz] [z]
- [ŋ] [n]

Language of Reference

The teaching of French should consider Standard French pronunciation (français standard) as reference. The teacher may refer to a standard dictionary such as L*e petit Robert*).

Methodology and Strategies

You should:
- suggest alternative sounds, which are close to the difficult sounds.
- explain how difficult sounds are formed (with mouth, lips and teeth) to help the learners to pronounce them correctly.
- give exercises in order to distinguish sounds that are close to each other.
- correct phonetic errors at an appropriate time depending on the activity (E.g. at the end of an oral production and interaction activity such as a debate).

NOTE: English can be used during the activities to improve phonetic competences to give explanations.

Inter-Cultural Component

General Objectives

Given that a language cannot be learnt separately from the culture in which it is spoken, the inter-cultural component aims at developing awareness in the learners of the different cultures and lifestyles of the French language speakers and of their own cultures.

Specific Objectives

By the end of the unit, learners should be able to:
- identify the socio-cultural aspects in the texts used.
- compare and contrast other cultures with theirs.
- overcome stereotypes and appreciate cultural unfamiliar practices in other cultures.
- develop in them the spirit of tolerance.
- to talk about their own cultural values in French (politics, economics, social, environment, etc.)

Methodology and Strategies

You should:
- avail learners with resource materials on selected themes such as photos, audio-visual tapes or CDs, texts, websites, etc which help them to compare and contrast different the cultures
- make stereotypes visible to the learners i.e. asking them to draw aspects that are typical in a culture.
- encourage them to:
  - find out the origin and causes of stereotypes.
  - establish a table of comparison between the culture they are studying and theirs.
  - observe different ways of dealing with situations through films for example.

Literature Teaching Approach

Teaching French at A Level aims among other objectives at helping the learners to communicate and develop a critical mind (understanding written documents and expressing one's opinion on issues and events). We therefore recommend a combination of subjective and objective approaches to literature.
NOTE:

- Subjective approach is reader centred, focused on the individual perceptions of different readers.
- Objective approach is text and author centred aiming at observing, analysing, looking for the original meaning of the text.

Objectives

By the end of the unit, learners should be able to:

- read and identify main ideas and/or the plot in a simple literary text e.g. extract of a novel, play, short story, poetry.
- recognise and discuss basic literary aspects in the text: Characters, themes, genre, type (e.g. sonnet), tones, structure, simple literary devices such as comparison, repetition, hyperbole, etc.
- express their feelings /reactions about a literary text.
- relate the text to their real life situations.

Methodology and Strategies

Written reception strategies also apply to the reading of literary texts; refer to "written reception" part page 12.
You should:

- select texts that correspond to the communicative progression.
- choose carefully the texts adapted to the language level of the learners and their interests. Topics should be familiar to learners.
- give students reference notes (context, new words when necessary).
- encourage the learners to:
  - discuss in groups, make hypotheses from the title or support documents available (photos, drawings, etc.) and compare them.
  - always express their opinions and feelings on the content of the text.
  - use basic techniques of handling a literary text in order to get to its meaning.
  - read introductory notes to identify context.
  - identify the author, the title and the year of publication.
  - answer the relevant W's (Who, What, Where, Why, For Who, To whom, For what purpose and How).

Mode of Assessment

With a view of evaluating all the desirable communicative competences to be developed at A Level, there are 3 papers of French evaluated at this level:

- **Paper 1: Oral Examination**
  - Section A: Oral reception
  - Section B: Oral production
  - Section C: Oral interaction

- **Paper 2: Written Examination**
  - Section A: Written reception
  - Section B: Written production
  - Section C: Inter-linguistic mediation

- **Paper 3: Communication tools**
  - Grammar And Vocabulary

Paper 1: Oral Examination (100 Marks)

Assessment Objectives

This paper is designed to test the candidates' ability to:

A) In oral reception
  - identify general and/or specific information in a recorded text on familiar topics.

B) In Oral production
   Learners:
  - talk about themselves or other people known to them; introduce themselves; describe/narrate present, past or future real/ imaginary events with relative ease.
  - describe with relative ease, dreams, ambitions and fears about topics familiar to them.
  - briefly report on an accomplished projects of their interest.
  - give their opinion about the ideas expressed in a text.

C) In oral interaction
  - take part in short exchange of opinions on abstract or cultural topics e.g. films, projects, music, current affairs, sports, fashion, social activities, celebrities, school life.
  - ask or give information about services, goods or people in various situations like markets, hospitals, banks, restaurants, travel agencies etc.

Description of Examination Papers

This paper consists of three sections

Section A: Oral reception
Section B: Oral production
Section C: Oral interaction

Section A: Oral reception (25 minutes) 30 marks

This section of Paper 1 should be done collectively, at the same time countrywide. Two documents corresponding to different situations should be recorded on one CD.

For the first document:

- Candidates have 2 minutes to read the questions before the CD is played.
- The document is played for 2 minutes **for the first time**.
- Thereafter, the candidates are allowed 5 minutes to answer the questions.
- The document is played the **second time** and candidates allowed two minutes to crosscheck their answers.

For the second document:

- Candidates have 4 minutes to read the questions before the CD is played.
- The document is played for 3 minutes **for the first time**.
- Thereafter, the candidates are allowed 5 minutes to answer the questions.
- The document is played the **second time** and candidates allowed two minutes to crosscheck their answers.

The questions may vary from multiple choice, true /false, fill-in to short open-ended.

The Examination Administration Guide

In the examination, once the CD is started, it must run without interruption. The CD **must not** be rewound (go back) for a question which may have been missed because of noise from outside (e.g. aircraft), and candidates should be warned of this before the test is started. The CD may only be stopped/paused if there is a serious emergency (e.g. a candidate fainting), and must then be restarted from exactly the same place, once the emergency has been dealt with. In such cases, an application for **special consideration** must be made, and sent directly to UNEB. Examination Centres **must** state the point on the CD at which any interruption took place, the reasons for, and length of the interruption. If, because of the interruption, there is reason to believe that candidates may not have clearly heard parts of the recording, a note of the question numbers affected should also be included.

Assessment Criteria

In Oral reception, the examiners only evaluate the understanding of the text with open-ended questions, not the grammar.

The marking guide should be provided by the setter (multiple choice questions, filling in missing information, short answers etc) and during selection, the examiners should listen to the document and agree on the answers proposed by the setter.

Section B: Oral Production (15 Minutes) 30 Marks

There are five themes relating to the candidate's everyday life e.g. school (subjects, number of periods, times, games, etc), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies out of

which he/ she randomly selects two. Out of the two themes selected, the candidate chooses one which he/she prepares for **10 minutes** and present to the examiner between **three and five minutes**. After the presentation, the examiner may ask a few questions to the candidate about what he/she has presented.

 Assessment Criteria
1. Relevance of content (ability to follow instructions) 5 marks
2. Communication competence (capacity to put a message across)   15 marks
3. Quality of language(Grammar / Vocabulary, phonetic competence) 5 marks
4. Coherence and cohesion (connectors) 5 marks
5. To award a mark, candidates must show that they can talk about present, past and future events. Precise factual information or knowledge is not required, and candidates **should not** be penalised for lack of such knowledge. Questions will be adjusted to the candidate's communication competence.

Section C: Oral Interaction: 15 Minutes (40 Marks)

In this section, 5 situations on everyday life should be suggested to the candidate. Out of the 5 situations, the candidate randomly selects one and plays the role given to him/her, then the examiner play his/her role, then the two naturally engage in the conversation.

NOTE: 10 minutes for preparation and 5 minutes (maximum) for presentation.

The candidate is expected to:

- sustain a conversation on familiar topics e.g. family, school, leisure, work, travel.
- ask or give information about services, goods or people in various situations like markets, hospitals, banks, restaurants, travel agencies etc.
- ask for / give guidelines, instructions, directions.
- give his/her opinion on abstract or cultural topics e.g. films, projects, music, current affairs, sports, fashion, social activities, celebrities, school life.

- take part in simple discussions.

Assessment Criteria
- Sociocultural competence;gestures, relationship between the interlocutors (**10 marks)**
- Communication competence (**15 marks)**
- Quality of language: phonetics, vocabulary, grammar (**10 marks)**
- Communication strategies (**5 marks)**

Paper 2: Written Examination

This paper is made up of three sections:

- Section A: Written reception (1 hour 30 minutes)
- Section B: Written production (1 hour)
- Section C: Inter-linguistic mediation (30 minutes)

NOTE: This paper should be done collectively, at the same time countrywide. Candidates **must** attempt all sections in this paper. No dictionary is allowed in the examination room. All the other UNEB rules and regulations must be observed.

Assessment Objectives
This paper is designed to test the candidate's ability to:
- In written reception

   - identify main ideas in a given text.
   - paraphrase (without necessarily copying the words of the text).
   - extract brief relevant and concise information.
   - identify necessary simple literary and /or intercultural aspects in a given text.

- In written production

   - write simple, coherent and meaningful texts within a specific context e.g. why write? To whom?
   - write a short text asking for/giving information about a topic of interest, ask for/offer services.
   - write a text describing personal experiences (holidays, journeys, childhood experiences, school life, etc.), feelings, and reactions (real or imaginary).

- write a text describing his/her immediate environment,such as school, home, village, town, and workplace.
- write a text expressing his/her opinions, feelings on a wide range of topics of interest, e.g. socio-cultural, educative and political.
- write a short text giving instructions, advice and directions.
- In inter-linguistic mediation

    - select and report main ideas from a French document he/she has read and report them in good English without changing the meaning taking into consideration :
        - the sociolinguistic and contextual background of the document.

        - the addressee and purpose of the mediation activity.

Section A: Written Reception (40 Marks)

This section consists of two parts (part I and II) of relatively short literary and non-literary texts.The written reception exercises are designed to test comprehension skills and candidates are required to produce short written answers in French. They are not penalised for incorrect or inaccurate language mistakes unless it makes their answers ambiguous. It is important that they write briefly, relevantly and concisely.
The type of questions should be:
- open questions requiring short answers.
- multiple choice questions.
- true or false requiring justification.
- filling the table/ grid with necessary information.

Assessment Criteria
- Comprehension (ability to extract the relevant and precise required information)
- Socio-cultural aspects

Section B: Written Production   (40 marks)

In this section, Candidates are required to write a short text on one of the four domains (Personal, public, occupational and educational) on familiar topics. Such texts may include friendly or formal letters, short essays, stories, reports, advertisements, programmes, etc. Four contextualised questions are given and learners choose one and write a text of at least 250 words.

Assessment Criteria

- Ability to follow instructions (context, length)
- Communication competence (capacity to put a message across)
- Quality of language: Spelling / Grammar / Vocabulary
- Coherence and cohesion (connectors)
- Socio-cultural aspects

NOTE: The communication competence should be given more weight.

Section C: Inter-Linguistic Mediation (20 Marks)

A text relating to day - day life situations (workplace, hotel reservations, school etc) is proposed to the candidates stating clearly, why and for whom the mediation is done.

- The original text in French should be simple and short (120 to 150 words).
- Only one simple text adapted to the level of the learners should be given to be translated from French into English.
- The duration of this exercise should be the maximum of 30 minutes and marked out of 20 marks.

Assessment Criteria

The candidate is expected to translate the text in relatively good English depending on the situation of communication.

- Selection of main ideas depending on the situation of communication**(8 marks)**

- Quality of language;vocabulary, grammar and expressions in English **(4 marks)**

- Coherence and cohesion of the document and final meaning **(4 marks)**

- Sociocultural aspects (**4 marks)**

Paper 3: Communication Tools (Grammar and Vocabulary) - (3 Hours)

Instruction: All numbers in this paper are compulsory.

Objective

This paper is designed to test the candidate's ability to make use of his/her grammatical and lexical knowledge in a communication situation.

Format of Paper 3

This paper consists of 5 parts. Each part carries **20 marks**

- Parts I–III will test the learners' grammatical competence in three different areas of exploration that appear in the syllabus.

- Parts IV-**V** will test the learners' lexical competence in two areas of exploration that appear in the syllabus.

NOTE: Each part should indicate the communication context.
Types of questions should include:
- Multiple-choice
- Open-ended questions
- Matching
- Putting a text in the right order
- Re-writing

In grammar, like in lexical competence, emphasis should only be put on the particular aspects intended to be tested. For example, if the examiner intends to test the learner's competence in talking about plans using the "*Futur simple*", such as in the question item, "*je...au cinema (aller)".* If a learner writes, "*J'*<u>irai</u> <u>o</u> *cinemat",* full marks should be awarded because s/he knows the root and the ending of the "Futur simple". If another one writes, "*j'**allerai** au cinema*", half a mark should be given because he/she has only the knowledge of the ending, and not the root. In this case, if a candidate writes "<u>o cinemat</u>" instead of "au cinéma" he/she is not penalised because the examiner is not testing vocabulary.

If the candidate writes 'je **suis mangé la banane**", half a mark should be given to appreciate the fact that an auxiliary verb is used in "passé compose" much as he/she used a wrong one.

NOTE: The evaluation exercises should, however, be set in such a way that grammatical areas tested in one paper are not repeated in another.

Summary of the Examination Papers of French P330

Papers	Sections	Duration	Marks	Total Marks
Paper 1: Oral Examination	Section A: Oral Reception	25 Minutes	30 Marks	100 Marks
	Section B: Oral Production	15 Minutes	30 Marks	
	Section C: Oral Interaction	15 Minutes	40 Marks	
Paper 2: Written Examination	Section A: Written Reception	1hour 30 Minutes	40 Marks	100 Marks
	Section B: Written Production	1 Hour	40 Marks	
	Section C: Inter-Linguistic Mediation	30 Minutes	20 Marks	
Paper 3: Communication Tools (Grammar And Vocabulary)	Part 1: Multiple Choice(40 Qns)	35 Minutes	20 Marks	100 Marks
	Part2:Open-Ended Questions (20 Qns)	35 Minutes	20 Marks	
	Part3: Matching (20 Qns)	35 Minutes	20 Marks	
	Part 4: Putting a Text in the right Order (10 Qns)	35minutes	20 Marks	
	Part5: Re-Writing (10 Qns)	40 Minutes	20 Marks	

SENIOR FIVE TERM I

Unité I: Réception Ecrite (Reading)

General Overview

According to CEFRL, in written reception (reading) activities the user as reader receives and processes as input written texts produced by one or more writers. Examples of reading activities include:

- Reading for general orientation
- Reading for information, e.g. using reference works
- Reading and following instructions
- Reading for pleasure

In specific terms, the learners should be able to read various types of documents (e.g. manuals, advertisements, definitions, short newspaper articles, emails, warnings, and menus) on familiar topics e.g. (sport, celebrities, music) in order to get general or specific information, to make choices, to make decisions and for pleasure. The learners should also be able to identify the type of the given text (informative, descriptive, argumentative, narrative, poetic, etc.)

The learners should be able to read simple literary texts (e.g. novel extracts, plays, poems, short stories) cf. part 7 literature

General Objective

By the end of the unit, the learner should be able to extract information on current and familiar issues from a text written in standard French.

Sous-Unité 1: Caractériser Quelqu'un

Specific Objectives	Content
Les apprenants seront capable de repérer une information dans un document où on est en train de:	Vous allez repérer les adjectifs, les adverbes, les verbes, les noms... pour décrires :
• Décrire le physique de quelqu'un	• Caractères d'une personne :
- décrire le caractère moral de quelqu'un.	- Caractères physiques de personnes: exemples, L'apparence de son corps, ses mouvements, sa voix, son habillement...
- décrire la manière d'agir d'une personne en se servant du gérondif	- Les caractères moraux: exemples, sa façon d'agir, son
- décrire une personne en la	

Specific Objectives	Content

comparant à l'aide des comparatifs des verbes/ de l'adverbe.
- décrire les caractères d'une personne à l'aide des adverbes de manière.
- décrire une personne en fonction de choses qui lui appartiennent/ avec lesquelles elle est en relation.
- décrire les caractères d'une personne en les exagérant.
	tempérement, sa relation avec les autres, ls manière dont il/elle fait des affaires...
	• Grammaire.
	  - Le gérondifs-(la manière, la condition, la simultanéité) utilisé pour décrire la façon dont une personne fait certaines choses
	
	• La comparaison : comparatifs des verbes/ de l'adverbe... que l'on a utilisé pour décrire une personne.
	  - Les adverbes de manière (en ment) utilisés pour décrire la manière
	  - Les pronoms relatifs simples (qui, que, dont, où) utilisés pour faire une description
	  - D'autres moyens de decrier se trouvant dans le texte

Methodology

- Put learners in groups of 4. In each group, give a copy of the text they are going to read, then give copies of questions to answer about the text.

Note: Such a text can be a personal letter describing someone or a passage in which is described someone's feelings, wishes, physical or moral state.

Before the actual reading of the passage by the learners, specify the objective(s) of reading the passage. Example, "lire pour s'informer ou pour s'orienter".

- Brainstorm on issues like "Who wrote the passage, to whom, and what was the intention of writing the passage?"
- Using discussion method ask learners to clarify their hypotheses on the genre of the text, the illustrations in the passage if any, the title and the sub titles of the passage, the page layout of the passage.

During the actual reading:
- Using observation method, ask the learners to:
  - Relate to the content any illustrations in the passage, the title, the sub-title and the structure of the passage.
  - Underline the vocabulary related to the characteristics of a person (charactères physiques et morales, d'une personne). Use illustrations or translation if need be, to explain certain words.

- Using observation approach, ask learners to:
  - underline the word "en" in the passage such that they can take note of its role in forming "gérondif", or being used as a preposition , for instance, in en mangeant, "en" is gerondif. In en ville, "en" is préposition.
  - Underline expressions of comparison such as "on dirait que; sembler à, prendre pour, comme»
  - Underline words used to describe other words in the passage ex. Les adjectives, les noms, les verbs…,
  - Underline the French words ending with- ment.

After the reading:
- Using plenary approach where all the members of the class are brought together, the learners should give the meaning of the underlined words in the text as they understand it in a context. You ask other learners to give their comments guide them when they go wrong. For more clarification, ask another learner to read the part of the passage where the particular word is found, this time, loudly.
- Progress systematically from the beginning to the end of the passage.
  - Give clear and specific instructions to the learners including "what to do", "how to do it", "for what purpose and for how long"
  - Do not give the same question to all the groups. Vary the scope of reading comprehension exercises (e.g. reading to get general information, detailed information among others)

Note:
  - Encourage the learners to use a bilingual dictionary (French-English)
  - In groups assign the learners to:
  - Read at leisure magazines, journals, "lecture facile" novels, comic strips, websites, etc.
  - Use various strategies such as "Look at photos, titles and sub titles to form hypotheses on the possible context and content".

Teaching/ Learning Aids

You can use the following documents from which to select descriptive passages that describe a person.

- On y va 3, Catherine Mazauric & Evelyn Sirejols; Clé International-Paris 2003
- Littérature Progressive du Français, niveau débutant : Nicole Blondeau étal, Clé International- Paris 2004
- www.edufle.net
- www.francparler.org
- www.francaisfacile.com
- www.french.about.com
- www.fle.fr/ressources/index.htm
- You can use « documents authentiques »

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Using open-ended comprehension questions, true or false, matching, multiple choice questions, free response questions, filling-in questions to assess the learners' level of understanding the passage. These questions should follow the progress of the passage.

Note: Avoid mixing questions of written reception with oral production.

Sous-Unité 2: Caracteriser Quelque Chose A La Maison

Specific Objectives	Content
Les apprenants seront capables d'identifer les informations d'un texte dans lequel on est en train de : • décrire l'apparence d'un objet. • décrire la qualité d'un objet. • décrire la matière dont un objet est fabriqué indiquer le lieu où se trouve un objet. • décrire le lieu . • décrire un phénomène/un fait. • décrire un fait de société. • décrire un phénomène naturel.	Les objets à la maison et en classe : • L'apparence- utilisez les adjectives, ex. luisant, lisse, chiffonné… • Les qualités des objets (bonne ou male) • Les métiers dont il est fabriqué. Ex. en bois, en or... • Le lieu de l'objet e.g l'objet qui est + adverbe de lieu • Les lieux : la ville, la campagne, le marché, le paysage, le cinéma, l'église... • Les faits de société : une fête, le match de foot, les célébrations, les funérailles... • Phénomènes naturels : les pluies, les vents, le tremblement de terre...

Methodology

Put the learners in groups of 4 to do an exercise of reading comprehension.
• Using repetition method, help the learners to read the words identified one by one and correct poor pronunciation there and then.
• Brainstorm on other words used to describe things that are not in the passage.
• Using imitation approach, encourage different groups to pick another text (a letter) from which to identify ways used for describing things.

Guidance to the Teacher

• Select the text basing on the level, age and interest of the learners. The text must describe an object, a place, a phenomenon.
• During selection of the text, give priority to authentic documents.
• The objective of the reading activity should be specified each time when such an activity is done e.g lire pour s'informer (articles de journaux, petites annonces), apprendre à faire (recette de cuisine, mode d'emploi d'un produit), comprendre (enquête sociologique, interview

des personnalités artistiques ou politiques), connaitre la culture de la langue cible. But this specific exercise is for identifying words used to describe objects, places and phenomenon by underlining the words.
- Assign responsibilities to various students according to their abilities.
- Give clear and precise instructions on what to be done.
- Encourage learners to use a bilingual dictionary (French-English).

Teaching /Learning Aids
- Pictures of objects used in the Kitchen, photographs of societal activities like parties, ceremonies, funerals
- Bilingual dictionary
- Photos
- Copies of passages that describe objects

Assessment Strategy
Areas to be assessed in this sub-unit include:
- Using noun, verbs and descriptive adjectives with appropriate descriptive word or expressions to characterise objects in the home.
- Asking open ended questions to give good or bad qualities of some objects at home, etc.
- Writing a passage in given context to describe ways of using object to perform work, etc.

Sous-Unité 3: Situer Dans Le Temps

Specific Objectives	Content

Les apprenants seront capables de comprendre le temps dans un texte où on est en train de/d' :
• situer les événements dans le temps en utilisant les prépositions de temps
• indiquer la durée d'une action.
• Indiquer les origines/ le moment d'une action.
• situer dans le passé à l'aide des adverbes de temps.
• situer dans le future.
	• La localisation temporelle : les prépositions de temps
	• L'expression de la durée (pendant/ depuis)
	• L'expression du moment (dans/il y a)
	• Les adverbs de temps :
	  - expression du passé: hier, avant hier, jadis, il était une fois...,
	  - du future: demain, le lendemain, desormais,

Specific Objectives	Content
• identifier dans le récit si c'est un événement ou une situation à l'aide de l'usage du passé composé ou imparfait.	dorenavant, prochainement • Passé composé ou imparfait-situation ou événement dans le récit au passé

Methodology

- Brainstorm on the events in everyday life that learners come across and write down their answers.
- Give a list of preposition of time parallel to the list of events. Ask the learners to join the events to the appropriate.
- Using question and answer method, remind the learners of how to tell time, the months of the year.
- Using graphical illustration method, explain the difference between "pendant" and "depuis".
- Using examples help the learners to identify moments of using "il y a" and "dans".
  - NB: il y a + unit of time = ago e.g 10 days ago (il y a 10 jours)
  - Dans + unit of time= in e.g. in 10 days time (dans 10 jours)
- Brainstorm on the adverbs of time and show how they can express future or the past.
  In groups of two, ask learners to discuss on the use of tenses in literary text that express a situation or an event.
- Request another group, using the same text to identify events and the expressions used to indicate their time.

Teaching/ Learning Aids

- The calendar
- Photocopies of passages,letters
- Dictionary (English- French)
- French grammar book

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Using adverbs of time such as "il y a", "depuis", dans" and "pendant" in written sentences to express time
- Filling in blank spaces using verbs in either "imparfait" or "passé composé" to express either an event or a situation depending on the case

Sous-Unité 4: Situer Dans L'espace

Specific Objectives	Content
Les apprenants seront capable de repérer des informations dans un document où on est en train de : • situer une (personne, un lieu, un objet) dans l'espace **:** - en se servant des prépositions de lieu. - des adverbes de lieu.	• La localisation spatiale : - les prépositions de lieu () - les adverbes de lieu ()

Methodology

- Using brainstorming, verify whether or not the learner can still recall other prepositions of place like à côté de…, au delà de…, en face de….etc.

- Using discovery method, guide the learners to underline words they know in the words "au dessus de"," en dessous de", "en dehors de…," and "intérieurement", "extérieurement", "parallèlement". Secondly, they should be able to discover the formation of an adverb from adjective by adding–ment (adjective + ment). Guide them also to identify the change of "de" to du, de la, des depending on the gender of the noun that follows.

- Using discussion method in groups of five learners, guide learners to find out other words that end in –ment but are not adverbs, e.g. establishement, alignment, (Verb + ment).Give them a list of words ending in –ment or a passage from which to do this exercise.

Guidance to the Teacher

- You can equally conduct this exercise using pictures you can place on the flannel board, and the corresponding prepositions of place are also written on pieces of paper from which the learners select, pick and place near the picture.

Teaching / Learning Aids

- The copies of a personal letter
- Pictures illustrating the preposition of place au dessus, en dessous, en dehors.
- CD for illustrating the "adverbes de lieu"

Assessment Strategies

- Give exercises on the developing of adverbs from adjectives.

- Give a reading comprehension exercise to pick information from a letter, a document, a manual, a user guide, that gives direction to follow.
- Ask them to read a tourist guide of a given town.

Unité 2: Réception Orale (Listening)

Durée: 12 périodes

General Overview

According to CEFR, in oral reception (listening) activities, the language user (the learner), as listener, receives and processes a spoken input produced by one or more speakers. Listening activities include:

- Listening to public announcements (information, instructions, warnings etc)
- Listening to media (radio, TV, recordings, cinema)
- Listening as a member of a live audience (theatre, public meetings, public lectures, entertainment, etc)
- Listening to overheard conversations, etc

In each case, the user (the learner) may be listening:
- for gist.
- for specific information in a passage.
- for detailed understanding of a passage.
- for implicit message got through the analysis of imagery e.g. Irony, humour, metaphor etc.

General Objective

By the end of this unit, the learner should be able to demonstrate an understanding of direct information on work, leisure, school, travel etc. (*Comprendre une information factuelle directe:* ***Travail, loisirs, école, voyages)***

Sous-Unité 1: Présenter Quel Qu'un Selon Son Environnement

Specific Objectives	Contents
Les apprenants seront capables de comprendre un texte orale/écrit où on est en train de : • parler de son environnement.	• Vocabulaires liés à l'environnement : - de travail, ex. professions, outils, lieux… - de loisir ex, sports, équipements, lieux…

Specific Objectives	Contents
• comprendre les situations / événements raconté au passé composé ou imparfait. • conjuguer les verbes au passé composé en accordant les participes passés.	- de l'école, ex. bâtiments, personnels, matériels - du voyage ex. moyens, personnels, lieux… • Son environnement : situation ou événement dans le récit au passé composé ou imparfait • L'accord de participe passé avec le sujet (*auxiliaire être)/avec le COD (auxiliaire avoir*

Methodology

Propose an appropriate type of text for listening either read by you or play a recorded document about work environment, or leisure, or school, or jouney.

Before listening:
• Using question and answer method help learners to get general information about the topic they are going to listen to. For example, ask questions about the main ideas in the passage, what the passage is about, to whom it is addressed, who is talking, where the story is taking place.

During the listening:
• Using discovery method, guide learners with leading questions to get detailed information from the passage through listening part by part to the audio document. They should discover the following:
  - The type of the document if it is"une conversation", une publicité, une nouvelle"
  - The key words to get the rough idea
  - The names of people or places and try to write them down

After listening:
• Using discussion method, learners in groups discuss their findings on the question you had given them e.g. meaning of some words, some grammatical expressions, some facts about the characters etc. During the plenary, each group leader presents their answers to other members. Correct mistakes there and then, or ask another learner to correct them.

- Using observation method, help learners to identify verbs in passé composé and imparfait and using examples, explain the use of passé composé and imparfait.
- Using discovery method, learners should underline "les participes passés avec leurs auxilliaires" in the passage and in a table with two columns provided, they write the auxiliary verb in one column, and the participe passé in the other column. Then they should observe the sequence of events and lastly deduce the rules of "accord de participle passé avec l'auxilliaire *être* et *avoir*".

Teaching/ Learning Aids

- Pictures illustrating the new words in our environment, ex, profession, les outils, les ustensils
- CD of the audio passage
- Tableau **de conjugaison de verbes au passé composé**

Assessment Strategies

- Questions à choix multiple, après la compréhension orale
- Questions à courtes réponses
- Questions à réponses ouvertes

Sous-Unité 2: Catactériser Quelqu'un

Specific Objectives	Content
Les apprenants seront capables de comprendre un texte orale/écrit où on est en train de :	
• Caractériser quelqu'un:	• Vocabulaires
- en classe, ex il est docile, il travail bien, il est paresseux…	- De la classe ex, bâtiment, fourniture scolaire, personnels, départements…
- à la cuisine, ex. c'est le chef cuisinier, le chef d'œuvre…Il assaisonne, il fait les vaisselles…	- de la cuisine ex. types de cuisines, les plans, les ingrédients, les ustensiles …
- au voyage ex, il est à la carre. Il embarque ses bagages…, il sait sa valise…	- du voyage, ex. ce dont on a besoin pour voyager avec
- au travail, ex il a un outil de travail, c'est bon +	- du sport, ex. les tenus de sport

Specific Objectives	Content
profession… - au sport... • décrire une personne en fonction de ce qu'il fait. • repérer ce qu'a fait quoi dans un document oral. • identifier l'usage du gérondif en exprimant la manière, la condition, la simultanéité.	• Action d'une personne en classe, à la cuisine, au voyage.... • Le passif : la description d'une action/ la mise en valeur du sujet de la phrase la place du pronom « on » (quand on ne connaît pas l'auteur de l'action) - Le gérondif – la manière, la condition, la simultanéité

Methodology

Before the first listening:
Put a picture of a classroom/ the kitchen/ the means of transport used for travelling/ of sports, on the notice board depending on the text you have chosen to teach.

Using brainstorming approach, verify the pre-requite knowledge of the learners on the related lexical content**.**

During the listening:
Using discovery approach, learners should write down words and expressions they do not understand.

After the first listening:
- Using repetition approach, ask the learners to read the words they do not understand and ask others to tell the meaning.
- Using repetition approach, ask learners to pronounce the words their colleague has read and correct the poor pronunciation, then the learner should show what the object is on the picture while others take note.
- Using group work and discussion approach, learners should write down all the characters in the document they listened to in one column, and what they did on the other column. If they wrongly align them, ask them to listen for the third or fourth time to develop their listening ability.
- Using observation approach, learners underline phrases in passive voice you have written on the board. Ask them to underline who actually did the action in each sentence. Then ask them to orally change the sentences in active voice such that they can establish who actually did the action when it comes to the pronom "on".
- Using talk and chalk method give them the rules governing the formation of passive voice as follows:
  - Lorsque le sujet fait l'action on dit que la phrase est à la voix active. Exemple: le fantôme a cassé le vase
  - Lorsque le sujet subit l'action on dit que la phrase est à la voix passive.
     Exemple: le vase a été cassé par le fantôme.
  - parfois, à la voix passive on n'indique pas qui a fait l'action. Exemple: les volets ont été fermés.
  - lorsqu'on veut préciser qui a fait l'action, on utilise un complément d'agent.
  - Exemple: le plombier a réparé le robinet.

- Le plus souvent, on utilise la proposition par devant le complément d'agent
(il désigne celui qui agit).

Assessment Strategies

Voici un éventail d'exercices que l'on peut soumettre à l'apprenant en fonction de l'enregistrement :
- À choix multiples,
- Lacunaires,
- Vrai / faux / On ne sait pas,
- Texte à corriger,
- Remettre un texte en ordre,
- Faire correspondre des réponses à un texte, à des images ou à des photos,
- Questions ouvertes,
- Dessiner un plan de quartier, un trajet, un paysage,
- Dictée partielle,
- Tableau à remplir.

Sous-Unité 3: Caractériser Des Objets Utilisés A La Maison

Specific Objectives	Content
L'apprenant sera capable de: • décrire un objet. • décrire un lieu. • décrire un phénomène/ un fait (*Décrire un fait de société).*	• Description des objets utilisés à la maison, en classe, au travail, en voyage ex. les mobilier, les outils, les ustensiles, les équipements • Description de lieu (classe, travail, maison, stade...) • Description d'un incident, un accident, d'une fête à l'école, à la maison, au lieu de travail

Methodology

Before the Listening:
- Using observation approach, ask learners in their groups to critically observe pictures of objects used at home/in class/at work in one column of a table. (Depending on the text you have chosen). Put the list of describing words in the other column. Learners should match the

objects to the describing words according to the information they got from the passage.

During the Listening:
- Using randomisation methods, e.g. lining the learners according to their date of birth, count the first four in one group, second four etc to form groups. Give each of the groups a paper that contains questions on general information about the passage. The questions can be « Question à choix multiple, vrai ou faux, appariage, questions à courtes reponses,… »
- Using brainstorming approach ,guide learners to point out strategies of achieving in oral reception such as:
  - Understand very well the task you have/what you are supposed to do.
  - Make sensible guesses of the meaning of new words through asking questions to be answered and reading them through to get the gist/ ideas of the content.
  - Identify if it is a conversation, an advert, a news bulletin.
  - Listen carefully to the tone of voices and any of the background noises for clues.
  - Recognise any words that sound similar to those you know in English.
  - Listen to the names of people or places or things you recognise.
  - Listen to the grammar clues like tenses, pronouns, verbs, linking words.
- Using plenary approach, guide learners to put together their answers by cheeping in when they go wrong. When they do not agree on an answer, replay or read again the part of the passage.

After Listening:
- Using brainstorming approach, remind the learners on the strategies of listening. For example:
  - If possible check your understanding of the passage with someone else to see if the answers you guessed were correct.
  - Listen to the CD, DVD, Video, cassette again and again to check your understanding.
- Using discussion method, or role-play approach, give learners to discuss or dramatise a topic that they listened to.

Guidance to the Teacher
- Examples of topics of discussion/ dramatistion   can be as follows:

- Pourquoi aimez-vous/ vous n'aimez pas l'objet/ les objets dont on parle dans le texte? Give the reason why you like/hate the objects in the passages.
- You have a house in the place they have been talking about in the passage. Encourage people to come and rent the house.
- A foreigner wants to visit your village. Describe to him/her the interesting places you have heard about in the passage.
- You are a witness of the accident described in the passage. A policeman is asking you to testify on what you saw. Describe the incident.

Note: Such activities should look like the real life.

Unité 3: Production Ecrite (Writing)

Dureée: 12 périodes

General Overview

According to European common frame work for Languages, in written production (writing activities) the language user as writer produces a written text which is received by a readership of one or more readers.
Examples of writing activities include:
- Completing forms and questionnaires
- Writing articles for magazines, newspapers, newsletters, etc
- Producing posters for display
- Writing reports, memoranda, etc
- Making notes for future reference
- Taking down messages from dictation, etc
- Creative and imaginative writing

In specific terms, in this topic you will be guiding learners to:
- ask for/ give information on /about a topic of interest, ask for/ give service.
- express their opinion/feeling through writing on a wide range of topics of interest e.g. socio-cultural, educative, political.
- describe personal experiences (holidays, journeys, childhood experiences, school life etc, feelings, reactions (real or imaginary).
- describe immediate environments (school, home, village, town, work place).
- give instructions, advices and directions.

Types of texts to be used may include real friendly or formal letters, short essays, stories, reports, advertisements, programmes, menus, CVs, certificates, testimonials etc.
Following these texts, propose to the learners to produce texts of different genres. For example, letters, essays, reports, etc, and types like narrative, descriptive, argumentative, poetic, informative, and these texts must vary.

Guide the learners to write functional texts (administrative and commercial letters, CVs, reports, memoranda, menus), and creative texts as well. In all the texts, however, emphasise the notion of coherence and cohesion. As in the real life, make the learner aware of whom he/she is going to write to. The kind of texts you give your learners to write should be texts that people write in their real personal or professional life - not texts that might have been written in schools just for the sake of examination purposes. You

need to clarify the following issues: To whom is the letter written? Why is it written? And with which intention is it written?

Other content is limited in these areas below:

Savoir-Faire

- Ecrire des textes articulés simplement
- Ecrire des descriptions détaillées simples
- Faire un compte rendu d'expériences: décrire ses sentiments et ses réactions.
- Ecrire la description d'un événement/faire un récit
- Ecrire des rapports très brefs
- Ecrire de brefs essais simples
- Résumer une source d'informations factuelles : en faire le rapport, justifier des actions, donner son opinion
- Poser des questions sur un problème
- Exposer un problème
- Insister sur des points importants
- Paraphraser de courts passages écrits
- Résumer des éléments d'information issus de sources diverses
- Ecrire des **lettres personnelles :**
  - Donner des nouvelles
  - Décrire en détail expériences, sentiments et événements
  - Exprimer sa pensée sur un sujet abstrait ou culturel

Actes De Parole

- **Entrer en contact avec quelqu'un**
  - demander/donner des nouvelles

- **Caractériser quelqu'un ou quelque chose**
  - Décrire une personne
  - décrire le physique de quelqu'un
  - décrire le caractère de quelqu'un
  - décrire des problèmes de santé
  - Décrire un objet
  - Décrire un lieu
  - Décrire un phénomène/un fait

- **Situer dans le temps**

  - Situer des événements dans le temps

- indiquer l'origine/le moment d'une action
- Indiquer la durée d'une action
- situer dans l'espace
- situer un objet/une personne
- situer un lieu

- **Exprimer un sentiment positif**
  - exprimer sa joie
- **Exprimer un sentiment négatif**
  - exprimer sa tristesse
  - exprimer sa déception
  - exprimer son ennui
  - exprimer sa peur
  - Exprimer des regrets.
- **Exprimer un sentiment positif on négatif**
  - exprimer sa surprise
  - exprimer la curiosité
  - exprimer l'indifférence
- **Exprimer une opinion / un jugement**
  - dire du bien/faire éloge de quelque chose/quelqu'un
  - dire du mal/critiquer quelque chose ou quelqu'un
- **Parler du passé**
  - raconter des événements au passé
  - raconter une anecdote personnelle
  - raconter une histoire (réelle ou fictive)
  - raconter l'évolution d'une situation
- **Rapporter les paroles de quelqu'un**
  - reformuler
  - résumer
  - résumer des faits
  - Argumenter
  - justifier son point de vue
  - exposer
    - introduire un sujet
    - développer un sujet
    - conclure
  - insister/mettre en relief

Contenus Grammaticaux

- **Les temps du passé:**
  - Passé composé ou imparfait – situation ou événement dans le récit au passé.

- I 'accord du participe passé avec le sujet (auxiliaire être)/avec le COD (auxiliaire avoir)
- Le plus-que-parfait – action antérieure à une autre action dans le récit
- Le conditionnel passé le regret
- Le subjonctif – la possibilité, l'obligation
- Quelques verbes d'opinion + subjonctif
- La concordance des temps
- Le discours rapporté au présent et au passé
- Le passif – la description d'une action/la mise en valeur du sujet de la phrase à la place du pronom <<on>> (quand on ne connait pas l'auteur de l'action)
- Le gérondif – la manière, la condition, la simultanéité
- Les indéfinis (pronoms et adjectifs)
- Les doubles pronoms
- Les pronoms relatifs simples (qui, que, dont, ou)
- Les adverbes de manière (en-ment)
- Les tournures impersonnelles simples (il est interdit de/ il est utile de/il est important de)
- La localisation temporelle: les prépositions de temps (la durée et le moment: pendant/depuis/dans/il y a)
- Les adverbes de temps: expression du passé ou du futur
- La localisation spatiale: les prépositions et adverbes de lieu
- Les articulateurs logiques simples: cause, conséquence, opposition (donc/puisque/comme/alors/pourtant/alors que)
- La conjonction <<pour que>> + subjonctif
- Les articulateurs chronologiques du discours (d'abord, ensuite, enfin/premièrement, deuxièmement)

Lexique

- La vie quotidienne: les loisirs, les sorties, les achats, les transports en commun, les voyages ...
- Les personnes: la description physique, le caractère, les vêtements, les sentiments
- Les lieux: la ville, la compagne, la géographie physique...
- Le monde professionnel: I' entreprise, I' emploi
- L'école, le système scolaire, la formation
- Les événements: rencontres, incidents, accidents, phénomènes naturels...
- Les medias: les programmes télévisés, les journaux, Internet, les sujets d'actualité (vie quotidienne et faits de société)
- Des sujets culturels: cinéma, littérature, peinture, spectacles...

Socio-culturel

- Les rituels de la lettre formelle (domaine administrative. Domaine professionnel)

General Objective

By the end of the unit, the learner should be able to write a simple, coherent and meaningful text in standard language on issues familiar to him/her.(*A la fin de l'unité, l'apprenant sera capable d'écrire un simple texte coherent et significatif dans un français standard sur un sujet familier.)*

Sous-Unité 1: Entrer En Contact Avec Quelqu'un

Specific Objectives	Content
Les apprenants seront capables de : • demander des nouvelles sur la vie quotidienne. • donner des nouvelles sur les événements. • demander une information sur le monde professionnel (média: (l' entreprise, l' emploi). • ecrire des articles dans le media. • réagir sur des sujets culturels (cinéma, littérature, peinture, spectacles). • développer un pronom indéfini d'un adjectif indéfini. • connecter des phrases à l'aide des pronoms relatifs. • utiliser les doubles pronoms dans une phrase pour éviter la répétition.	• La vie quotidienne: les loisirs, les sorties, les achats, les transports en commun, les voyages • Les événements: rencontres, incidents, accidents, phénomènes naturels… • Les médias: les programmes télévisés, les journaux, Internet, les sujets d'actualité (vie quotidienne et faits de société) • Des sujets culturels: cinéma, littérature, peinture, spectacles • Les indéfinis (pronoms et adjectifs) ex. quelque, certain, • Les pronoms relatifs simples (qui, que, dont, où) • Les doubles pronoms, ex. il me voit, Je le lui dirai

Methodology

• Using observation method, learners in groups should read a text similar to the one you would wish them to write and observe its genre, the type of the text, the plan of the text, the grammatical expressions, connectors, appropriate vocabulary. With the help of questions you give them, they may be able to understand why the writer did what he/she did. For example, Quel est le genre de ce texte? Pourquoi? Décrivez?

Before you give an activity to the learners, think of what kind of writings are done in a given area. For example, Demander une nouvelle sur la vie quotidienne : les loisirs, les sorties, les achats, les transports en commun, les voyages. Choose the situations one by one, for instance, les loisirs.

- Using discussion approach, learners plan together to look for the ideas necessary to write about leisure, depending on the question asked, gather information about leisure, and arrange this information in order of importance i.e. the type de loisir, activités faites durant sa loisir, les personnes avec qui les faire et où allez-vous les faire? Les éléments grammticaux nécessairies (prépositions, les articulateurs, vocabulaire apropriés). In the second step, learners organise the writing of the passage in groups i.e, introduction, development and conclusion.

- Using observation approach, learners can observe the events like accidents, meetings, incidents, natural phenomenon like rains, sunami, wind etc, over the TV, computer, CD, DVD, listen from a radio, CD, cassette tapes, or even read them from a passage. It may be an activity the learners did in "réception orale or écrite". Give them guiding questions to give direction to their observation activities. For example, an accident: Quelle est la cause de l'accident? Combien de morts, des blessés? Qui sont inclus dans l'accident en question. Qui est-ce qui sont venus les sécourir. Qu'est-ce que la police a fait et comment l'a-t-il fait ?

- Using plenary approach, the learners should harmonise their answers and discuss them. Using their answers as "fiche de resource", ask learners individually to write a statement about the accident at the police station to describe what happened.

- Brainstorm on the terms related to media, for example, Les entreprises: maisons d'édition, publication, journalisme; les emplois: éditeurs, journaliste, reporteur, les verbes: diffuser, éditer, publier, and using repetition approach ask the learners to read the words, and use them to complete sentences of a contextual passage.

- Using observation approach, learners in groups should observe skills used by the writer in a chosen document (article des journaux, un article lu à la radio ou à la télévision, dans le magazine); such skills can be for instance, creating humour in a story, use of figurative styles, describing a situation, an event, a person and arguing issues.

- Using sharing and transfer approach, learners should write articles individually on a similar topic like the one they observed.

- Using a debate approach learners should discuss a theme of a cinema or literary passage, or painting, or a show. Then correct their argumentative skills. For instance, the use of expressions like Étant donné que….; Vu que….. ; C'est pourquoi….. ; Comme….. ; when they try to argue points.

- Using group discussion, give learners to fill the blank spaces in a short contextual passage with these subordinate conjunctions mentioned above.
  As homework the learners should, thereafter, react in writing on a certain topical issue.

- Using talk and chalk method, explain the differences between an adjective and a pronoun e.g. Les adjectives sont places devant un nom. Mais les pronoms remplacent les noms. Define also indefinite pronouns and indefinite adjectives by giving their examples in a table : For example:

Adjectifs indefinis	Pronoms indefinis
• Quelques filles sont dociles • Un autre garcon est arrivé • Certains amis ne sont pas honnêtes • Plusieurs entreprises ont fermées à cause de cette crise	• Quelques autres sont farouches • L'autre est partie • Certains sont ouverts • Plusieurs d'entre elles vont recouvrir leurs pertes après un an.

- Using exemplification approach, learners should give more sentences to continue the list, and then others give comments.

Les pronoms relatives
- Using inductive approach, give learners many exercises on relative pronouns as follow-on and they should do them in groups:
Reliez les deux phrases à l'aide d'un pronom relatif *qui ou que*

1. Tex écrit un roman. Le roman s'appelle *Guerre et amour.*
   - Tex écrit un roman qui s'appelle *Guerre et amour.*
2. C'est un bon roman. J'aime beaucoup ce roman.
   - C'est un bon roman que j'aime beaucoup.

After the exercises, ask the learners to:
   - define relative pronouns
   - give the use of relative pronouns to make them understand them better.

- Using lecture method, explain the functions of relative pronouns.
  For example:
  A relative pronoun introduces a clause that explains or describes a previously mentioned noun. They are used to link two related ideas into a single sentence, thereby avoiding repetition. In French there are two main relative pronouns, qui and que.

  The choice between *qui* and *que* depends on the grammatical role-subject or direct object that the relative pronoun plays in the subordinate clause:

- Qui functions as the subject of the subordinate clause
- Que functions as the direct object of the subordinate clause

- Using the same approach, explain the agreement of the past participle with the relative pronoun.
  For example:
  Que functions as a direct object preceding the verb. When the verb of the subordinate clause is in the passé composé or any other compound tense, the past participle agrees in   number and gender with *Que.*
  For example :
  Sarah et Delphine sont mes deux amies que j'ai vues dans un rêve.
    - The past participle also agrees in number and gender with qui if the verb forms its passé composé with 'être'.
  For example :
  Ce sont deux espions qui se sont rencontrés en mission.
    - Give examples in each of the cases above.
    - Continue later to other relative pronouns like "dont", où, dans le quel, à qui auquel

Note: If you judge the level of the learners is up- to- date give the definition in French.

Les doubles pronoms
- Using talk and chalk method explain the notion of "doubles pronoms" with examples.

For example:
    - En français, comme en anglais, il y a des pronoms sujets et des pronoms objet.
    - Les pronoms sujets remplacent des personnes ou des choses qui fonctionnent comme sujet du verbe, Ils "font" l'action du verbe.
    - Les pronoms objet remplacent des personnes ou des choses qui fonctionnent comme objet direct du verbe. Ils "subissent", "absorbent" (receive, "absorb", come under the influence of) l'action du verbe.

Other Examples

Sujet	Objet direct
- Je respecte mon ami.	- Il me respecte aussi.
- Tu respectes ton ami.	- Il te respecte aussi.
- Vous respectez vos étudiants.	- Ils vous respectent aussi.
- Il respecte ses ami)	- Ses amis le respectent aussi.
- Elle respecte ses parents.	- Ses parents la respectent aussi.
- On respecte ses professeurs.	
- Ça ne se dit pas.	- On ne dit pas ça.
- Nous respectons nos grands-parents.	- Ils nous respectent aussi.
- Vous respectez vos professeurs, n'est-ce pas?	- Ils vous respectent aussi.
- Ils respectent leur chef.	- Il les respecte aussi.
- Elles respectent leur patron.	- Il les respecte aussi.

- Les pronoms sujets sont: je, tu, il, elle, ça, nous, vous, ils, elles
- Les compléments d'objet direct sont : me, te, le, la, ça, nous, vous, les, les

- **Using discovery approach, learners should identify the "Complement d'objet Direct" in the sentences below:**
  - Jean parle à moi.   - Il me parle
  - Maman parle à toi   - Elle te parle
  - Il écrit à son père   - Il lui écrit
  - Jeannette va à l'école tout le temps   - Elle y va tout le temps
  - Les enfants jouent au foot   - Ils y jouent
  - Elles vont au stade   - Elles y vont
  - Elle pense à ses parents   - Elle se souvient d'eux
  - Antoine se souvient de ses amis à Paris   - Il se souvient d'eux
  - Nous mangeons de la viande   - Nous en mangeons
  - Elle boit de l'eau chaque matin   - Il en boit chaque matin
  - Il prend de la bière de temps à temps   - Il en prend de temps à temps
  - Il rêve de sa femme tous les jours
  - Maman revient du marché   - Il rêve d'elles tous les jours

- Nous avons des amis qui ne savent pas écrire

- Tu habites chez tes parents

- Elle en revient
- Nous en avons qui ne savent pas écrire
- Tu y habites

- Using discovery method learners should give the rules of using me, te, lui, y, en, eux, elles.
  For example: "Y" replaces the place. For the learners to understand better give more examples.

Teaching/Learning Aids

- Des sources d'information diverses: articles, documentaires. Bulletins d'informations
- Des lettres personnelles
- Des lettres de réclamation
- Des lettres rapports et comptes rendus

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Working on exercice en trous
- Ecrire une rédaction sur un sujet donné
- Remplir une fiche
- Ecrire une lettre personnelle ou officielle
- Ecrire un rapport et un compte rendu
- Réécrire des phrases
- Compléter à écrire une histoire déjà commencée

Sous-Unité 2: Caractériser Quelqu'un

Specific Objectives	Content
L'apprenant sera capable de/d': • décrire une personne. • décrire le physique de quel qu'un. • décrire le caractère de quelqu'un. • décrire des problèmes de santé. • décrire la manière dont une. personne fait certaines	• Les personnes: la description physique, le caractère, les vêtements, les sentiments • Les parties du corps humain • Les comportements • La santé • Les adverbes de manière (en

Specific Objectives	Content
choses en se servant . • des adverbes de manière. • des gérondifs.	ment) • Le gérondif – la manière, la condition, la simultanéité

Methodology

- Using observation approach, ask learners in small groups e.g. to identify the features of a certain person of their interest; a politician or an artist, or a hero of a film, the features to be observed being: physical (appearance, ways of doing things); Moral (behaviour, beliefs); dressing (type of dress, colour, and style). This observation should be done using support documents like photographs, descriptive texts, videos etc.
- In plenary each group should present their politician, artist, hero to others. Correct the mistakes. Allow the use of bilingual dictionaries in the class.
- Using illustration approach, learners should label different body parts of a person, using a piece of paper bearing the names of body parts, the picture of a person being drawn on a manila paper.
- Using research approach learners in groups should look for behaviours that have taken people to prison in newspapers. Another group should look for behaviours appreciated by the public. In plenary each group should describe their findings in writing.
- Using brainstorming approach, learners should list diseases that attack us and the part of the body they attack. Using the list, ask them to write a letter to their friend in France to inform him or her on common sicknesses in Africa.
- Using talk and chalk method, explain the formation and use of adverbs ending with -ment.
  For example:
  - Terminaison en –amment :
  - On écrit -amment si l'adverbe est issu d'un adjectif masculin en -ant =>pesant ==> pesamment
  - Terminaison en –emment :
  - On écrit -emment si l'adverbe est issu d'un adjectif masculin en -ent =>décent ==> décemment
  - Terminaison en -ment
  - On écrit -ment si l'adverbe est issu d'un adjectif féminin =>excessive ==> excessivement
  - ou si l'adverbe est issu d'un nom => le diable ==> diablement
  - si l'adverbe est issu d'un adjectif se terminant en
        -é --> obstiné ==> obstinément

-i --> poli ==> poliment

-u --> résolu ==> résolument

- Using discovery method, the learners should differentiate these adverbs from other words that also end with –ment, but are not adverbs, for example, le temperament, le rendement, l,amenagement, l'engagement. Using observation approach, guide the learners to discover that an article does not precede the adverbs.
- Using talk and chalk method, explain the formation and application (the use) of "Le gérondif".

For example:

The French grammar provides for the need of expressing two actions being done simultaneously, through a verbal mode called "gérondif".

Formation du gérondif

Préposition	+ Racine du Verbe	+ Terminaison	=
en	travaill...	-ant	en travaillant

Attention :

faire-faisant; dire-disant; manger-mangeant; savoir-sachant; boire-buvant; finir-finissant; prendre-prenant; paraître-paraissant;

Utilisation

- J'écoute la radio en travaillant.
- Ils regardent la télévision en mangeant.
- En me douchant, je pense à ce que je vais faire pendant la journée
- Il aime parler en plaisantant.
- Vous ne devez pas parler en mangeant.
- En venant, achetez du pain.
- Il pensait beaucoup à ses affaires en rentrant chez lui.
- Je vous dis ceci en passant : méfiez-vous de ce monsieur !
- Il m'a dit bonjour en entrant.
- Il était vraiment surpris en entendant cela.
- En attendant Catherine, il regardait les nuages.
- C'est en forgeant qu'on devient forgeron. (proverbe)

Sous-Unité 3: Caractériser Quelque Chose

Specific Objectives	Content
L'apprenant sera capable de/d': • décrire une école, un système scolaire, une formation. • décrire une place : (une ville, une campagne, une géographie physique). • décrire un phénomène/un fait.	• L'école, le système scolaire, la formation • Les lieux: la ville, la compagne, la géographie physique • Décrire le climat, le vent, la saison.

Methodology

In groups, the learners should read a text about the French education system and compare it with the education system of Uganda looking into the school going age in both countries.

For example :

Le system Scolaire en France

Année scolaire	Description	Age
Ecole facultative		
EM	Ecole Maternelle	3 à 6 ans
Ecole primaire		
EP	Cours Préparatoire	6 ans
CE 1	Première année de Cours Elémentaire	7 ans
CE 2	Seconde année de Cours Elémentaire	8 ans
CM 1	Première année de Cours Moyen	9 ans
CM 2	Seconde année de Cours Moyen	19 ans
Ecole secondaire		
6ème, 5ème, 4ème, 3ème, 2ème, 1ère, Terminale	Collège Lycée	11 à 14 ans 15 à 18 ans

- Using descriptive method, learners should write a composition to describe their schools. Describe our rural schools, urban schools, government schools, private schools, universal primary and secondary schools, in comparison with the French education system such that the learners are able to talk in French about their education system.
- Using observation approach, ask the learners to read a text that describes a place, "Les lieux": la ville, la compagne, la géographie physique.These learners, in the process should be able to identify the

descriptive expressions used in the passage and use them in their own way to describe places in their environment.

• Using discussion approach, the learners should discuss the effect of natural phenomenon like wind, storm, heavy rain, Tsunami, floods, droughts, on human beings after observing the picture of the phenomenon in a photograph or video, or reading a passage about it.

Teaching/Learning Aids

• Newspaper articles talking about education systems
• Documentaries if available talking about education systems
• Personal letters in French from the internet
• Claim letters
• Reports and minutes
• Simple literary texts e.g. poems, novels, plays and biographies

Assessment Strategies

• Give the learners to write personal /professional letters in which they are supposed to describe something.
• Guide them to write a composition to describe a place: their school environment, their town, their village, the work place.
• Ask them to compare their education system with the one of France.
• Prepare a marking guide and communicate to the learners.
• Make a list of common errors made by the learners and distribute it, and in small groups the learners should try to correct mistakes and justify their corrections after which they come together for a plenary session where comments are made and explanations done.

Unité 4: Production Orale (Speaking)

Durée: 12 périodes

Overview

Savoir-Faire

- Raconter un événement, une expérience ou un rêve
- Raconter une histoire, l'intrigue d'un livre ou d'un film
- Faire une description simple
- Relater un détail de ses expériences en décrivant ses sentiments et ses réactions
- Décrire un espoir ou un but
- Exposer brièvement les raisons et explication de ses opinions, projets et actions
- Développer une argumentation

Actes De Parole

- Situer un objet/une personne/un lieu
- Caractériser quelqu'un ou quelque chose
  - décrire une personne : décrire la physique de quelqu'un, décrire le caractère de quelqu'un
  - décrire un objet
  - décrire un lieu
  - décrire un phénomène/un fait: décrire un fait de société
  - Décrire une activité artistique
- Situer dans le temps
  - Situer des événements dans le temps
  - Situer dans l'espace
- Exprimer un sentiment positif
  - Exprimer sa joie
- Exprimer un sentiment négatif
  - Exprimer sa tristesse
  - Exprimer sa déception
  - Exprimer son ennui
  - Exprimer sa peur
  - Exprimer des regrets
- Exprimer un sentiment positif ou négatif
  - exprimer sa surprise
  - exprimer la curiosité
  - exprimer l' indifférence
- Parler du passé
  - raconter une anecdote personnelle
  - raconter une histoire (réelle ou fictive)
  - raconter l'évolution d'une situation

- Raconter des événements au passé
  - évoquer des souvenirs

- Parler de l'avenir
  - exprimer un souhait/faire un voeu
  - exprimer une intention
  - parler de ses projets
- Exprimer une opinion
  - faire des hypothèses
  - exprimer la possibilité
  - exprimer la condition
  - exprimer la certitude
- Rapporter les paroles de quelqu'un
  - rapporter un discours
- Argumenter
- Exposer   - exposer des raisons
              - introduire un sujet
              - développer des arguments
              - hiérarchiser
              - conclure

Contenus Grammaticaux

- Les temps du passé:
  - Passé composé ou imparfait – situation ou événement dans le récit au passé.
  - I 'accord du participe passé avec le sujet (auxiliaire être)/avec le COD (auxiliaire avoir)
  - Le plus-que-parfait – action antérieure à une autre action dans le récit
- L'imparfait/ le passé composé/le présent- *l'évolution d'une situation*
- Le futur simple - les projets d'avenir
- Le futur simple, le futur proche ou le présent- *futur plus ou moins lointain*
- Le conditionnel présent - le souhait, le désir, l'hypothèse (faits imaginaires)
- Le conditionnel passé-*le regret*
- La concordance des temps
- Le subjonctif – la possibilité, l'obligation
- Quelques verbes d'opinion + subjonctif
- Quelques verbes de sentiments + subjonctif
- Le discours rapporté au présent et au passé

- Le passif – la description d'une action/la mise en valeur du sujet de la phrase à la place du pronom <<on>> (quand on ne connaît pas l'auteur de l'action)
- Le gérondif – la manière, la condition, la simultanéité
- Les indéfinis (pronoms et adjectifs)
- Les doubles pronoms
- L'expression de l'hypothèse :
  - L'expression de l'hypothèse certaine (la condition) : si+ présent/futur
  - L'expression de l'hypothèse incertaine : si+ imparfait/conditionnel présent
  - L'expression de l'hypothèse non réalisée (*le regret*) :
    - si + plus-que -parfait/conditionnel passé
    - si+ plus-que -parfait/conditionnel présent
- *La localisation temporelle:* les prépositions de temps
  - L'expression de la durée (pendant/depuis)
  - L'expression du moment (dans/il y a)
- Les adverbes de temps: expression du passé ou du futur
  - La *localisation spatiale*: les prépositions et adverbes de lieu
- Les pronoms relatifs simples (qui, que, dont où)
- La restriction : ne….que
- Les adverbes de manière (en-ment)
- La comparaison : comparatif des verbes/de l'adverbe
- Les articulateurs chronologiques du discours (d'abord, ensuite, enfin/premièrement, deuxièmement….)
- Les articulateurs logiques simples: cause, conséquence, opposition (donc/puisque/comme/alors/pourtant/alors que…)
- La conjonction <<pour que>> + subjonctif

Lexique
- La vie quotidienne: les loisirs, les sorties, les achats, les transports en commun, les voyages …..
- Les personnes: la description physique, le caractère, les vêtements, les sentiments
- Les lieux: la ville, la compagne, la géographie physique…
- Le monde professionnel: l' entreprise, l' emploi
- L'école, le système scolaire, la formation
- Les événements: rencontres, incidents, accidents, phénomènes naturels…
- Les medias: les programmes télévisés, les journaux, Internet, les sujets d'actualité (vie quotidienne et faits de société)
- Des sujets culturels: cinéma, littérature, peinture, spectacles…

Socio-culturel
- Les rituels de la lettre formelle (domaine administrative. Domaine professionnel)

Types de Supports
- Des sources d'information diverses: articles, documentaires. Bulletins d'informations ….
- Des lettres personnelles
- Des lettres de réclamation
- Des lettres, rapports et comptes rendus

General Objective

By the end of the unit, the learners should be able to exploit a wide range of simple language tools to use in situations that are likely to arise, engage in a spontaneous conversation, express personal opinions and exchange information on familiar topics related to everyday life (e.g. family, hobbies, work, travel and current events).

Les apprenants devraient être capables d'exploiter un large éventail d'outils simples à utiliser la langue dans des situations qui sont susceptibles de survenir, s'engager dans une conversation spontanée, d'exprimer des opinions personnelles et échanger des informations sur des sujets familiers liés à la vie quotidienne (famille, loisirs, travail, voyage et actualité).

Sous-Unité 1: Parler De Son Lieu De Travail (Talking About Work Place)

Specific Objectives	Content
L'apprenant sera capable de/d': • situer des choses dont on peut se servir pour faire quelque chose. • situer une personne ayant une profession/ occupation. • situer un lieu de travail, un lieu de loisir, la boutique/ du marché d'un article donné. • utiliser les adverbes et les prépositions de lieu pour localiser une personne, un lieu et un objet.	• Les outils de travail, les équipements du sport, les articles à acheter • Une personne –sa profession, son occupation • Lieu de travail d'un professionnel, la boutique d'un article donné, lieux de faire des sports donnés • La localisation spatiale: les prépositions et adverbes de lieu

Methodology

- Using brainstorming approach, help learners to locate the tools of work after identifying them from a picture, or the real ones you might have brought in class, and placed in strategic positions as there are usually places in a real situation of work. E.g. dans la boite à outil, sur la table du travail, à côté du tablier, devant l'atelier, Chez le charpentier.

Note: Treat the tools profession by profession, depending on how familiar and conversant the learner is with the profession, beginning from known to unknown.

- Using role play approach, guide the learners to play the role of a given profession then ask others to guess his/her profession and give reasons to justify their answers. Correct the learners where necessary. Secondly, show the picture of a professional in his/her work place and ask the learners to describe the work place and correct the stereotyped views of the learners about certain professions.
- Using pictorial approach, illustrate the following prepositions and adverbs of place, and help learners to locate objects, persons, places using the prepositions and adverbs of place below:

Prepositions de place	Adverbes de place
- Dans	- Dedans
- Hors de	- Dehors
- sur	- dessus
- sous	- dessous
- À côté de	- À côté
- Au milieu de	- Au milieu
- En bas de	- En bas
- Loin de	- Loin

For example:

Adverbe : Cette valise est bien lourde. Je me demande ce qu'il y a dedans

Préposition : Cette valise est bien lourde. Je me demande ce qu'il y a dans la valise en question

Assessment Strategies

- Parler positivement de son lieu de travail/ de son école à quel qu'un.
- Convaincre quel qu'un d'aimer son travail.
- Conseiller quel qu'un d'aimer un métier.
- "Give directive to someone to do something". Guiderquelqu'un.

- "Debating on various professions, their advantages and disadvantages".débattre sur des professions variées

Teaching /Learning Aids

- Photocopies of the pictures of tools used in various professions
- Models of various tools
- Recorded passages on professions of the learners' interest

Sous-Unité 2 : Faire Une Description Simple (Caractériser Quelqu'un)

Specific Objectives	Content

L'apprenant sera capable de/d' :
 • décrire une personne : (décrire la physique de quelqu'un adaptée à ce que la personne fait).
 	
 • décrire le caractère de quelqu'un (en fonction de son travail/ son occupation).
 • décrire les caractères suivant la manière de faire les choses.
 • designer la personne décrite a l'aide des pronoms/ adjectifs indéfinis.
 • caractériser une personne en utilisant les pronoms relatifs.
	• une personne douée dans ce qu'elle fait. Ex. pédagogue tout fait, agronome, cordonnier, un chef d'œuvre, maitre tailleur, grand commerçant
	 • L'apparence exagérée
	 • Le gérondif – la manière, la condition, la simultanéité
	 • Usage de comparaison pour décrire les caractères d'une personne : comparatif des verbes/de l'adverbe
	 • Les indéfinis (pronoms et adjectifs)
	     - Les doubles pronoms
	     - Les pronoms relatifs simples (qui, que, dont où)

Methodology

- Using discussion method, ask the learners in their groups to discuss the effect of various professions on the people who perform their duties in their respective professions. E.g. the effect of teaching on the teacher, the effect of digging on a farmer, the effect of driving on a driver etc. Ask the learners to use bilingual dictionaries to get the equivalences of some of the words they know in English, but not in French, e.g. curving back of a person who has dug for long on a farm... "il est vouté"
- Using talk and chalk approach, explain the imagery like, comparison, metaphor and hyperbole the learners can use to describe a person according to what he/she does, exaggerating the person's character.

For example, " Il est grand travailleur, on dirait que c'est une abeille. C'est une directrice acariâtre. Un homme sévère. Un élève bavard. une fille coquine. Une personne vantarde."

- Ask the learners in groups to prepare how they can describe a person they know orally in front of the class. Such a person can be a celebrity, a hero in a film, a famous person. Move around to help in the preparation. During the plenary, correct the bad pronunciations and grammatical errors.

- Using repetition approach, the learners should read aloud a passage containing "gérondif" and verbs in "participe présent" to correct the pronunciation of the sound /ẽ/, /ã/ in words like "en, aliment, examen, enseignement, and correct those learners who have problems in pronouncing that sound in question. Secondly, ask other members of the class to describe the way the other learners read using "gérondif" to express:
  - Simultanéité": E.g. Il lit en mangeant.
  - Condition: E.g. C'est en lisant qu'elle bégaye
  - La manière : E.g. En lisant, sa voix vibre à cause de peur.

- Using comparative method, the learners should describe the character of a person at work according to the manner (either progressively or not) in which the person does his/her work.
  For example:
  - Sa motivation l'oblige à améliorer de plus en plus la qualité de ses produits (verbe)
  - Le téléphone lui permet de communiquer de plus en plus convénablement (adverbe)
  - Il écrit des lettres moins qu'au par avant
  - Elle n'est pas aussi compétente qu'elle l'était encore jeune.

- Using exemplification approaches, the learners should use the indefinite pronouns/ adjectives to refer to someone.
  - Pronouns:"On, quelqu'un, personne, quelques uns, quelques unes, plusieurs, certain(e)s, chacun, chacune, aucun, aucune, nul, nulle, l'un… l'autre, les uns… les autres, autrui…, quiconque…
  - Adjectives : chaque, quelques, aucun, aucune, nul(le), autre(s), le même, la même, n'importe quelle, quelconque, certain(e)s…

Example de l'usage des pronoms :
  - On ne laisse pas ses outils de travail dans l'atelier par terre, on les dépose dans la caisse à outils.
  - Quelqu'un qui est soigneux nettoie le bureau…
  - Personne n'est courageux de demander la raison de sa révocation….

Examples des adjectives:
- Chaque travailleur dans notre entreprise a un portemanteau à son nom.
- Aucun travailleur n'est paresseux chez nous.
- Certaines autorités ne se soucient jamais des problèmes de leurs subalternes,…

Assessment Strategies

- Décrire les caractères d'une personne malade
- décrire la physique d'une personne qui a commis une faute et après, a fui
- Lire à haute voix un passage et donner un bref commentaire là-dessus.
- donner son point de vu sur l'apparence ou le comportement d'une personne,
- Comparer le comportement d'un travailleur à un autre.
- Faire l'éloge de quelqu'un.
- commenter sur les personnages d'un texte littéraire

Teaching/Learning Aids

- "Photocopies of descriptive passages"
- « fiche ressource des expressions décrivant une personne »
- Les affiches content les parties du corps humain
- photos montrant les caractères des personnes malades, ivres, folles

Unité 5: Interaction Orale (Oral Interaction)

Durée: 12 périodes

General Overview

Savoir Faire

- Echanger de l'information : famille, loisirs, travail, voyages, faits divers
- Faire face à la plupart des situations en voyages : voyage, préparation de voyage, hébergement, autorités à l'étranger
- Formuler une plainte : magasin, bureau de poste, banque
- Décrire des symptômes à un médecin/ décrire un état physique
- Transmettre une information factuelle
- Demander des directives détaillées
- Donner des instructions détaillées
- S'exprimer sur des sujets abstraits ou culturels
- Exprimer des sentiments : la surprise, la joie, la tristesse, la curiosité, l'indifférence
- Émettre ou solliciter un point de vue personnel/exprimer ses convictions
- Exprimer son accord et son désaccord
- Expliquer pourquoi quelque chose pose problème
- Discuter pour trouver une solution à un problème
- Rapporter en partie ce qu'un interlocuteur a dit
- Commenter brièvement le point de vue d'autrui
- Inviter les autres à donner leur point de vue
- Résumer un bref récit, un article, un exposé, une interview, un documentaire et donner son opinion
- Conduire un entretien préparé
- Fournir des renseignements concrets (pendant un entretien)
- Commencer, poursuivre, terminer une conversation
- Utiliser une expression adéquate pour prendre la parole
- Inviter quelqu'un à se joindre à la conversation
- Résumer et faire le point dans une conversation
- Faciliter la suite de la conversation
- Reformuler les dires de l'interlocuteur
- Demander à quelqu'un de clarifier ou de développer
- Prendre part à une conversation formelle :-
- Echanger des informations factuelles
- Discuter de solutions à des problèmes pratiques

Actes de Parole
- Présenter quelqu'un
- Parler de son environnement quotidien
- Caractériser quelqu'un ou quelque chose

• Décrire une personne	- décrire le physique de quelqu'un
	- décrire le caractère de quelqu'un
	- décrire des problèmes de santé
• Comparer	- comparer des faits
	- comparer des idées
	- *situer* dans le temps
• Situer des événements dans le temps	- Indiquer l'origine/ le moment d'une action
	- Indiquer la durée d'une action
• Demander quelque chose à quelqu'un	- Demander des informations
	- Demander un avis
	- Demander un conseil
	- Demander une authorisation
• Demander a quelqu'un de faire quelque chose	- Commander/réserver
	- Demander de payer
	- Demander un service
	- Réclamer quelque chose
	- Donner des instructions
	- Conseiller/déconseiller
• Accepter quelque chose	- Autoriser /permettre/donner son accord
• Parler du passé	- Raconter des événements passés
• Parler de l'avenir	- Exprimer une prévision ou une prédiction
	- Parler de ses projets
	- Promettre
• Exprimer un sentiment positif	- Exprimer ses goûts
	- Exprimer son intérêt
	- exprimer sa joie
	- rassurer quelqu'un
• Exprimer un sentiment négatif	- exprimer sa tristesse
	- exprimer des regrets
	- se plaindre
	- faire un reproche à quelqu'un

- Exprimer un sentiment positif ou négatif
  - exprimer sa surprise
  - exprimer la curiosité
  - Exprimer l'indifference

- Exprimer une option ou un jugement
  - Dire du bien/faire l'éloge de quelque chose/quelqu'un
  - Dire du mal/ critiquer quelque chose/quelqu'un
  - Faire des hypothèses/des suppositions
  - Exprimer la possibilité
  - Exprimer la certitude
  - Exprimer le doute
  - Approuver
  - Désapprouver

- Rapporter les paroles de quelqu'un
  - Présenter les opinions
  - Rapporter un discours
  - Reformuler

- Argumenter
  - Justifier son point de vue
  - Exposer   - exposer un problème
  - Analyser   -expliquer un problème
  - Démontrer -exprimer une solution
  - Marquer une opposition

- Participer à une conversation
  - Engager la conversation
  - Continuer une conversation
  - Mettre fin à une conversation
  - Faire préciser
  - Faire patienter quelqu'un

Contenus Grammaticaux

- Les temps du passé:Passé composé ou imparfait – situation ou événement dans le récit au passé.
- L'impératif-le conseil, l'ordre
- Le futur simple - la prévision, la promesse
- Le futur simple, le futur proche ou le présent- prévision plus ou moins sure
- Le conditionnel présent - l'hypothèse, le souhait+le conseil (avec tu/vous)
- Le conditionnel passé-le regret, le reproche
- Le subjonctif – la possibilité, l'obligation
- Le discours rapporté au présent et au passé

- Le passif – la description d'une action/la mise en valeur du sujet de la phrase à la place du pronom <<on>> (quand on ne connait pas l'auteur de l'action)
- Le gérondif – la manière, la condition, la simultanéité
- Quelques verbes d'ordre+ subjonctif
- Quelques verbes d'opinion + subjonctif
- Quelques verbes de sentiments + subjonctif
- L'expression de l'hypothèse :
  - L'expression de l'hypothèse certaine (la condition) : si+ présent/futur
  - L'expression de l'hypothèse incertaine : si+ imparfait/conditionnel présent
  - L'expression de l'hypothèse non réalisée (*le regret*) :
    - o si + plus-que -parfait/conditionnel passé
    - o si+ plus-que -parfait/conditionnel présent
- La comparaison : Le superlatif de l'adjectif/de l'adverbe (le mieux/ le meilleur)
- Les doubles pronoms
- La double négation (ni…ni….)
- La restriction : (ne….que)
- Les indéfinis (pronoms et adjectifs)
- Les articulateurs logiques simples: cause, conséquence, opposition (doc/puisque/comme/alors/pourtant/alors que…)
- La conjonction <<pour que>> + subjonctif

Lexique
- La vie quotidienne: la famille, les relations personnelles, les loisirs, les sorties, les achats, les transports en commun, les voyages, l'hébergement, les autorités…
- Les personnes: la description physique, la santé, le caractère, les vêtements, les sentiments
- Les lieux: la ville, la compagne, la géographie physique
- Le monde professionnel: l' entreprise, l' emploi
- L'école, le système scolaire, la formation
- Les medias: les programmes télévisés, les journaux, Internet, les sujets d'actualité (vie quotidienne, faits divers et faits de société)
- Des sujets culturels: cinéma, littérature, peinture, spectacles

Socioculturel
- Le goût de la conversation : convivialité, aspects informels de la conversation, fonction phatique du langage et oralité, gestuelle….

- Le débat et l'argumentation
- La prise de parole : interrompre quelqu'un
- Le monde professionnel et la conversation formelle

General Objective

By the end of the unit, the learners should be able to exploit a wide range of simple language tools to use in situations that are likely to arise, engage in a spontaneous conversation, express personal opinions and exchange information on familiar topics related to everyday life (e.g. family, hobbies, work, travel and current events).

À la fin de l'unité, l'apprenant devrait être capable d'exploiter un large éventail d'outils simples à utiliser la langue dans des situations qui sont susceptibles de survenir, s'engager dans une conversation spontanée, exprimer des opinions personnelles et échanger des informations sur des sujets familiers liés à la vie quotidienne (par exemple famille, loisirs, travail, voyage et actualité).

Sous-Unité 1: Présenter Quelqu'un

Specific Objectives	Content

L'apprenant sera capable de :
• parler de son environnement quotidien
	• La vie quotidienne
	• ex.
	  - la famille,
	  - les relations personnelles
	  - les loisirs, les sorties,
	  - les achats,
	  - les voyages,
	  - l'hébergement,
	  - les autorités…
	  - les transports en commun,

Methodology

- Using a discussion approach, the learners in their various groups should prepare the list of appropriate list of vocabulary, expressions, grammatical structure related to daily life situations you have given them as an activity of role play, simulation, dramatisation, and debates in instances similar to real life situations.

  For example:
    - Les échanges courants (sustain a conversation on familiar topics-family, school, leisure, work, travel)

- Les conversations courantes (ask or give information about services, goods or people in various situations like markets, hospitals, banks, restaurations, travel agencies...)
- Les discussions informelles,
- Les discussions formelles,
- Les debats,(take part in debates and exchange opinions on abstract or cultural topics e.g. films, projects, music, current affairs, sports, fashon, social activities, celebrities, school life
- L'interview
- La négotiation
- La plannification conjointe
- La coopération en vue d'un objectif
- Marchander

- Using talk and chalk approach,
    - give clear and precise instructions to the learners on what they are supposed to do in these interactive activities.
    - encourage group work to facilitate interaction among learners.
    - change the learners sitting arrangement to facilitate learner to learner relations
    - encourage the learners to:
        o ask their interlocutor(s) to repeat and/or clarify the information when they don't understand something.
        o rephrase when they have not been understood.
        o repeat what has been said in order to ensure mutual understanding on a particular topic.
        o use a bilingual dictionary
        o consult resource persons
- Using brainstorming method, before the actual conversation, the learners should bring out the following factors that can influence the language- vocabulary and structures to be chosen to achieve a natural conversation depending on what it requires in the interaction activity:
    - The person she/he will talk to and his /her relationship with the person e.g. good friends, the boss, fellow student, a stranger...
    - The situation, e.g. at a restaurant, formal meeting, friend's meeting,
    - The topic, e.g. sports, internet, politics, travel arrangements
    - The purpose, e.g. to complain give advice, invite, request
    - The mood, e.g. happy, relaxed anxious, irritated, very angry
    - During the interaction, the learner should:
        o not mind if s/he makes grammatical mistakes, for it doesn't matter so long as the learner is communicating.
        o be bold enough in saying what s/he wants to say.

- o ask the partner, if need be, to repeat/explain/re-word what s/he said
- o show that s/he has understood/did not understand what the partner said using facial expression or gesture.
- o ask his/her partner, if need be, to speak louder, or more slowly/clearly,
- o speak slowly to sort his/her ideas and find the words he needs to get the message across.
- o show his/her interest by saying "oh!", 'vraiment?' , "oh!", "ouh!", "Supper!"
- o ask simple questions like "pourquoi?, quand ? comment? combien? to show that he/she is really understanding.
- o use non verbal strategies e.g. gesture, facial expressions to make him/her understand.
- o look for any strategies used by his /her partner, e.g. intonation, rhythm, stress, facial expressions.
- o indicate that s/he wants to say something.
- o repeat what his/her partner has said to make sure that they understand each other.
- o use phrases, e.g. selon moi, quant à moi, pour gagner le temps, à titre de rappel, n'est-ce pas, que'est-ce que je voulais dire.
- Using group work put more emphasis to develop the learners' capacity to collaborate with others as a team during the interactive activities. That is, by involving each learner to take active part in the group while accomplishing a task given to each of them.

Note:
- Pour concevoir une activité d'interaction orale pour les apprenants, pensez à une situation dans laquelle les interactions sont prévisibles. Par exemple, au restaurant, au magasin.
- Ecrivez le script qui est prévisible en précisant les rôles et ce que ces personnes vont faire en termes d'acte de parole : saluer, demander une information, donner une informantion, remercier, se plaindre.
- Pour chaque acte de parole, trouvez des réalisations linguistiques possibles, e.g. pour remercier, on peut dire : merci, je vous remercie, merci beaucoup.

Teaching/Learning Aids
- De brefs récits, des nouvelles
- Des articles de presse (journaux, revues)
- Des émissions radiophoniques ou télévisuelles (documentaires, interviews…)

Assessment Strategies

Ask the learners to:
- sustain a conversation on familiar topics- family, school, leisure, work, travel.
- ask or give information about services, goods or people in various situations like markets, hospitals, banks, restaurants, travel agencies etc.
- take part in debates and exchange opinions on abstract or cultural topics e.g. films, projects, music, current affairs, sports, fashions, social activities, celebrities, school life.
- ask for/give guidance, instructions and directions.
- take part in simple discussions with another learner on a given familiar topic.
- read a passage and give their views on the story in the passage.

Sous-Unité 2: Caractériser Quelqu'un Ou Quelque Chose

Specific Objectives	Content
L'apprenant sera capable de/d' :	
• décrire une personne (décrire le physique de quelqu'un malade)	• Les personnes:
	- la description physique,
	- la santé : les maladies, les médicaments,
• décrire des problèmes de santé	- les caractères moraux ex. il/elle n'a pas d'appétit, Il est gourmand…
• décrire le caractère de quelqu'un malade	
• décrire l'habillement de quelqu'un	- les vêtements, ex. robe de nuit
• décrire le sentiment de quelqu'un	- les sentiments
	- Les doubles pronoms
• parler des actions de quelqu'un en utilisant les doubles pronoms	

Methodology

- Using brainstorming approach, learners in one group should list the common sicknesses in our area in French; another group lists symptoms of some of the common sicknesses in the area. In plenary, using association approach, the learners in both groups should match the sicknesses to the physical symptoms (what it does to the physique of the patients).

Examples of the sicknesses :
- Le Choleras, le sida, la malaria, la fièvre typhoïde, le lèpres, le cancer, le polio, la variole, le varicelle, maladie de peau, L'hernie, La filaire, l'hyper tension

Examples of symptoms of sicknesses:
- La peau rugueuse, Le corps minci, les démangeaisons partout au corps, tousser terriblement, passer la diarrhée, la nausée, être pèle, anémique, aveugle, température élevée du corps
- Using research method, every learner should constitute behaviours of people that lead to contracting the diseases mentioned that are common in our country and the treatment of each symptom discussed, and report their findings in the following lesson.

Examples of the characteristics:
- Etre prostituée, avoir une relation sexuelle sans être protégé, manque d'hygiène, ne pas prendre soin de son corps, boire de l'eau sale ne pas vacciner les enfants de moins de 5 ans

Examples of treatment
- Prendre des comprimés de chloroquine quatre le premier jour, quatre le deuxième jour, deux le troisième et quatrième jour ; avoir la perfusion, les sérums, passer par une opération chirurgicale,
- Using discovery method, ask learners in groups to name the dresses used in our area and elsewhere, with the help of a bilingual dictionary, after you have given each group a number of dressings' pictures e.g. pictures of underwear, lady's wear; men's wear,foot wear, seasonal wear, sports wear and cultural wear.
- Using pictorial approach, the learners should in small groups, describe a male person(group A) and a female person (group B) , using photographs placed in a strategic place to be viewed by all the members of the group and a list of male and female dresses. This dressing should be associated with an event/personlity.
  For example:
  - Sur la tête, l'homme porte un chapeau pour aller à la fête
  - Sur le torse, la femme doit porter une longue robe pour aller à l'église
  - Aux pieds, l'homme porte de jambiers pour aller au champ
- Using brainstorming approach, learners should match various feelings of a man to specific circumstances.

For example:

Circonstances	Sentiments(feelings)
i. Accident	• pitié
ii. Accouchement réussi	• La joie
iii. La mort d'une personne importante	• Le souci
iv. Une personne gravement malade	• traumatisé
v. Miracle	• étonnement
vi. Attendre l'arrivé d'un visiteur	• anxiété
vii. etc	

The learners in turns should describe their feelings or the feelings of others as they see the pictures/photos of people suffering from various sicknesses using the words of feelings.

- Using discovery approach, the learners in groups should underline "les pronoms" in a passage about actions to prevent sicknesses, and categorise them according to their function in the sentence.
  Example:
    - Je ne me soigne pas bien, mais ma femme soigne bien mes enfants.
    - Ma femme nourrie bien mes enfants. Elle leur donne des aliments riches en vitamine, en protéine et en calorie.
    - Elle se lave les mains avant de nourrir les enfants, et moi, je les habille et les amène à l'école

- Using chalk and talk method explain with example that pronouns can be categorised as sujet(s), or C.O.D (complément d'object direct) or COI (Complément d'Object Indirect). Give more examples of sentences bearing COD a part and also give those bearing COI a part and help the learners to observe the "double pronoms" in them as in the example, and ask them to create their own examples.

Teachig/Learning Aids

- De brefs récits, des nouvelles
- Des articles de presse (journaux, revues)
- Des émissions radiophoniques ou télévisuelles (documentaires, interviews…)

Assessment Strategies

- Simulating a conversation between a patient and a doctor.
- Sensitising the population about health issues, e.g. prevention of a disease that has broken out.

- Advising a sick person about his sickness
- Description of the effect of a disease on oneself and on others (the appearance and the feeling of the person)
  The assessment strategies above assess:
    - Communication if it has passed
    - The language level; if it is appropriate –grammar, vocabulary, syntax..
    - Use of other communication parameters e.g. interjections, gestures etc.
    - Fluency, articulation of words, intonation

- Reading aloud a text that has the level of difficulties of level B1, the text being about everyday life (home, school, work, travel, leisure). You should mark the articulation of the words, intonation and fluency in reading.

Sous-Unité 3: Comparer

Specific Objectives	Content
L'apprenant sera capable de/d' : • comparer des faits	• La comparaison : - Le superlatif de l'adjectif, ex. la meilleure actrice de cinéma - Le superlatif de l'adverbe () ex. *C'est* Martin *qui* parle **le plus fort du groupe.**
• comparer des idées	• Comparatifs (de supériorité, d'égalité, d'infériorité) ex. Marc mange (*plus, autant, moins*) de fruit que Luc ; Marc est (*plus,* aussi, *moins*) malin que Luc ; Marc sort (*plus,* aussi*, moins*) rarement que Luc

Methodology

- Using brainstorming approach, learners should outline some of the ways of comparing facts, e.g. by the use of "superlatives des adjectives", ex le mieux/ le meilleur; Le superlatif de l'adverbe (plus, autant, moins) que.
- Using a debate approach, learners should debate on a topic that will involve the comparison of people's character traits, e.g. discussing the behaviours of people who have stood for a post. (Provide the learners with the list of the characteristics of two candidates of a given post).

Example:

Characteristics of Candidate A	Characteristics of Candidate B
- L'inquiétude (f), le soucieux	- L'engouement (m), la folie
- L'état d'esprit (m), ferme	- L'aversion
- Une crise : crezy à une crise de colère	- La pitié : à prendre quelqu'un en pitié, avoir de la pitié pour quelqu'un
- L'humeur (f) : mood à d'humeur changeante : moody/temperamental, être de mauvaise/bonne humeur	- L'acceptation (f) : à accepter quelle que chose
	- En avoir assez/marre, ne plus pouvoir supporter
- Un ennui/un problème : trouble Contrarié, fâché	- Bien apprécier/aimer/adorer quelque chose:
- Le chagrin : grief à être chagriné par quel que chose.	- Être mordu :
	- Avoir horreur/ détester
- La malchance : être malchanceux	- Le chagrin : grief à être chagriné par quelque chose
- La tristesse : sadness	- La malchance : à être malchanceux
- Le soupir : sigh à soupirer	- La tristesse
- Le sanglot : sob à sangloter etc	- Le soupir : à soupirer
	- Le sanglot : à sangloter etc

The candidates, in their sentences could say: « Selon moi le candidat a est toujours plus ferme dans sa décision que le candidat B » or « Le candidat A est le plus triste entre les deux »

- Using role-play, the learners shall use the adjectives and adverbs to describe 2 or more acts shown in either a video or pictures of a film.

Examples of adjectives of comparison

Egalite		Comparaison
Verbs +	Aussi	+ adjectives ou adverbes+ que => Elle est aussi belle que Jeanne
	Autant que	Mon oncle travaille autant que mon père
	Autant de + nom + que	Dans la maison, il y a autant de chats que de chiens
	Aussi… que, Autant… que}	+ pronom tonique (moi, toi, lui, elle, nous, vous, eux, elles) ⇨ Martin est aussi riche que toi.

Egalite		Comparaison
	Autant de... que	

Superiorite/ Inferiorite

Verbe +	**PLus** **moins**	+ adjectif ou adverbe + que =>Cet exercice est **plus** difficile **que** l'autre
	Plus que **Moins que**	+ nom ou pronom =>Nathalie travaille **plus que** moi
	Plus de **Moins de**	+ nom + que =>Tu as **plus** de chance **que** moi
	Plus de **Moins de**	+ nombre =>Magrand mère a **plus de** 80 enfants

Bon, Bien, Mauvais, Petit

	Supériorité	**égalité**	**Infériorité**
Bon	Meilleur	Aussi bon	Moins bon
Bien	Mieux	Aussi bien	Moins bien
Mauvais	Pire/plus	Aussi mauvais	Moins mauvais
Petit	Plus petit	Aussi petit	Moins petit

Teaching/Learning Aids

- Video tapes to see people's body gesture while expressing their feeling
- Pictures showing character traits of people
- Photocopies of passages describing characters
- CDs, DVDs, Tapes to hear expressions of anger, joy, disappointment

Assessment Strategies

Ask the learners to:
- read a passage about people's behaviours and discuss them.
- debate on topical issues related to people's behaviours.
- negotiate the prices of commodities with shopkeeper.
- give their point of view on a film, a novel, an actor/actress.
- convince an employer to give them a job by explaining their strong point.
- choose a topic, prepare points and present the topic, and answer some questions about the question orally.

Unité 6: Médiation Inter-Linguistique (Inter-Linguistic Mediation)

General Overview

This competence is developed together with oral and written reception. Thus the document used in oral or written reception can be used for mediation (oral or written). The context of mediation must always be specific; for example mediating for some one who does not understand the language and he/she needs translation of the document in the language s/he understands well.

Mediation Ecrite

Durée: 12 périodes

Specific Objective

By the end of the unit, learner should be able to select the main ideas in French texts and report them in English without changing the original meaning.

Les apprenants seront capables de sélectionner les idées principales dans les textes français et rapporter ces idées principales sélectionnées en anglais, sans changer le sens original.

Sous-Unité 1: Introduction a La Traduction

Specific Objectives	Content
L'apprenant sera capable de/d' : • distinguer la traduction de l'interprétation. • identifier les qualités d'un bon traducteur. • utiliser les techniques de la traduction. • citer les pratiques d'un bon traducteur.	• Différence entre traduction et interprétation. Ex, oralité de l'interprétation, L'écrit pour la traduction..., • Qualités d'un bon traducteur ex TRÈS bonne connaissance de la langue de départ ; 2- TRÈS bonne connaissance de la langue d'arrivée ; Connaissances générales ; Bonne aptitude à la recherche ; Patience... • Techniques de traduction (e.g. traduction directe, transposition, modalisation)

Specific Objectives	Content
	• Les pratiques d'un bon traducteur

Methodology

- Using discussion approach, ask learners to discuss in groups the characteristics of a translation in one group, then the characteristics of interpretation in another group. This discussion should be guided by true or false type of questions.

For example:
Questions on translation and interpretation
Put a cross where applicable.

	True	False
1. Translation is done in writing	X	
2. There is no translation that is done orally	X	
3. All oral translation are called interpretation	X	
4. When you are translating there is need to use dictionary	X	
5. Even if you use a dictionary, what matters is to respect the meaning of the sentence.	X	
6. Interpretation is done orally.		
7. Interpretation is the same as translation		
8. Translation is done in writing like interpretation		
9. You interpret using your own words		
10. Good translation does not cause conflict among the parties for whom it is meant		
11. A good interpreter may paraphrase the sentences but does not deviate from the meaning		

After answering the above questions, give the clear differences between translation and interpretation as follows:
- Translation is done in writing, whereas, interpretation is done orally. But in both translation and interpretation, there is no need to change the original meaning.
- In case of a letter, keep the formats of letter writing in each of the languages, as it is when you are translating.

Note: French and English do not have the same format for letter writing.

- Using brainstorming approach learners should state the qualities of a good translator, for example,
  i) A Good translator should:
- have high levels of knowledge that differentiate a good translator from the person knowing one or several foreign languages.
- eliminate mistakes in translation because it can be a reason for misunderstandings between parties.
- provide an exact transfer of information, including preservation of the style.
- have, as a rule, special linguistic education. Master not only foreign language, but also the skills of translation.
- have a wide lexicon and background knowledge on the theme to be translated because while translating it is often necessary to understand the content of a subject.
- not only transmit information but also act as the representative of the customer.
- have fluency in both languages, ability to connect both languages, and perfect knowledge of terminology in the context of the task.

ii) An oral translator should:
- know protocols and procedures, the situation of the translation, and be able to observe ethical standards of translation.
- have consistent accuracy, the skill to overcome stressful situations.
- develop language skills and extend knowledge in each area where you work.
- be a competent and proficient bilingual, familiar with the subject/area of the Second language text chosen for translation.
- never try to insert your own ideas or personal impressions in the third language text.

Note: Advise the learners to read widely in both languages to achieve the above qualities.

- Using talk and chalk method, explain the following techniques of translation and through practice, the learners should use the techniques as they translate a text at their level. The following are the techniques of translation:
- Word-for-word translation: in which the second language (SL) word order is preserved and the words translated singly by their most common meanings, out of context.
- Literal translation: in which the SL grammatical constructions are converted to their nearest third Language (TL) equivalents, but the lexical words are again translated singly, out of context.

- Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- Semantic translation: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.
- Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- Free translation: it produces the TL text without the style, form, or content of the original.
- Idiomatic translation: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.
- Functional Equivalence: It means using a referent in the TL culture whose function is similar to that of the source language (SL) referent. As Harvey (2000:2) writes, authors are divided over the merits of this technique: Weston (1991:23) describes it as "the ideal method of translation," while Sarcevic (1985:131) asserts that it is "misleading and should be avoided."
- Formal Equivalence or 'linguistic equivalence': It means a 'word-for-word' translation.
- Transcription or 'borrowing' (i.e. reproducing or, where necessary, transliterating the original term); it stands at the far end of SL-oriented strategies. If the term is formally transparent or is explained in the context, it may be used alone. In other cases, particularly where no knowledge of the SL by the reader is presumed, transcription is accompanied by an explanation or a translator's note.
- Descriptive or self-explanatory translation: It uses generic terms (not CBTs) to convey the meaning. It is appropriate in a wide variety of contexts where formal equivalence is considered insufficiently clear.
- Using group discussion the learners should cite and analyse the following practices of a translator:
- You needn't translate everything that has been written, you need to translate the best only.
- Adjust /accommodate and do not compromise with the original text.
- Be like ambassadors representing and exchanging the best of their literary world.
- Try to get into the mind of the writer.

- Check your translation twice or may be thrice before finalising the script. Put the original passage "aside" and listen to/read your translation with your ear "tuned in", as if it were a passage originally written in the third language.
- If your material is highly technical, with vocabulary that is distinctive to a discipline, it is important that you have at least some background or experience of that discipline. A good translator of poetry and drama may be a bad choice for a chemical engineering or biotechnology text.
- If you have a native speaker of your target language handy; particularly one who is familiar with the subject, that person could be as useful as your teacher for final script-review. Take his assistance without fail.
- Do not try to find difficult equivalent words in the hope that this will add to the perfection of your translation.
- Every language has its own punctuation rules and they differ in many ways; take care to punctuate correctly.
- Check your translation two or three times at the end.

Teaching /Learning Aids

- A poem or a novel that has been translated from French to English, e.g "Une vie de boy" or "le monde se fondre"
- Photocopies of a poetry passage
- List of proverbs in English with their equivalents in French

Assessment Strategies

Engage learners in:
- translation of passages on everyday life (family life, school life, life at work place, travels, tourism, leisure) from English to French and vice versa.
- translation of technical passages such as user manual, menu etc.
- translation of proverbs used in everyday life.

Sous-Unité 2: Problèmes De   La Traduction

Specific Objectives	Content
L'apprenant sera capable de/d' : • identifier les problèmes de la traduction. • utiliser les matériels de traduction.	• Problèmes de la traduction (faux amis, différences des règles de grammaires de deux langues • Matériels qui aident à la traduction : Dictionnaires bilingues, ordinateurs,

Methodology

• Using brainstorming approach, the learners should list the problems of translation such as "faux amis", "différences des règles de grammaires de deux langues", problèmes de traduction mot à mot. With examples, you should explain how the "faux amis" can for example become a problem in translation, e.g. "assister à la réunion" in French may mean I participated in the meeting. 'Assister' may also mean to help.

Guidance to the Teacher

i.   Write the following difficulties of translating a poem on Manila paper and pin them on the noticeboad /wall in the classroom for them to view any time:

- The difficulty of translating poetry is twofold: the words and meaning on the one hand, the flow and rhythm (or rhyme) on the other. Most translations of poetry are bad. This is mainly because the translator knows the foreign language too well and his or her language too poorly

- Generally a literary translator faces linguistic, literary and aesthetic, and socio-cultural problems. In translating a poem, one of the literary genres, the translators are also likely to face similar problems.

- In term of linguistic factors, according to the writer, at least there are two points to consider: collocation and obscured (non-standard) syntactical structures. The word "collocation' used here refers to words or word groups with which a word or words may typically combine.

- Aesthetic values or poetic truth in a poem are conveyed in word order and sounds, as well as in cognitive sense (logic). And these aesthetic values have no independent meaning, but they are correlative with the various types of meaning in the text. Hence, if

the translator destroys the word choice, word order, and the sounds, he impairs and distorts the beauty of the original poem. Delicacy and gentleness, for instance, will be ruined if the translator provides crude alliterations for the original carefully-composed alliterations.

- Metaphorical expressions, as the second factor, mean any constructions evoking visual, sound, touch, and taste images, the traditional metaphors, direct comparisons without the words "like' and "as if", and all figurative languages. Intentionally, the writer does not use the term metaphor in the sub-heading since it has different meaning for some people. What is generally known as (traditional) metaphor, for example, is not the same as metaphor meant by Newmark.

- The last of literary or aesthetic factors is sound. As stated before, sound is anything connected with sound cultivation including rhyme, rhythm, assonance, onomatopoeia, etc. A translator must try to maintain them in the translation. As Newmark (1981: 67) further states, "In a significant text, semantic truth is cardinal [meaning is not more or less important, it is important!"
- Words or expressions that contain culturally-bound word(s) create certain problems. The socio-cultural problems exist in the phrases, clauses, or sentences containing word(s) related to the four major cultural categories, namely: ideas, behaviour, product, and ecology (Said, 1994: 39).

ii) About the dictionary use:
- Explain the abbreviations put in front of a word in the dictionary like (v, n, t, i, nf, nm, adj, adv, pron., prep, pl, art...), e.g. v = verb, n = noun, t = transitif, I = intransitive, nf = nom feninin, nm = nom masculine, adj. = adjective, adv = adverb, pron. = pronoun, prep = preposition, pl. = pluriel; art. = article.
- Do not only take the first meaning of the word found in the dictionary. A word may have many meanings depending on the context in which it is used.
- Translate in a given context. So find out the context in which a word is used before translating it.
- Give the websites that can be used for translation, for example, http://www.worldlingo.com/en/websites/url_translator.html**,** http://www.freetranslation.com/,   www.translationbuddy.com/, www.tolq.com/Translation,   www.translation.langenberg.com/, etc.
- Explain with examples, the way translation using computer can at times be with grammatical mistakes. Give a number of texts to be

translated by computer and ask the learners to discover the mistakes it has made and ask the learners to correct the mistakes to improve on the text.

Teaching/ Learning Aids
- Photocopies of already existing translations
- A list of websites used for translation

Assessment Strategies
Areas to be assessed in this sub-unit include:
- Translating short English passages into French and vice versa
- Correcting a poor translation done with the help of a computer website

Sous-Unité 3: Identification Des Idées Générales Du Passage A Translate

Specific Objectives	Content
L'apprenant sera capable de/d' : • sélectionner les points essentiels dans un texte. • paraphraser les idées générales d'un texte. • traduire un message en Français dans un bon Anglais sans changer le sens du message.	• Les points essentiels dans un text • Les règles de paraphraser • Règles de traductin

Methodology
- Using observation approach, the learners should read a text and underline the important points in the passage, summarise these points and in case of new words in the passage, find their meaning for a better understanding of their usage.
- Using Lecture Method, define the meaning of the word "paraphrase" being saying something in your own words, and give an example of an idea being paraphrased. For example, Jésus, peut être appelé le fils de Dieu, notre sauveur, l'agneau de Dieu, Le Roi des rois. Give a number of sentences to different groups to be paraphrased and they discuss the result during the plenary. You should correct where necessary.
- Using observation approach, the learners should identify the methods of translation from a translated document and report their findings to the class. Using one of the methods found, for example word to word method of translation, translate together with the learners, a short

passage, and discuss with them the disadvantages and advantages of that method.

Teaching /Learning Aids
- Photo copies of a page of a bilingual dictionary to show the abbreviation
- Photo copies of websites that help in translation
- Copies of poor translations done by computer

Assessment Strategies
Areas to be assessed in this sub-unit include:
- Identifying the mistakes caused by word-by- word translation and correcting them
- Translating short passages using word-by-word translation approach and assessing the application of 'bons amis' and 'faux amis'
- Paraphrasing sentences to make them more understandable

Unité 8: Approche De L'apprentissage De La Littérature Et De L'interculturel (Literature And Intercultural Learning Approach)

Durée: 12 périodes

General Objectives

By the end of the topic, the learners should be able to communicate and develop a critical mind, make a simple analysis of written documents, and express their opinion on issues and events.

Les apprenants seront capables de communiquer et de développer un esprit critique, faire une analyse simple de documents écrits et d'exprimer leur opinion sur les questions et les événements

Sous-Unté 1: Introduction A La Littérature

Texte narrative, par exemple:
- John et Joe   page 50 - (De "Littérature progressive de la Francophonie »)
- Chemin de l'école page 142 - (De « Littérature progressive du Français, Niveau intermédiaire »)

Specific Objectives	Content
Le lecteur doit être capable de : • percevoir le texte écrit. • reconnaître le graphisme. • identifier le message. • comprendre le message. • interpréter le message.	• Aptitudes visuelles : la forme du texte • Aptitudes orthographiques • Aptitudes linguistiques : -Les temps du verbe. • Aptitudes sémantiques • Aptitudes cognitive

Methodology

- Using observation approach, the learners should identify different forms of texts you presented to them e.g. proses, poems, dialogues, paragraphs. If the text is a poem, they analyse how many stances it has; if the verses rhyme or not. The learners also analyse if there are words written with block letters or in italics in the passage and discuss why. If there are words put in inverted commas, discuss the reason.

- Using discovery approach, learners should identify the meaning of the new words they have identified in a narrative passage after reading it. Guide them to remain within the context, as words may have many meanings. If the words can be represented in pictures, or real objects, or by giving the opposite, in groups learners should match the words to the pictures/ diagrams or related word you would have provided them with, and then discuss their results together in the plenary.
- Using observation approach, learners should identify grammatical structures which are not familiar to them, for example tenses used during narration of a story: "present historique, passé composé, imparfait". They may individually underline the verbs conjugated in those tenses; one group identifies 'présent historique', another group 'passé composé', and another one 'imparfat'. Draw the attention of the learners to the endings of the verbs in relation to the subject they follow.
- Using brainstorming approach, the learners should access the meaning of the text paragraph by paragraph. Each group should summarise the main ideas in the paragraph given to them and report to the rest of the groups in the plenary. After the plenary, discuss with the learners the chain of ideas and identify the instruments used to put together the ideas of the passage. Some words may bar the learner from getting the meaning, so they should be encouraged to see the prefixes of the words e.g. mono means one, bi, two, extra means more and poly means many.

Teaching/Learning Aids

- Photocopies of the passage to be read
- CD of the video related to the story in the passage
- Pictures of photos of certain personalities related to the story in the text
- Recorded documents about the passage

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Writing about the author's biography, intention and stand in the book
- Identification of the main ideas, themes, lessons drown from the content of the passage
- Analysing the significance of the styles and the language used by the author in the passage
- Discussing the theme of the story in relation to the real life in our country

Sous-Unité 2: Acquérir Les Éléments Linguistiques

Textes Descriptifs de la littérature progressive du français, ou de la francopnonie

Specific Objectives	Content
L'apprenant sera capable de/d' : • situer l'histoire dans (i) le temps et (ii) dans l'espace. • identifier les caractéristiques de quelqu'un ou quelque chose dans le texte. • suivre les logiques cohérentes des événements dans le texte. • identifier qui a fait quoi dans le texte. • trouver les synonymes et les contraires des vocabulaires liés à la vie quotidienne.	• Les noms des lieux dans le texte. • Les adverbes de temps et de lieu • Prépositions de lieu/de temps • Les temps du passé, la concordance de temps, l'accord de participe passé • Articulateurs du discours • Discours directs/indirects • Des vocabulaires liés à la vie quotidienne

Methodology

• Using discovery approach, the learners should answer in groups after reading the passage silently; questions about places in the passage, where did the activity X take place in the passage? Then the learners should justify their answers by citing certain sentences that talk about this place. Secondly using a graph the learners can locate the events in time chronologically.
• Using discovery method, the learners should underline all the adverbs in the passage. And in groups they should discuss the categories of these adverbs and group them under the adverbs of time and place.

Examples of adverbs of time:

Actuellement	autrefois	hier	puis	Enfin
Alors	avant	il y a	récemment	Ensuite
Après	avant-hier	immédiatement	tard	Désormais
après-demain	bientôt	longtemps	tôt	Dorénavant
aujourd'hui	cependant	maintenant	tout à l'heure	Déjà
Auparavant	d'abord	n'importe quand	tout de suite	Demain
Aussitôt	De bonne heure	précédemment	dernièrement	Depuis

Examples of adverbs of place:

Ailleurs	en bas	n'importe où
Autour	en haut	nulle part
D'ailleurs	ici	Partout
Dedans	là	Près
Dehors	là-bas	Quelque part
Dessous	loin	Dessus
Derrière	devant	

- Using brainstorming approach, the learners should attempt to identify the tenses of the verbs used in the text and in case the agreement of the past participle blocks the access to the meaning, explain through examples and analyse more the structures in a grammar lesson as they have been used in the passage to place well the story in time and space.
- Using group discussion approach the learners should discuss the characteristics of the characters in the passage according to what they (the characters) have done in the story. This can be done through the analysis of the direct and indirect speeches which reveal who said what in the passage.
- Using question and answer approach, the learners should highlight the logical articulators in the passage that can help them to follow the coherent development of the story. Such articulators may be d'abord, ensuite, puis, après, finallement / afin or premièrement, second.
- Using brainstorming or question and answer approach, the learners should identify the characters of the passage and find out who did what in the story. In case of difficulty, ask the learners to read repeatedly to verify their answers. The whole discussion with the learners should be in French. You can use English where there is communication barrier.
- Using a game approach, the learners should get the synonyms of special interest. The game is that when the teacher throws the ball at a learner, he pronounces the word of interest. Then the learner catches the ball and gives the synonym of the word. The learner again pronounces another word and throws the ball to another learner. When a wrong answer is given, the teacher corrects and the game continues.

Teaching/Learning Aids

- Photo copies of the passage to read
- Pictures of certain characters in the passage
- Diagrams of objects talked about in the text
- Video of a similar story

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Responding to specific comprehension questions on the characters in the passage, their location both in space and time
- Responding to essay questions on the topics derived from the passage, comparing and contrasting the theme
- Objective questions about the story
- Anaylsing questions about literary aspects like the setting and plot in the book.
- Filling in the blank spaces and rewriting the given sentences in grammatical questions
- Justifying the use of a particular linguistic element in a given context
- Interpretation of certain concepts in the passage in a given context

TERM II

Unité 1: La Réception Ecrite (Reading (Continues)

Durée: 12 périodes

Sous-Unité 5: Exprimer Un Sentiment Positive

Specific Objectives	Content

Les apprenants seront capabes de comprendre les points significatifs d'un article de journal où on est en train de/d':
 • utiliser les mots/ les expressions pour exprimer sa joie.
 • exprimer la joie imaginaire à l'aide de conditionnel.
 • exprimer le souhait.
 • exprimer le désir.
 • exprimer un fait imaginaire.
	
	 • Les mots, les expressions de la joie
	
	 • Le conditionnel présent pour l'expression:
	   - Du souhait,
	   - Du désir,
	   - De l'hypothèse (faits imaginaires)

Methodology

• Brainstorm on the expressions of the positive (joyful feeling) and you write down on the blackboard the answers of the learners, for example,

Adjectifs qualifiant des émotions de joie

-En forme	- Chanceux	Exubérant	-Intéressé	-Décontracté
-Heureux	-Affectueux	-Bon	-Calme	-Satisfait
Enthousiasme	-Intense	-Plein d'espoir	-Réceptif	-Excité
-Libre	-Joyeux	Reconnaissant	-Tranquille	-Détendu-
-Agréable	-Aimé	-Allègre	-Ambitieux	Merveilleux
-Ravi	-Passionné	-En sympathie	-Sécurisé	-Chaleureux
-Optimiste	-Tendre	-En harmonie	-Confiant	- Amical
-Amoureux	-Confortable		-Imaginaire	

• Using discussion method, guide learners in their groups of three to identify the expressions of joy in an article of a newspaper, and give reasons of the joy. Select the article that should be at the level and interest of the learners.

- Using observation method, give the learners the chance to identify the changes in the form of the adjectives depending on the gender and number of the noun they describe. The learners can also discuss in their groups the cultural acceptance of the reasons of expressing joy.
- Using Brainstorming method, verify the prior Knowledge on the "conditionnel present". If you find that they are not badly off, you can bring in the new skills like using « Le conditionnel présent » express « le souhait, du désir, de l'hypothèse (faits imaginaires) »

Note: If the learners have problems in this area, then using talk and chalk explain "le mode conditionnel" and how it is applied through situational examples. (ref. livre de grammaire)

Teaching/ Learning Aids

- News papers in French
- CDs of functions of joy
- Writings of joyful events
- French grammar book

Assessment Strategies

Ask learners to:
- Identify joyful facts from a document by underlining words that express joy.
- Give learners exercises on the conjugation of verbs in "conditionnel present."

Sous-Unité 6: Exprimer Un Sentiment Négatif

Specific Objectives	Content

Les apprenants seront capables de reconnaître les expressions des sentiments négatifs dans un texte où on est en train d' :
• exprimer sa tristesse
  - sa déception.
  - son ennui.
  - sa peur.
  - des regrets.
	• Sentiment négatifs : tristesse, déception, ennui, peur, regret
	  - Les mots, les expressions de tristesse.
	  - Quelques verbes de sentiment déceptif + subjonctif
	  - Les verbes exprimant d'ennui
	  - Les verbes de peur + subjonctif
	  - Conditionnel passé- le regret

Methodology

- In groups, and using bilingual dictionary, ask the learners to identify adjectives, verbs, nouns, and adverbs that express negative feelings from a narrative passage. You can pick such a passage from " Un roman, un conte, une nouvelle, une fable".

Exemples des adjectifs exprimant des sentiments négatifs

Peur	Déception	Ennui	Regret
- Craintif	- Extenué	- Monotone	- Nostalgique
- Couard	- Ecrasé	- Lassant	- Soupirant
- Pusillanime	- Ereinté	- Régulier	- Chagriné
- Poltron	- Epuisé	- Continu	- Doléance
- Lâche	- Lassé	- Uniforme	- Lamentable
- Timoré	- Usé	- Monocorde	- Plaintif
- Froussard	- Torturé	- ennuyeux	- Contrarié
	- Tourmenté	- accablant	- Repentant
	- Défiguré	- fastidieux	
	- Dénaturé	- rébarbatif	

- Give another group to create the following natures of words out of the list above: adjectives, verbs, nouns, adverbs etc.
- Using discovery methods, guide the learners to identify the expressions of subjonctif that go with certain verbs that express fear, deception and regret.
- Using chalk and talk, explain the use of "subjonctif présent" and "and conditionnel Passé". (Ref. au livre de grammaire en français)
- Using examples, guide the learners to identify various forms of verbs conjugated in "subjonctif présent" expressing fear, and deception.
- Using groups, help the learners to note the causes of negative feelings in the passage they read earlier.

Teaching/ Learning Aids

- Photocopies of passages to be used, pictures of sorrowful persons
- Flannel board to display the pictures
- CDs/DVDs to show films that show writings on disappointment of people
- Personal letters expressing negative feelings

Assessment Strategies

Areas to be assessed in this sub-unit include:
- "Texte en trous:" where the learners fill in with the correct forms of verbs in either indicative of "subjonctif" or "conditionnel" depending on the context

- Identifying the character in a literary text who is feeling a negative sentiment
- Indicating a sorrowful mood of a passage according to the expressions therein by underlining the verbs, adjectives, and expressions expressing sorrow in the text

Sous-Unité 7: Exprimer Les Sentiments Positifs Ou Négatifs

Specific Objectives	Content

Les apprenants seront capable de repérer des informations d'un texte dans le quel on est en train de/d' :
 	
• exprimer sa surprise.
 	
• exprimer l'indifférence.
• utiliser le subjonctif pour exprimer une obligation.
• exprimer la curiosité à l'aide des interjections.
	• Usage du subjonctif pour exprimer
	  - la possibilité,
	
	• Verbe de surprise/ étonnement + subjonctif
	• Subjonctif + expression de l'indifférence (ça m'est égale, ça me touche aux talons, ça ne me regarde pas) :
	  - Mots exprimant une obligation
	  - Usage de l'interjection pour montrer la curiosité

Methodology

- Using demonstration approach, help the learners to appreciate French body gestures to express surprise, indifference and curiosity.
- Using dramatisation, help the learners to compare the body gestures of the two communities, Ugandans and French to express the same feeling.
- Using examples, guide the learners to identify on their own whether it is necessary to use "mode subjonctif" or " mode indicatif" in a given context.
- Using brainstorming, help learners to get the difference between "possibilité" and "obligation"

- Using random sampling approach put the learners in groups of four; give each group photocopies of a passage about celebrities who make impossible performances. Also give them copies of questions to identify what caused the spectators surprise and expressions of surprise they showed.
- Brainstorm on other expressions that could reflect the same feeling of surprise.
- Use observation method for the learners to take note of the spellings of the new expressions
- Do the same for the expression of indifference.
- Using observation approach, guide the learners to take note of exclamation marks expressing surprise.
- Using discussion approach, guide the learners to discuss in groups and identify what obliged many spectators to enter the place of the concert. List what they were saying to express their obligation not to miss the show.
- Using question and answer approach, help the learners to realise the use of "subjunctif present" to express obligation.
- Give the list of words that accompany the expression of obligation such as "Nécessairement", ou "c'est nécessaire", "absolument", "sens doute", "c'est tout", "ni moins ni plus".
- Explain using talk and chalk approach, the importance of interjections in communication and ask the learners to underline the interjections in the passage to express curiosity.

Teaching /Learning Aids
- The photocopies of a passage about celebrities
- Pictures of the products of celebrities that can make people be astonished.
- French grammar book on the use of " mode subjonctif "
- Fiche ressource d'une liste de conjonction

Assessment Strategies
Areas to be assessed in this sub-unit include:
- Giving learners a reading comprehension exercise to identify information on celebrities, like sports persons, dancers, fighters, drama actors
- Appropriately using indicative and subjonctif modes in rewri ting sentences to convince, to inform and to defend
- Using interjections to express surprise
- Carrying out a verification of the learners' spellings of certain French words

Unité 2: Réception Orale (Listening (Continues)

Durée: 12 périodes

Sous-Unité 4: Situer Dans Le Temps

Specific Objectives	Content
Les apprenants seront capables de: • identifier les moments des événements. • situer les événements dans le temps.	• les expressions des moments des événements • La localisation temporelle: les propositions et adverbes de temps

Methodology (Méthodologies)

• Using observation approach, the learners should identify in a photograph the signs that imply that an event is taking place. Example, les saisons: l'hiver, l'été, le printemps, l'Automne ; les fêtes religieuses en France et en Ouganda, e.g. le Noël, La pâque.

• Using practical work through exemplification, learners should use, individually, the preposition of time "au", "à l'" adverbs de temps "en" in a sentence they develop from their picture observation and then in groups compare and discuss their answers before presenting the work in plenary. Such sentences can be "c'est en automne car." Ou « Au printemps, les herbes. »

Teaching/Learning Aids

• The pictures of an event that can show a period of time e.g, dry season, winter, harvest period, etc
• Audio tape talking about an event in the year
• Audio visual tape about a cultural event of the year

Assessment Strategies

Areas to be assessed in this sub-unit include:
• Composition writing on topical issues observed from a context ual picture
• Responding orally to Listening comprehension questions on topical issues
• Debating on topical issues to give one's view on issues raised in the document

Sous-Unité 5: Situer Dans L'espace

Specific Objectives	Content
L'apprenant sera capable de/d' : • situer un objet ou une personne dans l'espace. • situer un lieu en utilisant les propositions et des adverbes.	• La localisation spatiale: au village, en ville, dans un lieu de sport • Les propositions et adverbes de lieu

Methodology
• Using question and answer approach, the learners, after watching a sportic activity, should tell the position of objects and people in the story e.g. "Le sport est joué au stade par ce que."; Le sport est joué au village c'est pour quoi.
• Using group work, after second listening or watching of the game, the learners should identify the adverbs and prepositions of place used in the document, and use them as indicators to justify the location of an event. For example "en face de, à côté de, près de, au dessus de".

Teaching/Learning Aids
• « Fiche ressource » for prepositions of place and adverbs of place
• Chats showing positions of objects in relation to other objects
• Cassettes audio visual
• CD

Assessment Strategies
Areas to be assessed in this sub-unit include:
• Filling in blank spaces in a passage with specific adverb of place
• Writing Short essays about an event that took place in a given area

Sous-Unité 6: Demander A Quelqu'un De Faire Quelque Chose

Specific Objectives	Content
L'apprenant sera capable de/d' : • demander des instructions. • donner un ordre en utilisant un double pronom. • demander une information sur	• Des instructions sur un travail, un lieu, un sport • Les doubles pronoms • Les pronoms possessives

Specific Objectives	Content
ce qu'une personne possède. • spécifier une information à l'aide des pronoms démonstratifs.	• Les pronoms demonstratives

Methodology

- Using role play approach, learners should ask for information politely from a stranger about work, or a place, or a sport activity using "est-ce que".
- Using discovery approach, help the learners to identify the "double pronoms"e.g, donne-le lui, dites-les moi! Or "Tu la lui parles!, Ne la nous donnez pas! Then in pairs, using role play, the learners should dramatise the action of giving orders using "double pronoms".
- Using question and answer approach, learners should fill in blank spaces in a passage with possessive pronouns to give information on what the characters of the book possess. Give the learners the list of the possessive pronouns they are supposed to use. Generate the list through brainstorming approach from the learners before the exercise starts. Ask the learners to discuss their answers in groups before the plenary session in which they share their answers.
- Using discussion approach, learners should specify information with the help of demonstrative pronouns. For example, Ce voyage me semble compliqué. Cette voiture ne prend que quatre personne, ce n'est pas convenable pour notre famille. Cet enfant ne va pas voyager avec nous. Cette somme n'est pas suffisante pour lui payer le frais de transport. Ces endroits, nous ne pouvons pas les parcourrir tous car il n'y a pas assez de temps.

Teaching/Learning Aids

- Charts for showing various ways of asking questions
- Chart for the table showing feminine/masculine/plural/singular forms of demonstrative pronouns
- Charts for possessive nouns showing feminine/masculine/plural/singular forms of demonstrative

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Asking someone politely to do something in French
- Repond ing negatively but politely to somebody's request
- Using a pronoun to avoid repetition in a passage

- Using demonstrative adjectives to clarify statements so as to be specific in a sentence

Unité 3: Production Ecrite (Writing) (Continues)

Durée: 12 périodes

Sous-Unité 4: Situer Dans Le Temps

Specific Objectives	Content
L'apprenant sera capable de /d': • situer des événements dans le temps. • indiquer l'origine/ le moment/ la durée d'une action en utilisant les prépositions de temps. • utiliser l'adverbe de temps pour exprimer le passé, le présent ou le futur.	• les événements: rencontres, incidents, accidents, phénomènes naturels • La localisation temporelle: les prépositions de temps (la durée et le moment: pendant/depuis/dans/il y a) • Les adverbes de temps: expression du passé ou du futur e.g. autrefois, au paravant, avant-hier, jadis, de bonne heure, déjà, demain, depuis, dernièrement, désormais, dorénavant, etc

Methodology

- Using brainstorming method, learners should list words that can be used to situate in time events like meetings, incidences, accidents, natural phenomenon. For example, hours, days of the week, month of the year, the year, the season of the year etc. For instance, "Le president de la République a rencontré la Reine d'Angleterre ici, en Ouganda il y a quatre ans ». Les Indiens ont eu leur indépendance depuis des années.
- Using group discussion, the learners should use the words in the table below to express the present, the future and the past events:

Temps	Adverbes de temps
future	désormais, prochainement, demain, dorénavant, lendemain… ex. Désormais, les chauffeurs qui causent des accidents seront déminus de leurs permis de conduire.
présent	Actuellement, maintenant, aujourd'hui, Ex. Actuellement on ne voyage pas la nuit.

Temps	Adverbes de temps
Passé	Jadis, dans le temps, au par avant, autrefois, il était une fois Ex. Autrefois, les femmes ne mangaient de poulet!

Teaching/ Learning Aids

- Pictures of an accident
- Chart of preposition of time
- CDs demostrating events that took place once upon a time in the country/that are expected to take place in future

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Describing an accident and tell the time and place of the accident
- Filling in the blank spaces with adverbs of time to make the passage meaningful

Sous-Unité 5: Situer Dans L'espace

Specific Objectives	Content
L'apprenant sera capable de/d' : • situer un objet/une personne dans l'espace en utilisant les préposition/adverbe de lieu • situer un lieu par rapport à un autre lieu.	• La localisation spatiale: les prépositions et adverbes de lieu • Les lieux: La ville, la campagne, lieu de travail, du loisir, des études, de faire les achats

Methodoogy

- Using discovery approach, the learners should underline places in a narrative story and identify the words (adverbes de lieu) or (prépositions de lieu) used to locate certain objects in these places. The place can be "La ville, la campagne, lieu de travail, du loisir, des études, de faire les achats". And the objects for example, « les bâtiments » in a town, "les montagnes" near a big lake, "les outils" in the place of work.
- Using descriptive approach, the learners should locate places in the picture in relation to another place in the same picture using a list of prepositions/adverbs of place e.g. "au dessus de" , "en dehors de"; "à côté de";"au delàs de"; "en dessous de"; au dedans; en face de; etc.

Teaching/Learning Aids

- Pictures of places
- Pictures of objects in certain places
- The chart of certain compound prepositions and adverbs of place
- Lexics related to places

Assessment Stratégies

Areas to be assessed in this sub-unit include:
- Talking about things in the space
- Describing places in the space in relation to their surroundings
- Filling in the blank spaces in descriptive passages with adverbs of place, preposition of place
- Filling in the blank spaces with appropriate vocabulary in a given context

Unité 4: Production Orale (Speaking (Continuation)

Sous-Unté 3: Caractériser Quelque Chose

Specific Objectives	Content
L'apprenant sera capable de/d' : • décrire les caractéristiques d'un objet. • décrire un lieu en le comparant à une autre en vue d'exagérer. • décrire une activité artistique.	• Les caractéristiques d'un objet– ex. Fragile, malléable, dure • L'apparence exagérée pour valoriser l'objet • Les objets artistiques, exemples, les pièces de théâtre, le film, la sculpture, le dessin, la peinture, un poème un texte littéraire

Methodology

- Using the discussion approach, the learners should list the adjectives that can be used to describe the characteristics of an object. Examples, fragile, malléable, dure you should show them the pictures of many objects with different characteristics. They can use a bilingual dictionary to facilitate their work. During plenary, they can use the adjectives to describe the objects in the picture.
- Using discovery approach, the learners should discover in written, audio, or visual document ways of describing a place through comparison. For example. Cette place c'est comme un ciel; c'est le palais presidentiel, votre maison.
- Using talk and chalk approach, you should give examples of artistic pieces to the learners to get the concept of art piece i.e, Les pièces de théâtre, "le film, la sculpture, le dessin, la peinture, un poème un texte littéraire". Tell the learners that as they are describing these art pieces, they should mention the following: the author, the year of production, the theme, the characters and the message it intends to pass to the public; the type of message. The learners should know that all these features have to be established from what the art piece looks like or the way the author has written it. The learners have to read or observe it critically. Put the learners in groups to discuss these features to generate the appropriate words one can use to describe the artistic pieces. For example, the film est humouristique, les acteurs sont ironiques, le theme c'est l'amour d'argent. You can then give the

learners the passages or the picture of the art piece and the questions of discussion after they have observed or read the material.

Teaching/Learning Aids
- The picture/photograph/video of the art piece
- Photocopies of passages about the art piece
- Photographs of the authors or the characters of important objects talked about in the passage

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Writing a composition to describe the dance performed during the wedding of a person of their choice
- Identifying the theme of a certain art piece and justify thier reason for giving the theme
- Analysing the authors' intentions for having put in place such an art piece
- Giving personal views on the appearance of the art piece. Agreeing / disagreeing with the author? Why?

Unité 5: Interaction Orale (Oral Interaction)- Continues

Durée: 12 périodes

Sous-Unité 4: Situer Dans Le Temps

Specific Objectives	Content
L'apprenant sera capable de/d' : • situer des événements dans le temps. • indiquer l'origine. • le moment d'une action.	• Pronom adverbial de lieu « y » « en » • Le gérondif – *la manière*

Methodology

- Using observation approach, the learner should underline in a passage all expressions that can be replaced by "en" and "y". For example,

"en"	"y"
• Je viens de kampala • Je parle de la beauté de la ville • Kampala a deux grands hôtels • Dans ces hôtels on mange beaucoup de viande boucannée • Ma mère aime beaucoup acheter de la viande… • Je parle de ma mère qui est acctuellement à Jinja.	• A kampala, il y a beaucoup de vehicles • Les vehicules garrent dans des endroits spécifiques • Les grands camions vont de fois à Mombasa • Avant d'aller à Mombasa, les chauffeurs écrivent des lettres à leurs femmes • Mais le chef de l'entreprise écrit à Mombasa pour aviser leur chef général

Ask the learners to replace the sentences with « en » or « y » if possible.
- Using chalk and talk approach, explain to the learners through examples how "en" can be used to express "la manière" manner. Exemple, manner => les enfants polis mangent en fermant la bouche. Ma fille parle en begayant.

Teaching /Learning Aids

- Chart of possible complements that can be replaced with "en"

- Chart of possible complements that can be replaced with "y"
- Picture of a place where come one comes from "provenence"
- Cassette to sound the pronounciation of "en" and "y" in sentences
- Pictures of people doing two or more things at a time

Assessment Strategies

Areas to be assessed in this sub-unit include:

Responding to questions of rewriting:
- Réécrivez les phrases en remplaçant les mots soulignés par « en » or en depending on whether the phrase is introduced by « à, adverbe de lieu » or « de, de la, de l', des, un, une »
- Relier deux phrases à l'aide de gérondifs.

Sous-Unité 5: Demander Quelque Chose A Quelqu'un

Specific Objectives	Content
L'apprenant sera capable de/d' : • demander des informations en utilisant une intonation appropriée. • demander un conseil en utilisant l'impératif. • demander une authorisation en utilisant le mode conditionnel hypothetique. • demander l'avis de quelqu'un à l'aide des expressions de demander l'avis.	• Intonation linguistique (phrases affirmatives, interrogatives, exclamatives) • L'impératif-le conseil, l'ordre • Le conditionnel présent - l'hypothèse, le souhait+le conseil (avec tu/vous) • Le conditionnel passé-*le regret, le reproche* • Le subjonctif – la possibilité, l'obligation

Methodology

- Using repetition approach, learners should repeat the french intonation used affirmative expression, interrogative intonation and exclamative expression they will have heard in an oral production.
Example:
1. La voix monte

En français, l'intonation monte à l'intérieur de la phrase, pour signifier que

la phrase n'est pas finie.
On monte la voix à la fin du groupe rythmique, à l'intérieur de la phrase.

Exemple :

Pas d'enfant, pas de voisin, pas d'électricité, pas une route.

2. La voix descend

On descend la voix à la fin de la phrase pour signifier que c'est la fin de la phrase.

Exemple :

Pas d'enfant, pas de voisin, pas d'électricité, pas une route qui la lie avec le reste du monde.

3. La question

Pour une question basée sur l'intonation, la voix monte plus haut :

Pas de voisin ?

Pas de voisin

- Using matching approach, the learners should identify which imperative sentence is used for advice and which other one is used for giving an order.

Ecrivez (c) devant la phrase qui donne un conseil et (D) devant la phrase donnant un ordre

• Dépêche-toi! • Soigne ton écriture! • Ne dépensez pas trop! • Soyons prudents ! • Ne conduis donc pas trop vite. ! • Allons chez le médecin. ! • Sortez! • Travaillons! • Ne touchez pas mes affaires !	………….… …………… ……… c	• (C) : Conseiller • (D) : Donner l'ordre

A l'aide des exemples, donner d'autres emplois d'impératif.

Exemple, On emploie l'impératif pour:
 Donner un ordre   ---------> Dépêche-toi !
 Donner un conseil   ---------> Soigne ton écriture.
 Interdir   ---------> Ne fume pas.
 Encourager   ---------> Continue.
 Exprimer une prière ---------> Pardonnez-moi.

- Using chalk and talk approach, explain to the learners les moyens suivants d'exprimer l'hypothèse que ces apprenants puissant utiliser pour s'expriner :
     Exemple, Prépositions : A condition de / à moins de
  i. Lorsque ces prépositions introduisent un infinitif, le sujet implicite de celui-ci est nécessairement celui du verbe de la proposition principale.

Leur utilisation est la même que celle des conjonctions de subordination (locutions conjonctives) équivalentes : "à condition que" ou "à moins que" à savoir :

  ii. à condition de : (+infinitif) : introduit une condition nécessaire pour que le fait principal se réalise
       Exemple : Tu pourras aller au cinéma à condition d'avoir fini tes leçons avant.

  iii. à moins de : (+infinitif ou +groupe nominal) introduit l'hypothèse d'une restriction. Le fait principal se réalisera si le fait hypothétique ne se réalise pas.

       Exemple : Il viendra à la réunion, à moins d'un imprévu.

- Using role playing approach, the learners should use given expressions to ask someone's point of view politely.
  For example;
    - À votre/ ton avis, est-ce que ?
    - J'aimerais avoir votre avis.
    - Je peux avoir ton avis/ opinion?
    - Pourriez-vous me donner votre avis?
    - Pouvez-vous me donner votre point de vue?
    - Qu'en pensez-vous?
    - Qu'est-ce que tu dis de ça ?
    - Qu'est-ce que vous en pensez/ tu en penses?
    - Quel est votre avis/ opinion?

- Que pensez-vous de ?
- Selon vous, quel.

Teaching /Learning Aids

- Pictures of some things someone can ask another person's views on
- A polite person asking the view of another person
- Charts showing the use of "…à condition de…" and "… à moins»
- CD for intonation sound for questions,(climbing tone), descending tone,

Assessment Strategies

Areas to be assessed in this sub-unit include:
Responding to practical question such as:

- Vous êtes arrivé(e) dans un pays francophone demandez des informations sur des hôtels en utilisant une intonation appropriée de respect.
- Donnez un conseil aux touristes en utilisant l'impératif sur la façon de vivre dans un pays étranger
- Demander une autorisation à quelqu'un en utilisant le mode conditionnel hypothetique.
- Demander l'avis de quelqu'un à l'aide des expressions de demander l'avis à se servant de conditionnel.

Sous-Unité 6: Demander A Quelqu'un De Faire Quelque Chose

Specific Objectives	Content

L'apprenant sera capable de/d' :
• commander/réserver :
  - demander de payer.
  - demander un service.
• réclamer quelque chose.
• donner des instructions.
• conseiller/déconseiller.
	• Quelques verbes d'ordre+ subjonctif
	
	• Quelques verbes de sentiments + subjonctif
	• Expressions de réclamation
	• Expressions de conseil ex A ta place, je te préviens de ne pas

Methodology

- Using discussion method, the learners should list the services they can book such as medical service, reserver pour consulter le docteur; hôtel,

réserver une chambre; in the airport, réserver le ticket d'avion; in the bus station, reserver le tickt du bus

- Using discussion method, ask another group to list some of the words used for booking services people need, and asking to pay for the services, E.g, je dois payer per chèque, en espèce, en nature.
- Using simulation approach, the learners should simulate the activity of booking a series of their choice, and then the other learner accepts or refuses, and gives reasons for refusing to book. The interaction between the two people should be on the price of the service, its quality, the time frame for using the service, and other minor services expected in the same premises.
- Using observation approach, the learners should identify from a picture, certain services rendered which can generate complaints from the part of the clients e.g. insuffisence de service rendu, le mauvais goût de la nourriture, les mauvais comportements des travailleurs, manque d'électricité/d'eau; Les coûts exorbitants /anormal des services.
- Using imitation approach, the learners, after listening to a live programme over the radio/TV that is recorded for ten minutes, should write down the expressions used for counselling(advising) and use them in groups to play the role of counsellor and his/her client.

Guidance to the Teacher

- Advise the learners simulating the councellor to use expressions like: si j'étais toi, je ne/ si j'étais à ta place, je + conditionnel présent.
  For example:
    - Si j'étais toi, je ne partirais pas en vacances.
    - Si j'étais à ta place, je ferais du sport quotidiennement.
    - Si j'étais toi, j'étudierais ma leçon de français.
    - Si j'étais toi, je serais plus poli.

Teaching/Learning Aids

- CD sur conseiller
- Chart on expressions used for complaining
- Chart for the expressions used in asking for services
- Pictures of places where people need services
- A copy of sample dialogue between the service provider and his client

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Requesting for services in a hotel whereby one learner plays the role of a receptionist and the other one, the client.
- Giving advice, simulating the counsellor and his/her client, where the counsellor is advising the client on an issue that touches him/her (the client).

Unité 7: Médiation Interlinguistique (Inter-Linguistic Mediation

Médiation Orale

Durée: 12 périodes

Sous-Unité 1: Interprétation

Specific Objectives	Content

L'apprenant sera capable de/d':
• interpréter simultanément un congrès, une réunion, une conférence.
• interpréter un discours d'accueil ou des visites guidées.
• interpréter pour des amis, des clients des visiteurs étrangers.
 	
• interpréter les menus, des pancartes, d'affichettes.
	• Activités de médiation orale : interprétation simultanée (congrès, réunions, conférences, etc)
	• Interprétation différée ou consécutive (discours d'accueil, visites guidées, etc.)
	• Interprétation non formelle
	  - pour des amis, de la famille, des clients, des visiteurs étrangers, etc
	  - de visiteurs étrangers dans son propre pays
	  - de locuteurs natifs, à l'étranger
	  - dans des situations de négociation et des situations mondaines
	• Des pancartes, des menus, d'affichettes

Methodology

• Using group discussion approach, the learners, after listening to an interpretation recorded and replayed, should outline the skills used by the interpreter by ticking against the list of interpretation skills the learners will have discussed earlier. These are "maîtrise de la langue et de la communication, étude des documentations spécifique dans la langue de traduction, les recherches personnelles sur le sujet donné, bonne connaissance de thématique abordée, bonne maitrise de la terminologie, usage de technologie de traduction, e.g, Traduclair ".

- Using brainstorming approach, the learners should identify the best approach to interpret "un discours d'accueil ou des visites guidées..." as you give them the possible list of interpretation approaches, e.g, interprétation différée ou consécutive, Interprétation non formelle, interprétation simultanée,
- Using discussion approach, the learners should discuss what differentiates interpretation for a friend from interpretation of a congress. Give the learners two different texts in different language levels and ask them to discuss which text is easier to understand than the other and ask which text carries the level of language you would like to use to interpret information for a friend.
- Using brainstorming approach, the learners should describe in French the food items on real menu that has been photocopied. Guide the learners if they fail to identify certain types of food.
- Using simulation approach, learners should play the part of a visitor and server. The visitor does not understand the menu, the server explains to him/her in French (2 minutes' interaction).

Teaching/Learning Aids

- The photocopy of a menu in French
- The chart of types of food that can be found on a menu
- Picture of gadgets that can be used for interpretation
- CD of people in a conference where there is an interpretation
- A copy of a a short text in "langue familière, a copy of a text in "Langue courante", and a copy of a text in " lngue soutenue"
- CD of someone's interpretation of "visite guide"

Assessment Strategies

Ask learners to:
- simulate simultaneous interpretation of a "visite guidé".
- play the role of an interpreter who interprets a menue to a foreigner in French.
- play the role of an interpreter who consecutively interprets in English a conference on a topic related to the learners' everyday life (travel, work, leisure, sports, school).
- play the role of a friend to interpret a form filled at the airport. On the other hand, any other travel document he or she would like to fill.

Unité 8: Approche De L'apprentissage De La Littérature Et De L'interculurel (Literature and Intercultural Learning Approach)

Durée : 12 Périodes

Sous-Unité 3: Eléments Littéraires

Texte littéraire: example, L'enfant noir   page 80 – (De « Littérature progressive de la Francophonie »)

Specific Objectives	Content

L'apprenant sera capable de/d':
 • reconnaître le genre littéraire du texte lu.
 • identifier les types du texte.
 	
 • caractériser les personnages du texte.
 • relever les tons du texte.
 	
 • identifier les figures de style utilisées dans le texte.
	• Genre du texte : Une pièce de théâtre, le poème, le roman
	 • Les types du texte : narratif, descriptif, argumentatif
	 • Les comportements physiques et moraux
	 • Les tons du texte (joyeux, la colérique, surprenant, satirique, sarcastique, ironique etc)
	 • Usage des figures de style :
	    - Parallélisme
	    - Métaphores
	    - Anaphores
	    - Hyperboles
	    - Assonances
	    - Personification

Methodology

Using discussion approach, the learners should categorise the literary genres as follows depending on their characteristics:

• **Les genres littéraires**

Genres narratifs (Étudier le texte romanesque)	Poésie (Étudier le texte poétique)	Théâtre (Étudier le texte de théâtre)
L'écriture autobiographique	Les genres poétiques	- Les genres du théâtre

La nouvelle	Le texte poétique	- Tragédie et comédie
La fable	La poésie lyrique	- Tragédies et comédies
Le merveilleux et le fantastique	Quelle est la valeur essentielle de la poésie ?	- Le drame romantique
Le roman courtois (*Le Chevalier de la charrette*)		- Le spectacle théâtral entre texte et représentation

- As a case study, the learners should discuss where "L'enfant Noir" fits according to the characteristics above. Guide them to discover that the text is an extract of a book that the title resembles; the heading of this text should be discussed by the learners as to how it relates to its content.
- Using questions like "Qui parle dans le texte? the learners will discover that the author talks about himself in the text. The second question could be; "How do we call books in which someone talks about himself?" In case the learners do not know the word "Autobiographie", tell them.
- Using observation approach, the learners should point out that some texts are:
  - Les discours: narratif, descriptif, explicatif, injonctif, argumentatif.
  - Les formes: poétique, théâtrale.

Note: You may suggest for discussions at least one text per text type and give them randomly to the groups to identify the characteristics of each type, and each group leader in plenary presents "le fond" and " la forme" of the text. Guide them where necessary.

- Using group work approach, the learners should associate the photographs of certain people given to them to the descriptions of characters in a text. For example, "portrait physique où l'on decrit l'apparence de la personne; Le portrait moral c'est là où les character de la peronne est décrit.
- Using brainstorming approach, the learners should understand the words like, la colérique, surprenant, satirique, sarcastique, ironique, joyeux etc that can be used to describe the tone of a text, e.g, un texte un un ton sarcastique. Give the text to the learners at this time, to discuss the tone of the passage depending on the thematic content of the text.
- Using exemplification approach, the learners should give more sentences containing figurative styles that you helped them to identify in the passage. The following are the figurative styles you can initiate

learners to at this stage: parallélisme, métaphore, anaphora, hyperbole, assonance and personification.

Teaching/Learning Aids

- Picture of animal, objects, people… around whom the figurative syles are built, e.g, "le lion=> il est le lion de notre classe"
- Photograph of a human being portraying given characteristics
- Copies of short texts in a given tone
- Photos of people illustrating tones

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Describing the character of a person in French using adjectives, nouns, verbs, figurative styles

Sous-Unité 4: Eléments Civilisationnels

Specific Objective	Content
L'apprenant sera capable de/d' : • texte Argumentatif. Ex**. Texte** : Quand on a que l'amour page 36 • établir une relation entre la culture d'origine et la culture étrangère sur la vie quotidienne.	• La vie quotidienne: - nourriture et boisson, heures des repas, manières de table - horaires et habitudes de travail, activités de loisir (passe-temps, sports, habitudes de lecture, médias)

Methodology

- Using discussion approach, the learners should compare their local feeding and drinking behaviours to the French feeding culture, which they have just read about in a passage you have given them to read and understand. Provide them with pictures of the foods and drinks found in the passage to aid their understanding of the vocabulary. Using dramatisation approach learners should practise the organisational skills of a cultural function of their choice.
- Using project approach, the learners, in groups should make a calendar for the year and draw in cultural events in each month to illustrate the major activities that take place in the school in those months. For months of holidays, the learners should draw what leisure activities they would wish to undertake. Every group should write about what they actually did, e.g. the name of the activities, how they worked as a team,

their challenges and successes, and present it to the rest of the members of the class.

Teaching /Learning Aids
- The video of a French cultural festival
- Pictures of French food
- Photographs of Ugandan cultural festival

Assessment Strategies
Areas to be assessed in this sub-unit include:
- Writing a composition on cultural issues relating one culture to another
- Responding to questions on a text about cultural issues
- Writing to sensitise foreigners/tourists about Ugandan culture
- Translating/interpreting a cultural document from French into English

Term III

Unité 1: Réception Ecrite (Reading (Continues)

Durée: 12 périodes

Sous-Unité 8: Parler Du Passé

Specific Objectives	Content
Les apprenants seront capable de suivre les informations dans un texte où on est en train de/d'	
• utiliser les vocabulaires liés aux événements.	• Vocabulaires liés aux événements à raconter: rencontres, incidents, accidents, phénomènes naturels

• raconter
  - un événement au passé en utilisant l'imparfait, le passé composé, le présent.
  - une expérience personnelle au passé.
	- évolution d'une situation (Imparfait / le passé composé/ le présent-)

• accorder les participes passés
  - avec le sujet.
  - avec le COD.
	- Expérience personnel (à la maison, à l'école, au travail, au voyage)
	- Grammaire

• enligner les actions dans le récit, l'une antérieure à l'autre.	• L'accord de participe passé
	  - avec le sujet (auxiliaire être)/
	  - avec le COD (auxiliaire avoir)

• Concorder le temps des verbes dans les propositions principales et dans les subordonnés.	• Le plus-que-parfait- action antérieure à une autre action dans le récit • La concordance de temps (propositions principales et propositions subordonnées) - Si + imparfait, conditionnel présent

• rapporter le discours
  - au présent.
  - au passé.
	- Si + plus- que- parfait, conditionnel passé
	• discours rapporté au présent et
	• discours indirect au passé

Methodology

The teacher should:

- select the text basing on the level, age and interest of the learners. The text should be about an event that took place in the past. Give priority to authentic documents.
- before the actual reading of the passage, brainstorm on the author of the book, whom he is writing to, and the intention of the writing.
- using discovery method, guide the learners to underline the vocabulary depicting meetings, incidents, accidents, natural phenomenon.
- Using brainstorming approach, specify the objective of the reading activity each time such an activity is done e.g. lire pour s'informer (articles de journaux, petites annonces), apprendre à faire (recette de cuisine, mode d'emploi d'un produit), comprendre (enquête sociologique, interview des personnalités artistiques ou politiques), connaitre la culture de la langue cible.
- encourage group work and in the process assign responsibilities to various students accordingly.
- give clear and precise instructions on what to be done.
- encourage learners to use a bilingual dictionary (French-English).

Teaching/Learning Aids

- The bilingual dictionary
- Vocabulaire lié au voyage

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Filling in blank spaces with vocabulary related to travel
- Rewriting a passage from present to past
- Writing a composition on past events that threatened the lives of people

Sous-Unité 9: Parler De L'avenir

Specific Objectives	Content
Les apprenants seront capable de reconnaitre des points essentiels dans un texte ou on est en train de/d' : - exprimer un souhait/faire un vœu. - exprimer la condition.	- Le futur simple pour le projet d'avenir - Le futur simple,- Si + présent, future simple (condition) - le futur proche - « Aller » au

Specific Objectives	Content
• parler d'une action qui aura lieu dans l'avenir proche. • exprimer une action antérieure par rapport au future. • exprimer un projet dans l'avenir.	présent + infinitif • Futur antérieure • Les articulateurs chronologiques du discourse (D'abord, en suite, enfin / premièrement, deuxièmement…)

Methodology

- Using brainstorming approach, ask the learners to identify occasions in which Ugandans wish good luck for others. Write the occasions on the black board, e.g. l'anniversaire de quelq'un, la fête de noel, nouvel an, période de l'examen, voyage.Then using examples make them understand that for the new year they will have to wish some one "Je vous souhite bonne année!"; Christmas, " je vous souhite joyeux Noél"; examination period, "Je vous souhaite bonne chance!" etc

- Using chalk and talk, explain how future simple tense can be used to express condition. Give several examples learners can follow, such as:
  *Si + present de l'indicatif, future simple- Si tu travailles bien en classe, je te donnerai un cadeau (*A condition)

- Put the learners in groups of two per group. Distribute copies of a passage on future projects in which, for example, someone is talking about his/her plans. Ask the learners to underline expressions of future actions. Then using observation approach, help the learners to take note of expressions of future actions that follow the structure; Verb "aller" in present tense + infinitive.
  For example: Je vais m'acheter une nouvelle voiture

- Using examples, explain to the learners that this expression gives the impression of near future.
- Using observation approach, guide the learners to identify the difference between future simple and future antérieur in the same passage. Explain using talk and chalk approach, and examples of how "future anterieur" is formed and used.
  - Structure : Verbe Avoir au présent de l'indicatif + le particip passé du verbe conjugué
  - Use : futur simple + futur antérieur. Je m'acheterai une voiture quand je m'aurai construit une belle maison

- Still using observation method, guide learners to identify the skills used to chain the ideas in a paragraph for coherence using articulators. Ask learners to underline the words used to chronologically chain ideas in the passage.

Guidance to the Teacher

- Give an assignment for groups in the class to do on the comprehension of the passage to know how much they have understood the passage. For new words, advise the learners to use a dictionary.

Teaching/Learning Aids

- Success cards,
- "Fiche de ressource" on the structure and use of "future proche"
- "Fiche de ressource" on the structure of "futur antérieur" and its usage
- Photocopies of a passage of "projet de l'avenir"

Assessment Strategies

Give learners:
- exercises on comprehension of success cards.
- grammatical exercises on the use of "future simple", "future proche" and "future antérieur".
- exercises on the appropriate use of "articulateurs logiques".

Unité 2: Réception Orale (Listening (Continues)

Durée: 12 périodes

Sous-Unité 7: Exprimer Un Sentiment Positif

Specific Objectives	Content

L'apprenant sera capable de/d':
 • exprimer partialement ses goûts/ ses préférences.
 	
 • apprécier l'opinion sur quelque chose.
	• Vocabulaire exprimant les goûts (verbes, adjectifs, adverbes, expression)
	 • Le subjonctif- la possibilité, l'obligation **Exemple:**
	    - Il est possible que
	    - C'est obligatoire **que**

Methodology

- Using group discussion, the learners should identify from a text, verbs, adjectives, adverbs and expressions that reveal one's taste/ preference, e.g. je préfère, j'ai envie de…envieux.
- Using brainstorming approach, the learners should appreciate the opinions of an author or a given character in a text on a given issue that surfaced in that particular book or in a video or film. Their answers can be orally presented or in writing, to assess whether they have understood the passage.

For example:
- **il** est possible que...
- C'est obligatoire **que...**

Teaching/Learning Aids

- Video, CDs, DVDs

Assessment Strategies

Areas to assess include:
- Reading comprehension exercise that can be objective question
- Giving True or False answers
- Answering short answer questions
- Answering multiple choice questions

Sous-Unité 8: Parler Du Passe

Specific Objectives	Content
L'apprenant sera capable de/d': • comprendre un événement raconté au passé. • identifier les structures du discours au présent, au passé et les discours libres. • identifier la simultanéité, la postériorité, l'antériorité des actions par rapport aux autres actions dans une phrase.	• Le plus-que-parfait -action antérieure à une autre action dans le récit • Discours rapporté au présent, au passé et libre • La concordance des temps

Methodology

- Using observation approach, the learner should identify in a narrative passage, the skills of narrating a story e.g.
  - Use of past tenses, i.e. l'imparfait et le plus-que-parfait.
  - Use of direct and indirect discourse
  - Use of humour
- Using discovery approach, the learners should identify structures of reported speech, and how it differs from direct speech; various types of reported speech.
- Using exemplification approach, the learners should identify "la simultanéité, la postériorité, l'antériorité des actions" as they use the rules of "concordance de temps".

Teaching/Learning Aids

- Chart for rules of "concordance de temps"
- Chart for changes in "discours rapporté"
- Chart of examples of humour

Suggested Assessment Strategies

Areas to be assessed in this sub-unit include:
- Responding to questions to demonstrate understanding of an oral presentation
- Reporting on an event using reported speech
- Reacting to radio presentations, TV, films expressing your own opinion on the issues presented

Unité 3: Production Ecrite (Writing) Continues

General Objective

By the end of the unit, the learner should be able to write a simple, coherent and meaningful text in standard language on issues familiar to him/her.

Les apprenants seront capables d'écrire un texte simple, cohérent et significatif dans la langue standard sur des questions familières à lui / elle.

Sous-Unité 6: Exprimer Un Sentiment Positif

Specific Objective	Content
L'apprenant sera capable de/d'exprimer sa joie en utilisant les verbes de joie.	• Les adjectifs de joie e.g. ravi(e), joyeux, content, heureux

Methodology (Méthodologie)
• Using brainstorming approach, the learners should generate words to express joy and ask the learners to use the words to express joy in a letter. As the learners are preparing the letter, give them a sample letter to see and copy structures to build on. The groups can exchange their works and discuss the use of words of joy in the letter. Other learners can use the words of joy to write other documents in which expression of joy is necessary e.g. Congratulatory letter, a letter of appreciation etc.

Teaching/Learning Aids
• Chart showing words of joy
• Chart showing expressions of love
• Copy of a love letter
• Pictures of signs of love in both Ugandan and French culture

Assessment Strategies

Areas to be assessd in this sub-unit include:
• Filling in the blank spaces with appropriate words of joy in a love letter
• Writing a letter expressing their happiness/pleasure/gratitude and congratulations
• Writing a short story about happiness or what causes happiness in a home, at work place, on the way as you are travelling
• Writing a business letter to express your satisfaction on the delivery of services or commodities

Sous-Unité 7: Exprimer Un Sentiment Négatif

Specifique Objectives	Content

L'apprenant sera capable de/d':
 • exprimer sa tristesse en utilisant les verbes de tristesse pour:
    - exprimer sa déception.
    - exprimer son ennui.
    - exprimer sa peur.
    - exprimer des regrets.
	• Adjectifs qualifiant la tristesse
	 • Expressions de déception
	 • Adjectifs de peurs
	 • Les verbes d'ennui
	 • Le conditionnel passé : ex. le regret

Methodology

• Using group discussion approach, the learners should describe the emotional state of people in the picture. One group describes "tristesse"; another group describes "deception", another group discusses "ennui". After the group discussion, in the plenary, ask the learners to present the way they have used the verbs. Guide them on how the verbs are conjugated.

• Exemples des verbes exprimant la tristesse

- Chagriner	- Meurtrir	- Esquinter
- Affliger	- Coûter	- Appliquer
- Affecter	- Couter	- Peiner
- Désoler	- Fatiguer	- Assombrir
- Navrer	- Besogner	- Contrarier
- Vexer	- Efforcer	- rembrunir
- Consterner	- Echiner	- Accabler

• Using discovery approach learners should discover styles of description from the texts with related themes to the theme they are working on and thereafter write a similar composition on a similar theme.

Teaching/Learning Aids

• Photocopies of texts with themes related to deception, annoyance, fear, regret
• Photographs portraying emotional characteristics of fear, unhappiness, deception, regret, and annoyance
• Chart of the list of adjectives expressing negative feeling

Assessment Strategies

Areas to be assessed in this sub-unit include:

Responding to practical questions such as:
- Ecrire une lettre pour exprimer sa déception/worry/annoyance/fear/sadness.
- Ecrire une composition exprimant la tristesse.
- Compléter un texte (un dialogue, une prose) en trous avec adjectifs appropriés

Sous-Unité 8: Exprimer Un Sentiment Positif Ou Négatif

Specific Objectifs	Content
L'apprenant sera capable de:	
• exprimer sa surprise.	• expressions de la surprise
• exprimer le dédain, le mépris, le dégout.	• expressions du dédain, du mépris, du dégoût
	• expressions de l'indifférence
• exprimer l'indifférence.	

Methodology

- Using obsevation approach, the learners should identify the expressions of "étonnement et/ou admiration" from a passage about tourists in a museum. Expressions such as interjections of surprise, i.e. give the learners some pictures, play some films or show them some photographs, and ask the learners to associate them with some of the interjections above. There after the learners should write a story that expresses surprise.
- Using imitation approach, the learners should observe the facial expression of "dédain", "mépris", "dégoût" in a photograph or video or film, imitate the expressions, and repeat the corresponding interjections as they observe the expressions in the photograph or video or film. The following are the interjections of "dédain", "mépris", "dégoût": Pfff !, Peuh !, Beurk !, Berk!, Beuh !, Pouah !, Bah !, Foutaises !, Fi !
  They should express the same feeling in different ways.
- Using brainstorming approach, the learners should identify interjections expressing "doute", "Incrédulité", "indifference" such as, Euh! Hum! Hem! Mon œil! Quoi! Hein! Bof! Bah! from a passage. In addition, they should discuss in groups, the equivalence of these expressions in English and in their mother tongue. Lastly, they should use these expressions in sentences in writing a composition on issues that annoy others.

Note: It is necessary to tell that facial expressions are not universal. Different communities may say different ideas.

Teaching and Learning Aids

- Pictures showing facial expressions
- Videos, films where facial expressions show sadness, surprise, indifference
- Charts showing interjections of surprise, indifference, and disgust

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Writing a composition on an issue that annoys so much, whereby some of the bad deeds cause surprise, disgust and indifference.
- Writing a story on a tragic event in dialogue form; they should express their feeling in it by using interjections of dégoût, dédain, doute et indifference.

Unité 4: Production Orale (Speaking-Continuation)

Durée: 12 périodes

Sous-Unité 4: Situer Les Personnes/ Des Choses Dans L'espace.

Specifique Objectives	Content
L'apprenant sera capable de/d': • situer les lieux touristiques dans l'espace. • se servir des adverbes de lieu pour situer les lieux touristiques.	• Les lieux touristiques • Adverbes de lieu

Methodology

Using observation approach, the learners should :
• Identify the tourist places in a passage about tourist sites in a country, and tell their locations, for example, les parcs nationaux, les musées, les monuments, les sites archeologists, ville touristiques, les hôtels, les oeuvres d'arts.
• Using role-playing the learners should tell the tourists' sites in their country using adverbs of place and convince tourists to visit the sites.

Teaching / Learning Aids

• The pictures/photos of tourist sites in Uganda e.g. Bwindi National park, Kabalega National park, in comparison with 'Le musée de Louvre", "La tour Eiffel" in Paris.
• Chart of "adverbs de lieu"
• Photographs of tourists

Assessment Strategies

Ask learners to:
• describe the tourist sites in Uganda.
• compare tourism opportunities in Uganda to those in France.
• tell where Ugandan tourist sites are.
• play the role of guide to francophone tourists in the tourism industry.

Sous-Unité 5: L'expression De L'hypothèse

Specific Objectives	Content

L'apprenant sera capable de/d' :
• exprimer les hypothèses telles que:
    - une hypothèse certain.
    - une hypothèse incertaine.
    - L'hypothèse non réalisée (*le regret*).
	• L'expression de l'hypothèse certaine (la condition) : si+ présent, futur
	• l'hypothèse incertaine : si+ imparfait/ conditionnel présent
	• L'expression de l'hypothèse non réalisée (*le regret*) :
	    - si + plus que -parfait/ conditionnel passé
	    - si+ plus que -parfait/ conditionnel présent ex. si j'avais eu l'argent que tu m'as envoyé hier, j'acheterais cette voiture

Methodology

- Using lecture methods, explain the differences between the hypotheses as follows:
  - L'hypothèse peut être plus ou moins certaine; on emploie le prétérit modal pour une hypothèse incertaine.
  - Hypothèse "certaine":
    If you ask him, he will do it. "Si tu le lui demandes il le fera."
  - Hypothèse incertaine:
    If you asked him, he would do it. "Si tu le lui demandais, il le ferait."
    asked : irréel du présent
  - On peut introduire une hypothèse dont on sait qu'elle ne s'est pas réalisée; on emploie le pluperfect (past perfect) modal.
  - If you had asked him, he would have done it. "Si tu le lui avais demandé, il l'aurait fait." had asked : "pluperfect modal- irréel du passé"
- Using research method, ask the learners to find out facts about some issues that happened. For example, a girl is found dead on the roadside. The learners should state possible hypotheses about the dead body i.e.
  - Hypothèse Certaine
    - si on informe la police, le corps de la fille sera amené à la salle des morts.
    - si la fille avait une carte d'identité on saurait d'où elle était venue.

- elle serait couverte du sang si on avait tiré sur elle.
- ses biens seraient pillés si l'objectif de son meurtre était **le vol.**
- Hypothèse incertaine
  - si la fille avait été un homme fort, personne ne l'aurait touchée.

Other learners can create other situations of research for their group and generate similar sentences. You should move around to correct their sentences, especially agreement of tenses.

Teaching/ Learning Aids

- The picture/Video/photograph from which to generate hypotheses
- The chart for the agreement of tenses

Assessment Strategy

- Ask learners to:
  - state certain/ uncertain hypotheses on issues with unclear cause.
  - sypothesise on causes and conditions.
  - investigate on issues that raise people's curiosity.

Sous-Unité 6: Exprimer Un Sentiment Négatif

Durée: 12 Périodes

Specific Objectives	Content
L'apprenant sera capable de/d': • exprimer sa tristesse en utilisant les adjectifs de tristesse. • exprimer sa peur en se servant des adjectifs de peur. • exprimer des regrets en utilisant le conditionnel passé-*le regret.*	• Les adjectifs exprimant la tristesse • Adjectifs exprimant la peur • Le conditionnel passé-*le regret*

Methodology

- Using brainstorming approach, the learners establish causes of sadness in their communities, for example, « la mort, la famine, la pauvreté, le départ d'un membre de la famille, la maladie grave d'un membre de la famille »
- Using the same approach, help the learners to choose appropriate adjectives to express sadness out of a bigger list of adjectives below. This should be in line with the causes of sadness listed above:

-Embarrassé	-Déprimé	-phatique	-Humilié	-Inintéressant	-Fatigué
-Rejeté	-Désespéré	-Honteux	-Nostalgique	- Sot	-Dégouté
-Inadéquat	-Découragé	-Ennuyé	-Malheureux	-Vaincu	-Détaché
-Isolé	-Abattu	-Blessé	-Léthargique	- Vidé	-Laid
-Négligé	-Incompétent	-Mal à l'aise	- Stupide	-Désolé	-Affligé

Exemples, Je suis désespéré de la maladie de ma grand-mère.

- Using discussion approach, the learner should associate a picture expressing fear with the adjectives in the list below:
- Examples of adjectives of fear « *Adjectifs qualifiant des émotions de peur* »

- Angoissé	- Faible	- Coincé
- Timide	- Chancelant	- Coupable
- Troublé	- Tendu	- Plein d'appréhension
- Émotif	- Agité	- Effrayé
- Pessimiste	- Inhibé	- Perdu
- Anxieux	- Incertain	- Déminue
- Nerveux	- Timoré	- Défensif
- Paniqué	- Confus	- Craintif
- Effarouché	- Seul	- Désorienté

- Using brainstorming approach, the learners should tell situations leading to regrets e.g. "Mauvaise décisions, manque de satisfaction, chèque dans son plan."
- Give the learners a structure to follow to express their regret in the situation they have mentioned, e.g.
  - Si + plus-que- parfait, Conditionnel passé => Si mon plan n'avait pas échoué, j'aurais été une grande personnalité dans le gouvernement.

Teaching /Learning Aids

- Pictures of regrettable situations
- A List of words to express regrets
- CDs of films that generate regrets
- Photocopies of texts about misery

Asessment Strategies

Areas to be assessed in this sub-unit include:
- Responding to practical questions such as:
  - Ecrivez une composition sur un thème de misère.
  - Décrire une situation misérable.

- Ecrivez une lettre pour exprimer votre regret.
- Remplissez les vides avec des adjectifs appropriés pour compléter un texte exprimant la tristesse.

Unité 5: Interaction Orale (Oral Interaction) Continues

Durée : 12 périodes

Sous-Unité 7: Accepter Quelque Chose

Specific Objectives	Content
L'apprenant seront capable de/d' : • donner une autorisation. • donner son accord. • permettre à quelqu'un de faire quelque chose.	• verbe d'autorisation + de infinitif • expressions d'accord ex. volontiers, d'accord • imperative, e.g, faites-le

Methodology

- Using observation approach, the learners should identify the structure "verbe d'autorisation + de + i249mpérative" in an authority letter and use them to make similar sentences in groups. Move from group to group to correct the sentences. Examples of such sentences are:
    - J'autorise mon fils de signer pour recevoir mon salaire de ce mois
    - Je suis d'accord de faire travailler cet employé dans notre secteur
    - J'accepte de marier ma fille à monsieur le maire de notre ville
- Using brainstorming approach, the learners should generate expressions used for accepting something to take place in a given place, for example, "être à l'avis de quelqu'un", appuyer quelqu'un, être d'accord, etre avec quelqu'un, partager l'avis de…, c'est bon, viola, oui, sens doute, bien sûr ! Pourquoi pas! Put learners in twos to simulate the negotiation on a business deal or resolve a conflict; one poses the problem to seek the consent of the other to agree on something and the other one accepts.
- Using an exemplification approach, explain to the learners that imperative is used for giving orders, but show them the polite ways of using it for making work done.
  For example:
    - On utilise l'impératif pour donner une instruction, un conseil ou un ordre.
        - Exemple: Jouez dans le jardin!
    - Il n'y a pas de sujet à l'impératif. On utilise l'impératif seulement quand on s'adresse à « tu », « nous » et « vous ».
        - Exemple : Venez avec nous !
    - On utilise « tu » pour donner des instructions, un conseil ou un ordre à quelqu'un qu'on connaît bien (famille, amis, enfant…).

- Exemple : Attends-moi !
- On utilise « vous » pour donner des instructions, un conseil ou un ordre à quelqu'un qu'on ne connaît pas (bien) ou à plusieurs personnes (vous pluriel).
    - Exemple : Venez chez moi !
- Pour les verbes en –er (et pour le verbe aller), on ne met pas de « s » à la 2ème personne du singulier :
    - Exemple : Répète!

Teaching/Learning Aids

- Chart for imperatives to show the following:

Les verbes jouer, écouter, aller, faire, venir, attendre à l'impératif			
	tu	vous	nous
Jouer	Joue !	Jouez!	Jouons!
Écouter	Écoute!	Écoutez!	Écoutons!
Aller	Va !	Allez!	Allons!
Faire	Fais !	Faites !	Faisons !
Venir	Viens !	Venez !	Venons !
Attendre	Attends !	Attendez !	Attendons !

- Photograph of people on a negotiation table

Suggested Assessment Strategies

Areas to be assessed in this sub-unit include:
- Simulating a conflict resolution meeting between two or more people
- Dramatising a business meeting where there is negotiation of prices of commodities
- Role-playing an authority and the subordinate asking for permission to do something and the leader grants the permission.

Sous-Unité 8: Parler Du Passe

Specific Objectives	Content
L'apprenant seront capable de/d' :	
• raconter des événements passés.	• Les temps du passé: Passé composé ou imparfait – situation ou événement dans le récit au passé
• raconter en décrivant qui a fait quoi dans l'histoire sous forme	• Le passif – la description d'une action/la mise en valeur du sujet

Specific Objectives	Content
de la voix passive.	de la phrase à la place du pronom <<on>> (quand on ne connaît pas l'auteur de l'action)

Methodology

- Using brainstorming approach, the learners should outline the use of different tenses in narrating a story in the past as follows :
  Les temps du récit:
    i. L'imparfait est utilisé pour présenter le décor et la situation initiale. Il peut être employé pour exprimer un état ou bien une action déjà engagée quand a commencé l'action au passé. Exemple: *Elle sortait quand elle a aperçu un enfant.*
    ii. Le passé simple/le passé composé est utilisé pour exprimer l'événement perturbateur et les actions entreprises par les personnages. N'oubliez pas que le passé simple est le temps du récit par perfection
    iii. Le présent peut être utilisé par le narrateur pour donner ses impressions et commenter les événements: — Le présent de narration ou vif peut être employé pour rendre l'action plus vive (il est entouré du passé).
- Using talk and chalk approach, explain to the learners the skills of narrating a story as follows:
    a) Le schéma narratif:
    - Les étapes du schéma narratif sont les suivantes:
        ▪ La situation initiale: c'est la présentation des personnages et de la situation.
    - L'élément modificateur (ou perturbateur): il change la situation initiale et déclenche les actions.
    - Les péripéties: ce sont les éléments qui contribuent à aggraver la situation.
    - La dégradation (ou l'élément de résolution): c'est ici qu'une solution se manifeste.
    - Le dénouement: les difficultés et les conséquences du nœud apparaissent.
    - La situation finale: c'est le point sur lequel s'achève le récit.
- Using brainstorming approach, the learners should identify the roles of the characters in the text as bellow:
  "Pour une étude du personnage de roman, on distinguera d'abord les personnages secondaires des personnages principaux. »
  Si le personnage principal se signale par une destinée remarquable (heureuse ou malheureuse), on peut le qualifier de héros. Le personnage de roman est d'abord un acteur de l'intrigue à laquelle il

participe. Son rôle dépend cependant de la place qu'il occupe par rapport aux autres personnages. Il mérite d'être étudié sur plusieurs plans regroupés dans un schéma appelé schéma actanciel de la façon suivante:

- L'(les) adjuvant(s) ou auxiliaire(s): c'est celui qui aide le héros à réaliser son désir ou but.
- Le sujet: c'est la fonction du héros de l'histoire qui part à la recherche d'un idéal à atteindre, personnage, objet ou valeur morale.
- L'(les) opposant(s): c'est celui qui fait obstacle au projet du héros et l'empêche de l'atteindre.
- Le(s) destinateur(s): c'est celui (ou ce)qui charge le sujet d'une mission
- L'objet: c'est celui (ou ce) que le héros cherche à atteindre
- Le(s) destinataire(s): c'est celui (ou ce) qui profite de la mission du sujet.

Teaching/Learning Aids

- EspaceFrancais.com/roman.html
- Pictures of the characters
- Chart of the schéma narratif

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Narrating a story in the past tense as you maintain a smart chronological order of the events
- Reacting to the characters' points of view in the passage
- Describing the characters' actions in the passage

Sous-Unité 9: Parler De L'avenir

Specific Objectives	Content
L'apprenant sera capable de/d':	
• exprimer une prévision ou une prédiction en future simple.	• Le futur simple - la prévision, la promesse
• parler de ses projets.	• Le futur simple, les verbes exprimant le projet
• promettre à quelqu'un quelque chose.	• le futur proche ou le présent- *prévision plus ou moins sur*

Methodology (Méthodologie)

- Using chalk and talk approach, explain the uses and formation of "future simple", and ask the learners to use it for simulating a meteorological officer to tell weather forecast, as follows:
    - « Le Futur Simple est l'un des temps du futur (du mode indicatif) qui exprime une action à venir.
    - Il permet d'exprimer un avenir, une prévision, un ordre, une promesse, un programme, une formule de politesse et une phrase hypothétique.
    - Avenir :
        - Il s'emploie pour exprimer un avenir proche ou lointain par rapport au présent, souvent accompagné d'un indicateur de temps. Exemple, Je partirai en vacances dans trois jours.

    - Prévision :
        - Il s'emploie pour exprimer une prévision, surtout du météo, souvent accompagné d'un indicateur de temps.   Exemple, Demain, il fera beau dans plupart des régions de la France.
- Using observation approach, the learners should identify verbs expressing projects in future as they listen to a text you read them as follows : « Je vais vous lire aujourd'hui un texte intitulé « Parler de ses projets »Je vais lire ce texte trois fois, une fois à vitesse normale, une fois lentement et une dernière fois à vitesse normale ». Et vous le lisez.
    - « L'année prochaine, j'ai l'intention de partir en France. Je voudrais aller dans une école de langue à Bordeaux ou à Lyon. Je compte étudier la langue française pendant 3 mois et passer un examen pour ensuite entrer à l'université. Je voudrais également étudier l'histoire de l'art. ça me passionne. J'aimerais bien être en famille d'accueil pour apprendre les habitudes des Français. Je compte aussi faire le tour de l'Europe pour voir les musées, les monuments et puis aussi pour rencontrer des gens et goûter aux spécialités locales. Il y a beaucoup de villes que je voudrais visiter : Francfort, Londres, Dublin, Barcelone, Berlin, Amsterdam, Milan, Rome, Genève, etc. Comme je parle français, allemand et anglais, je pense que je n'aurais pas trop de problèmes pour me faire comprendre ».
- Using brainstorming approach, the learner should constitute the rules of the formation of "future proche" as bellow:
    - Pour exprimer une action qui se déroule dans l'avenir, on emploie le futur simple ou le futur proche. *Ex.* : *L'année prochaine, je passerai mes vacances à Londres. II va aller à la mer.*
    - À l'oral, on emploie souvent le futur proche. Il se conjugue avec le verbe *aller* au présent de l'indicatif suivi d'un infinitif.

Teaching/ Learning Aids

- **www.podcastfrancaisfacile.com**
- Pictures of objects related to the project you are talking about
- List of words in relation to weather in French
- Chart for the endings of verbs conjugated in future simple
- Chart to illustrate future proche

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Simulating ,orally, the work of a meteorologist to forecast weather using "future simple"
- Explaining to a friend a project you are undertaking, orally, using "future simple"
- Predicting, orally, what may happen in future using "future simple"

Unité 6: Médiation Interlinguistique (Inter-Linguistic Mediation)

Médiation Ecrite

Durée: 12 périodes

Sous-Unité 4: Traduction

Specific Objectives	Content
L'apprenant sera capable de/d' : • traduire des documents précis tels que les contrats, les textes scientifiques. • traduire des textes littéraires simples. • reformuler des textes spécialisés pour non spécialisés.	Activités de médiation écrite : • Traduction précise (de contrats, de textes de loi, de textes scientifiques, etc.) • Traduction littéraire (romans, théâtre, poésie, livrets, etc.) • Reformulation (textes spécialisés pour non spécialiste

Methodology

- Using discovery method, the learners should identify procedures of translation and choose the best for translating a particular type of texts:
  - Transference: it is the process of transferring a Source Language (SL) word to a Translated Language (TL) text. It includes transliteration and is the same as what Harvey (2000:5) named "transcription."
  - Naturalisation: it adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL.
  - Cultural equivalent: it means replacing a cultural word in the SL with a TL one, however, "they are not accurate"
  - Functional equivalent: it requires the use of a culture-neutral word.
  - Descriptive equivalent: In this procedure, the meaning of the CBT is explained in several words. Componential analysis: it means comparing an SL word with a TL word, which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components.
  - Synonymy: it is a "near TL equivalent." Here economy trumps accuracy.

- Through-translation: it is the literal translation of common collocations, names of organisations and components of compounds. It can also be called: calque or loan translation.
- Shifts or transpositions: it involves a change in the grammar from SL to TL, for instance:

   (i) change from singular to plural

   (ii) the change required when a specific SL structure does not exist in the TL

   (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth.
- Modulation: it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective.
- Recognised translation: it occurs when the translator "normally uses the official or the generally accepted translation of any institutional term
- Compensation: It occurs when loss of meaning in one part of a sentence is compensated in another part.
- Paraphrase: In this procedure, the meaning of the CBT is explained. Here the explanation is much more detailed than that of descriptive equivalent.
- Couplets: It occurs when the translator combines two different procedures.
- Notes: notes are additional information in a translation.
- Using discussion method, learners should discuss the following methods that can be used to translate literary texts:
  I. Graedler's (2000:3) Procedures of translating culture-specific concepts (CSCs):
     - Explaining the meaning of the SL expression in lieu of translating it
     - Preserving the SL term intact
     - Opting for a word in the TL which seems similar to or has the same "relevance" as the SL term
  II. Harvey (2000:2-6) techniques for translating culture-specific concepts:
     - Functional Equivalence: It means using a referent in the TL culture whose function is similar to that of the Source Language (SL) referent.
     - Formal Equivalence or 'linguistic equivalence': It means a 'word-for-word' translation.
     - Transcription or 'borrowing' (i.e. reproducing or, where necessary, transliterating the original term): It stands at the far

end of SL-oriented strategies. If the term is formally transparent or is explained in the context, it may be used alone. In other cases, particularly where no knowledge of the SL by the reader is presumed, transcription is accompanied by an explanation or a translator's note.

- Descriptive or self-explanatory translation: It uses generic terms (not CBTs) to convey the meaning. It is appropriate in a wide variety of contexts where formal equivalence is considered insufficiently clear. In a text aimed at a specialised reader, it can be helpful to add the original SL term to avoid ambiguity.

- Using brainstorming approach, the learners should take note of the following skills of paraphrasing sentences and apply them where applicable.To paraphrase is to say the same thing in another way, using your own words. We can successfully paraphrase by using a combination of techniques:

  - Change from a Clause to a Phrase (or vice versa),
    E.g. After he studied, John took a nap.
       After studying, John took a nap.

  - Change from Quoted Speech to Indirect Speech (or vice versa)
    E.g. Mr. Lee said, "I am ready for lunch."
       Mr. Lee said he was ready for lunch.

  - Change from Active Voice to Passive Voice (or vice versa)
    E.g. A hotel employee will carry your bags.
       Your bags will be carried by a hotel employee.

  - Change to Synonym
    E.g. A hotel employee will carry your bags.
       A hotel employee will carry your luggage.

  - Change Word Forms
    E.g. Use an adverb instead of an adjective.
       Use a verb to replace a noun.

Teaching/Learning Aids

- Photocopies of a translated document and its original copy in SL
- Chart of translation skills
- Bilingual dictionary
- Google's translation

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Translating from french to english simple technical texts like menus, birth certificates, official letters, cvs, user manuals etc
- Paraphrasing some sentences of technical documents to make them understandable to non-technical persons
- Translating literaty texts from French to English

Unité 8: Approche De L'apprentissage De La Littérature Et De L'interculturel (Literature And Intercultural Learning Approach)

Durée: 12 Périodes

Sous-Unité 5: Les Arts Et Les Gestes Lies A Une Communauté

Ex. Mémoires d'une jeune fille rangée page 122- (de « Littérature progressive du français, Niveau intermédiaire »)

Specific Objective	Content
L'apprenant sera capable de/d' avoir une sensibilisation à la notion de culture du langage du corps.	• Langage du corps (Connaissance des conventions qui régissent des comportements qui font partie de la compétence socioculturelle de l'apprenant)

Methodology

- Using brainstorming approach, learners should identify the body languages in their area for communicating key ideas like no, yes, come, go, stop, I am happy; I am annoyed; and will compare them with how others do it in their country as they observe pictures of body languages in France.
- Using observation approach, learners should identify body languages used by the characters in a film in French acted in France, and discuss the mistakes and similarities. Guide them to discuss the similarities and differences of body language usage in the two countries.
- Using imitation approach, learners should practise the body languages they observed as they talk about what others do as they are speaking, e.g. Asians, Nigerians, French.

Teaching/Learning Aids

- Pictures of a person using body language to communicate
- CD showing actions of someone speaking with gestures
- Chart showing different gestures used in communication

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Supplementing words with gestures to achieve effective communication
- Telling the meaning of given guestures, mimes, signs
- Identifying the gestures of a certain character in a literary text, e.g. a play
- Comparing the gestures made by a certain character in the passage with the gestures in your own culture, relating to a similar context

Sous-Unité 6: Relations

Text Littéraire:
- Il est bon que personne ne nous voie page 112 – (De « Littérature progressive de la Francophonie »)
- Le rouge et le noir page 62 – (De « Littérature progressive du Français, Niveau intermédiaire)

Specific Objectives	Content
L'apprenant sera capable de/d' : • exemplifier les relations entre les groupes sociaux dans les pays. • identifier et utiliser des stratégies variées pour établir le contact et les relations interpersonnelles avec des gens d'une autre culture.	• Les relations interpersonnelles (y compris les relations de pouvoir et la solidarité • Des relations sociales: ex. - les relations entre les sexes (courantes et intimes) - la structure et les relations familiales - les relations entre générations - les relations au travail - les relations entre races et communautés - *les* relations entre les groupes politiques et religieux

Methodology

- Using discussion approach, the learners, after reading the two-literary texts mentioned above, should exemplify the relationships between social groups of people in the country, e.g. people belonging to the same political party; people coming together because of professional association; people belonging to the same ethnic groups; people doing the same type of business.
- Using brainstorming approach, the learners should identify strategies to establish contacts and interpersonal relations, e.g.
    - An individual should not interfere in his colleague's work.
    - Give space to your fellow workers.

- Do not spread baseless rumours at workplace.
- Pass on correct information to others.
- Do not share all your secrets with your co-workers.
- Leave your ego behind.
- A team leader should not scold any of his team members in front of others
- Stay away from nasty politics at workplace etc.
- Using observation strategy, the learners should identify the strategies the characters used to establish relationships between themselves in "les rouges et les noirs" and compare them with those they established.
- Using discussion method, the learners should point out the advantage and disadvantages of these relations below in small groups:
  - les relations entre les sexes (courantes et intimes)
  - la structure et les relations familiales
  - les relations entre générations
  - les relations au travail
  - les relations entre races et communautés
  - les relations entre les groupes politiques et religieux

Teaching/Learning Aids

- Pictures of the characters in the literary texts used in this lesson
- Pictures of people in a relationship
- Chart to show strategies of creating relationships

Assessment Strategies

Ask learners to:
- describe a good interpersonal relationship.
- identify in a literary text indicators showing interpersonal relationships.
- describe behaviour of the characters in a given relationship.
- debate on the effects of bad relationships among the community members.

SENIOR SIX

Term I

Unité 1: Réception Ecrite (Reading) Continues

Durée: 12 périodes

Sous-Unité 10: Les Passifs

Specific Objectifs	Content
L' apprenant sera capable de/d':	
• identifier le sujet du verbe dans une phrase.	• Le sujet du verbe
• souligner le complément d'agent dans une phrase.	• Complément d'agent
• décrire une action.	• la description d'une action en fonction de la personne qui l'a faite
• mettre en valeur le sujet de la phrase à la place du pronom « on ».	• la mise en valeur du sujet de la phrase à la place du pronom « on » (quand on ne connaît pas l'auteur de l'action)

Methodology

- Using discovery approach, the learners should identify the subjects of the verbs in the sentences of the passage. These subjects can be "on", "les pronoms sujets", "Les noms propres".
- Using brainstorming method, explain the expression of "complément d'agent", as below:
  - Le complément d'agent se rapporte au verbe. Il ne s'emploie que dans une proposition à la voix passive. Il désigne l'être ou la chose qui est l'auteur de l'action exprimée par le verbe.
  - À la voix active, le complément d'agent devient sujet. Ex., Un courrier vous a été adressé par nos services (= ce sont nos services qui ont adressé le courrier).
  - Le complément d'agent est généralement introduit par la préposition « par », parfois « par de". Ex. La réponse nous a été donnée par le comité d'entreprise. L'ancien professeur était estimé aussi bien de ses collègues que de ses étudiants.

- Nature du complément d'agent : Le complément d'agent peut être :

un <u>nom</u>	Cette tournure est employée par les juristes. Cette tournure est employée par les spécialistes en droit.
un <u>pronom</u>	Cet envoi sera suivi d'un autre.

- On parle de complément d'agent parce que ce complément désigne « l'agent » de l'action, celui qui « agit ».
- Using group work, the learners should underline the "complements d'agents in the sentences of the passage.
- Using a practical approach of imitation, the learners should describe some action using the way of "complement d'agent. E.g. C'est la chemise qui'était donnée par mon grand frère.
- Using analytical approach, the learner should identify what "on" represents in a sentence. Ex. On a volé mon vélo. Qui a volé ce vélo? Ce vélo est volé par une personne inconnue. Donc on nepeut pas dire que ce vélo est volé par « on ». Donc on doit dire simplement que « Mon vélo est volé ».

Teaching /Learning Aids
- Copies of a relevant passage
- French Grammar text book

Assessment Strategies
Areas to assess in this sub-unit include:
- Identifying the subject of the verb in a sentence
- Underlining the complement of agent in a sentence
- Describing an action
- Putting in value the subject of the sentence instead of the pronoun "on"

Sous-Unité 11: Articulation Du Texte

Specific Objective	Content
L'apprenant sera capable de/d'utiliser les articulateurs logiques pour articuler un texte.	• Usage des articulateurs logiques simples de cause, de conséquence, d'opposition, (donc/puisque / comme /alors / pourtant / alors que)

Methodology

- Using discussion method, the learners should identify the simple logical articulators in an argumentative passage and discuss the reasons why each one of them has been used in a specific sentence.
- Using analytical approach, the learners should analyse the passage, paragraph by paragraph, to establish the meaning, find out what the individual characters have done in the passage and justify the reasons for their actions.

Teaching/Learning Aids

- Pictures justifying actions, e.g. accidents due to over drinking alcohol
- CDs illustrating causes and effects
- Posters illustrating causes and effects
- Photo copies of an argumentative text

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Filling in blank spaces with logical articulators in a contextual argumentative passage
- Identifying the main ideas in a passage
- Giving personal Judgement about the arguments of the author in the text

Sous-Unité12: Regréter

Specific Objective	Content

L'apprenant sera capable de/d'exprimer les hypothèses non realisés.	• L'expression d'hypothèse non réalisée
	   - Si + plus- que parfait/ conditionnel passé
	   - Si+ plus- que parfait/conditionnel présent

Methodology

Using observation approach, the learners should differentiate "conditionnel présent" from "conditionnel passé", e.g.
- Conditionnel présent = infinitive +ais, ais, ait, ions, iez, aient
- Conditionnel passé ₌ auxiliaire au futur simple, + participe passé du verbe
- Using brainstorming approach, the learners should outline ways of forming "plus-que-parfait" as follows:

- Le plus-que-parfait décrit une action passée qui est arrivée avant une autre action passée. En anglais, c'est l'idée de "past perfect tense".
- Pour former le plus-que-parfait, on utilise l'imparfait du verbe auxiliaire et le participe passé. Le verbe auxiliaire est exactement comme le passé composé - tous les verbes utilisent «avoir» sauf les verbes « aller », « venir » et les verbes pronominaux.
- Les règles des accords sont les mêmes du passé composé aussi.
- Using imitation approach, the learners should express regret through the use of unrealised hypothesis. E.g.
    - Si+ plus- que parfait/conditionnel présent (Si mon père n'avait pas été ivrogne, il me payerait les frais de scolarisation.)
    - Si + plus- que parfait/ conditionnel passé (si ma mère était allée à l'hôpital très tôt, elle serait soigné)

Teaching/ Learning Aids
- Photographs of people who are regretting
- Stories where someone is regretting

Assessment Strategies
Areas to be assessed in this sub-unit include:
- Writing a composition on a regretting person
- Conjugating verbs in a contextual passage in plus-que parfait/ conditionnel présent/ conditionnel passé depending on the meaning of the sentence.
- Filling in blank spaces in a passage with verbs in conditionnel présent or conditionnel passé.

Sous-Unité 13: L'expression De L'hypothèse

Specific Objectives	Content

L'apprenant sera capable de/d':
 • fixer une hypothèse certaine qui est une condition
 • l'expression d'hypothèse certaine
	• L'expression d'hypothèse certaine :
	   - Si + présent/future
	   - Si + imparfait/conditionnel présent

Methodology
- Using brainstorming approach, the learners should explain what a hypothesis is and identify hypotheses that are certain from among many hypotheses.

- Using practical approach, learners should identify certain hypotheses from a passage and later create their own hypotheses in groups. Move around to check whether in their hypotheses "Si + présent" is followed by a verb in "future" tense or "si + imparfait" is followed by "conditionnel présent".

  For example :
  - Si je réussis bien à mes examens de français, j'irai étudier en France.
  - Si La France était mon pays natal, Monsieur Sarkozie serait mon président. Les deux hypotheses sont certains.

Teaching/ Learning Aids

- The Audio cassettes containing passages with expressions of hypotheses like Grammar textbooks
- CDs, DVD, films, pictures

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Rewriting a sentence starting with "si"
- Responding to technical questions such as:
  - Conjuguer les verbes au entre parenthèses au conditionnel présent ou à l'imparfait.
  - Poser des hypothèses certains.
  - Mettre une condition devant quelqu'un.

Unité 2: Réception Orale (Listening) (Continuation)

Duré: 12 périodes

Sous-Unité 12 : Argumenter

Specific Objectives	Content
L'apprenant sera capable de/d': • suivre les points principaux d'une longue discussion. • analyser la logique des arguments dans la parole de quelqu'un. • démontrer la cause, les conséquences, l'opposition, dans une discussion. • repérer des informations techniques simples. • suivre des directives détaillées sur un sujet donné.	• Les points principaux d'un exposé • Usage des articulateurs chronologiques du discours e.g. (D'abord, ensuite, enfin/ première, deuxième) • Les articulateurs logiques simples : cause, conséquence, opposition e.g. (donc/puisque/comme/alors/ pourtant/lorsque) • Le subjonctif- la possibilité, l'obligation • La conjonction « pour que » + subjonctif

Methodology

• Using discovery approach, the learners should identify individually the major points in an oral passage through the administration of multiple choice comprehension questions. They should then discuss their answers in groups before the answers are brought to plenary. Guide the learners where necessary and give them chance to listen to the text as many times as they can.

• Using discussion methods, the learners should analyse the logic in the argument of the speech given by someone, as the person is using the chronological articulators of discours such as "D'abord", "ensuite", "enfin"; or else "première", "deuxième". The learners should, therefore, underline such connectors to follow the argument.

• Using group discussion approach, the learners should identify the expression of the cause, the consequence, the opposition in the speech, for example, as the speaker is using articulators such as (donc/puisque/comme/alors/ pourtant/lorsque).

• Using brainstorming approach, the learners should identify simple technical information in the argumentative speech and get meaning

from the dictionary; if in groups they cannot get the meaning easily,for example, the use of "Le subjonctif- la possibilité, l'obligation".

- Using brainstorming approach, after listening to the audio or audio visual dcodument 2 or 3 times, the learners should underline the "conjonctions" that are followed by verbs in subjunctive form used to give directive, for example, "Pour que la porte s'ouvre sens problem, il faut utiliser sa propre clé.

Teaching /Learning Aids

- CD, DVDs, Cassettes, Radio programs, TV programs

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Identifying the major points in a passage they have listened to
- Analysing the logic of the arguments of the points in a speech
- Identifying the expressions of causes and consequences in a speech
- Answering comprehension exercises such as filling in blank spaces, multiple choice questions, short answer question, matching questions, and open-ended questions on an audio and/or visual document

Unité 3: Production Ecrite (Writing) Continues

Durée: 12 périodes

Sous-Unité 9: Exprimer Une Opinion / Un Jugement

Specific Objectives	Content
L'apprenant sera capable de/d': • dire du bien/faire éloge de quelqu'un/quelque chose. • dire du mal/critiquer quelqu'un ou quelque chose.	• Quelques verbes d'opinion e.g. compter, croire, se douter, estimer, être sûr, s'imaginer, penser, supposer, trouver... + subjonctif • Les signes/les expressions de critique,

Methodology

- Using brainstorming approach, the learners should underline the verbs of opinion in French such as compter, croire, se douter, estimer, être sûr, s'imaginer, penser, supposer, trouver which are found in a text that talks about a hero or celebrities.
- Using lecture method, explain that the above mentioned verbs of opinion are at times followed by "que" + a verb in subjonctive form, and following some examples, the learners should give their opinions on issues you may show them either in form of pictures or statements.
  For example:
    - La photo d'une femme mûre dans une mini jupe, dans une communauté musulemane.
      Opinion: Je ne pense pas que cette femme ne soit musilmane.
    - **Un texte**: En Afrique personne ne respecte le temps.
      Opinion: Je ne suis pas sûr que cette phase soit dite par un Africain.

- Using discovery approach, the learners should underline words in a text that are used to criticise something, an idea of someone... e.g, Je ne suis pas d'accord, je contredis ce que dit; Je ne pense pas qu'il dit la vérité.
- Using group discussion approach, learners should discuss certain points availed to them on thematic issues of everyday life in relation to the passage they read earlier. Then give a topic to learners within a given context and ask them to write about it in about 200 words.

- For example; « Le club de français de votre école a organisé un concours d'écriture » .A la fin de la 4e année, vous avez fait un voyage au village. « Critiquez la vie au village en 200 mots »

Teaching/Learning Aids

- Samples with topics that groups are going to discuss
- A picture on which a discussion has to be generated by learners
- A chart for words to be used by learners in composition

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Writing a composition on topical issues after the discussion of the points to be elaborated following a certain model
- Filling blank spaces in a certain text with a given group of words belonging to one lexical item
- Completing on their own, a story that has been started
- Reading a story and writing your comments on the story

Note to the Teacher

You should:
- give model texts to enable the learners identify the relevant structures, vocabulary and connectors used to narrate a coherent story and expressions of criticism.
- encourage the learners to work first in groups and later individually.
- train the learners to use dictionaries and consult resource persons (teachers and fellow learners from francophone countries if available).
- give written exercises to learners and mark without awarding marks.
- give the learners innovative skills on writing activities like writing articles, short stories etc.

Sous-Unité 10: Possibilité, Conseil Et Obligation

Specific Objectives	Content
L'apprenant sera capable de/d' : • exprimer la possibilité. • exprimer l'obligation. • exprimer les conseils.	• Le subjonctif – la possibilité, l'obligation • Le mode impératif • Les tournures impersonnelles simples (il est interdit de… /il est utile de…/il est important de

Methodology

- Using discussion approach, the learners should generate words that can express possibilities, (first group), advice (the second group) and obligation (the third group).

  For example:

  Expression de possibilité:
    - Il est probable que/ il est probable que/ + sujonctif ; probablement…
    - Expression de conseil :- A ta place je + conditionnel Passé, je te conseille de…
    - Expression d'obligation :- Il faut absolument + infinitif. Il ne faut pas + infinitif, c'est obligtoire de + infinitif, l'impératif, e.g, faites ceci, ne faites pas cela.
- Using the discovery method, the learners should identify, in a text about work environment, the ways in which possibilities, pieces of advice, and obligations can be expressed by managers at work places. Such a text can be a users' guide, instructional manual etc.
- Using group work, learners should write in groups a similar guide or manual using the "tournures impersonnel such as (Il est interdit de… /Il est utile de…/il est important de.

Teaching/ Learning Aids

- Picture of a working environment
- Passages containing advice, obligation and possibilities
- Table of conjugation for all verbs in subjunctive and imperative form

Assessment Strategy

Areas to be assessed in this sub-unit include:
- Rewriting sentences beginning with impersonal verbs, imperative mode
- Writing a composition advising someone on work, using impersonal verbs

Sous-Unité 11: Parler Du Passe

Specific Objectives	Content
L'apprenant sera capable de/d' : • raconter : - des événements au passé en utilisant les temps de passé. - une anecdote personnelle en accordant les participes passés et. - une histoire (réelle ou fictive)	• Passé composé ou imparfait – situation ou événement dans le récit au passé, • L 'accord du participe passé avec le sujet (auxiliaire être)/avec le COD (Auxiliaire avoir) • Le plus-que-parfait – action

Specific Objectives	Content
en exprimant une action antérieure à une autre action. - l'évolution d'une situation en se servant des articulateurs chronologiques du discours. • la concordance des temps. • écrire des phrases complexes (proposition principale + proposition subordonnées).	antérieure à une autre action dans le récit • Les articulateurs chronologiques du discours (d'abord, ensuite, enfin/premièrement, deuxièmement)

Methodology

- Using group discussion approach, the learners should discuss the skills of good narration used by an author in the given passage. They should first read the passage silently and discuss the task you give them, as they answer the question you have given to them; "…discutez les techniques utilisées par l'auteur pour arriver `a une bonne narration." Write down the skills they have outlined.
- Ask the learners to identify the tenses used for narrating the story in the past e.g. passé composé, imparfait, plus-que-partfait. (They may underline the tenses.) Explain that "imparfait" expresses a situation while the passé compose expresses the action and plus-que-parfait expresses one action that comes after another, but all in the past. Give examples of every case you explain.
- Using observation approach, learners still in their groups should underline the"participe passé" and the auxiliary verbs. Explain to them how the "accord" has been done or you can copy the rules of "accord de participe passé" on a manila and leave it in class.
- Using question and answer approach, the learners should discover "Les articulateurs chronologiques du discours" which are used to chain the ideas in a narrative story. Write down the connectors and tell the learners to add more connectors to verify whether they actually know what they are looking for.
- Ask the learners to use all the skills learnt and write a narrative passage on a similar theme like the one in the passage you used. They may continue the story they have just read.

Teaching/Learning Aids

- CDs on a narrative story
- Picture stories, charts, photographs, pictures on the story in the passage
- The photo copies of the text

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Responding to technical grammatical questions such as :
    - « accorder le participe passé conjugué à laide d'auxiliaire être, avoir »
    - Conjuguer les verbes au passé composé, à l'imparfait, au plus-que-parfait,
    - Remplir les vides avec les connecteurs
    - Ecrire une histoire narrative sur un sujet familier des situations quotidiennes.

Unité 4: Production Orale (Speaking)-Continues

Durée: 12 périodes

Sous-Unité 7: Exprimer Un Sentiment Négatif

Specific Objectives	Content
L'apprenant sera capable de/d': • exprimer sa tristesse en utilisant les adjectifs de tristesse. • exprimer sa déception. • exprimer son ennui. • exprimer sa peur en se servant des adjectifs de peur. • exprimer des regrets en utilisant le conditionnel passé-*le regret.*	• Les adjectifs exprimant la tristesse • Expression de la déception • Expression d'ennui • Adjectifs exprimant la peur • Le conditionnel passé-*le regret*

Methodology

• Using the brainstorming approach, ask the learners to list situations in which they can express negative feelings. Write their answers down and tell them to read a story that may provoke in them a similar feeling. Then give them guiding questions to answer after reading the passage you provided them.
• Using the observation approach, the learners should identify the adjectives expressing sadness. E.g.
  Adjectifs qualifiant des émotions de Tristesse :

- Déprimé	- Ennuyé	- Fatigué	- Négligé
- Désespéré	- Blessé	- Dégouté	- Désolé
- Découragé	- Vaincu	- Rejeté	- Affligé
- Abattu	- Vidé	- Détaché	- Mal à l'aise
- Apathique	- Humilié	- Isolé	- Sot
- Honteux	- Nostalgique	- Inadéquat	- Laid
- Léthargique	- Stupide	- Embarrassé	- Inintéressant
- Malheureux	- Incompétent		

• Explain some of the adjectives that the learners claim they do not understand using illustrations, translation, giving their homonyms, opposite etc.
• In groups, the learners should express their sadness on a touching issue in a paper using the adjectives above.

- Using group discussion, followed by group work, learners should describe a picture of a person using the given adjectives expressing annoyance or fear or deception or regret.

Teaching/Learning Aids

- The pictures, CDs and newspapers about annoying issues

Assessment Strategies

Ask learners to:
- fill in blank spaces in a passage with adjectives of either fear or regret or deception or annoyance.
- write a narrative story expressing their worries on an issue.
- write a letter to show that they are not happy about something.
- react to a written document ,in writing, to express their sadness.

Sous-Unité 8: Exprimer Un Sentiment Positif Ou Négatif

Specific Objectives	Content
L'apprenant sera capable de/d': • exprimer sa surprise. • exprimer la curiosité. • exprimer l' indifférence.	 • Les mots exprimant la surprise • Expression de curiosité • Expression de l'indifférence

Methodology

- Using observation, the learners should identify the expressions of surprise, curiosity, and indifference on the face of a speaker on either TV, or any other visual production, e.g. picture, photographs etc.

Example of « Les mots expriment la surprise »

Étonnement	Effarement	Fascination
Ébahissement	Ahurissement	Inspiration
Stupefaction	Emerveillement	hallucination

- In groups, ask the learners to discuss what gesture could be accompanied with and compare it with the gestures of the same expression in their local or English language. You may replay the document again for the learners to observe the expressions once more.
- Using dramatisation, the learners should express surprise, curiosity, and indifference through mimes, gestures and words following the list of words you provide them.

- Using role-play learners should create a situation similar to the reality that can generate surprise or curiosity or indifference. Ask another learner to react to it accordingly.

Teaching/Learning Aids
- Pictures, CDs, Video tapes, TV and copies of a written document expressing feelings

Assessment Strategies
Ask learners to:
- talk spontaneously about an issue as you express your feeling using words and gestures.
- react appropriately to a visual document that generates feelings.
- debate on a topic that affects your emotions as you express your feelings using words.
- describe orally someone's feelings.

Sous-Unité 9: Relater Ses Expériences En Décrivant Ses Sentiments Et Ses Réactions

Specific Objectives	Content
L'apprenant sera capable de/d':	
• parler du passé en se servant de temps du passé.	• Les temps du passé:
• employer les techniques de narration.	• Techniques de narration
• raconter un événement, une expérience ou un rêve en exprimant des situations ou un état des choses.	• Passé composé ou imparfait – situation ou événement dans le récit au passé.
• raconter une anecdote personnelle en accordant les participes passés avec le sujet ou avec COD.	• L'accord du participe passé avec le sujet (auxiliaire être)/avec le COD (auxiliaire avoir)
• placer une action antérieure à une autre action dans l'histoire à l'aide du plus-que-parfait.	• Le plus-que-parfait – action antérieure à une autre action dans le récit
• développer une évolution d'une situation dans une histoire (réelle ou fictive).	• L'imparfait/ le passé composé/le présent- l'évolution d'une situation
• utiliser la structure passive pour décrire les actions des	• La concordance des temps
	• Le passif – la description d'une action/la mise en valeur du sujet de la phrase à la place du pronom <<on>> (quand on ne

Specific Objectives	Content

personnages dans l'histoire.
 	
• évoquer des souvenirs dans l'histoire.
	connaît pas l'auteur de l'action)
	• Expression de souvenir i.e.
	   - je me souviens
	   - Je me rappelle bien

Methodology

- Using talk and chalk method, explain the techniques of narrating a story e.g. introduction, development and conclusion.
- Using observation approach learners in groups should identify the event in a passage got from a newspaper and discuss the narration skills used in the passage, e.g. use of direct speech, use of figurative styles for description of events.
- Using brainstorming approach, explain the agreement of "participe passé" of the verbs in the 2 cases.
- Using discussion method, the learners should explain how "plus-que-parfait is formed. Ex. Imparfait de l'auxiliaire + participe passé du verbe (voir_ J'avais vu les agents de police venir.)
- Using observation approach learners should identify the evolutions of the story within a passage.
- Explain using chalk and talk method the concordance de temps. And ask the learners to give examples as below:
  Example:
  - "Si + Présent" goes with "future simple"- (Si on me donne les frais scolaires, je rentrerai à l'école immédiatement.
  - « si + imparfait » goes with « conditionnel présent »- (Si nous étions vieux, nous ne serions pas forcés dans le service militaire. »
  - « si + « plus-que-parfait »-goes with « conditionnel passé »- (si il avait lu les instructions, il ne serait pas tombé dans l'embuscade.)
- Using discovery approach, the learners should identify the passive structures in the passage and imitate them to describe the actions of a person in the passage.

Teaching /Learning Aids

- Written rules of " accord de participe passé" on a manila paper
- Summaries of the explanation of concordance de temps on the manila paper
- Pictures, photos, CD, Radio

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Orally narrating a story using the techniques of story telling
- Defending your actions or the actions of some other person that might not have pleased people

Unité 5: Interaction Orale (Oral Interaction) (Continues)

Sous-Unité 10: Exprimer Un Sentiment Positif

Specific objectives	Content
Les apprenants seront capable de/d' : • exprimer leurs goûts. • exprimer leur intérêt. • rassurer quelqu'un.	• appréciation de goût de quelque chose • expression de son intérêt de faire quelque chose • verbes d'assurer quelqu'un

Methodology

- Using brainstorming approach, the learners should tell some of the words expressing the taste. For example, verbs (gouter, savourer); adjectives (goûtable, délicieux, savoureux, amer, aigre, succulent, piquant).
- Ask the learners to use simulation approach to play in pairs the part of the husband and wife, and discuss the food cooked the previous day. The learners should prepare in groups and dramatise in front of the class.Guide them during the preparation and correct grammatical errors during the dramatisation.
- Using group work, learners should identify from a passage about leisure, expressions used to show interest to do something. During plenary, categorise the expressions. The ones that are verbs, find out whether the learners can identify the tenses they are used in; if they are adjectives, specify their genre and number. If there is need to add more of these words, it is better. Ask learners to discuss what they would like to do and why.
- Brainstorm on words that can be used to assure someone about something. For example je vous assure, c'est sûr, absolument, sans doute. Ask the learners in groups to assure their colleagues of what they intend to do.
- Using talk and chalk method, explain to the learners the strategies to achieve interaction: give clear and precise instructions.

Guidance to the Teacher

- Encourage group work to facilitate interaction among learners.
- Change the learners' sitting arrangement to facilitate learner to learner relations.
- Encourage the learners to:
  - ask their interlocutor(s) to repeat and/or clarify the information when they do not understand something.
  - rephrase when they have not been understood.
  - repeat what has been said in order to ensure mutual understanding on a particular topic.
  - use a bilingual dictionary.
  - consult resource persons.

Teaching/Learning Aids

- Copies of passages to be read
- Tapes to be played
- Pictures of people playing roles
- Video of people interacting
- Authentic documents of an interactive nature should be used (on various topics available on internet or in textbooks like (On y VA 3), newspaper articles, magazines, audiovisual materials, interviews, literary extracts etc

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Role playing, where by one learner playing the role of a tourist expressing what s/he wants to do in Uganda, where as the other learner plays the role of a Tourism Officer who explains the services available.
- Simulating a marketeer, convince the customers to buy your goods and assure them that the products shall not disappoint them. The learners simulating customers will show interest to buy the products available if their prices were reduced.

Sous-Unité 11: Exprimer Un Sentiment Négatif

Specific Objectives	Content
L'apprenant sera capable de/d': • exprimer sa tristesse. • exprimer du regret d'avoir été limité de faire certaines choses.	• La double négation (ni…ni…) • La restriction : (ne…que)

Specific Objectives	Content
• exprimer une reclamation.	• Lettre officielle de reclamation
• faire un reproche à quelqu'un.	• Expression de reproche

Methodology

Using brainstorming approach, the learners should state adverbs of negations such as, - ne…pas, ne…rien, ne…jamais, ne….plus, ne…guerre, ne….. ni, ni….ni, ne…..que, ni…ne. Ask learners to express their sadness because of not having or not being or not doing something using the adverb of negation "…ni…ni".

For example:

- Je n'ai ni père ni mère. Cela me touche au cœur d'être orphélin à ce moment où j'ai besoin d'aides pour ma scolarisation.
- Nous ne sommes ni riches ni pauvre, mais le peu que nous avons ne nous suffit pas pour éduquer nos enfants comme il faut.
- Je ne peux ni boire ni manger, car je suis tellement malade.
- Je ne bois ni ne mange, je n'ai ni faim ni soif.
- Ni mon père ni ma mère ne peut me donner les frais scolaires car ils sont pauvres.

- Using discovery approach, the learners should identify expressions of limitation from a passage about regrettable issues.
  For example:
  - «… je regrette de… »-Je regrette d'avoir été une fille car je ne peux être permis que pour aller à l'ecole.
  - « … je regrette que + subjonctif…- je regrette que je ne sois pas sélectionné pour aller en France pour aller aux études.
  - « … regretter + le nom… » - Je regrette la mort de mon père qui me payait les frais scolaires.

- Using observation approach, the learners should take note of the differences between the structures of English official letters and French official letters, and discuss these differences orally. Guide the learners about the structures of official letters in French and ask them to write an official letter claiming services or items.

- Using brainstorming methods, the learners should bring out expressions that we use for reproaching someone for bad deeds, such as using proverbs e.g.

    "- Qui vole un œuf vole un bœuf ; Qui se ressemble s'assemble; Il ne faut pas vendre la peau de l'ours avant de l'avoir tué ; Tout flatteur vit aux dépens de celui qui l'écoute ; Il faut tourner sept fois sa langue dans sa bouche avant de parler ; L'avenir appartient à ceux qui se lèvent tôt ; Tel père tel fils ! Atteler la charrue avant les bœufs ; Les conseilleurs ne sont pas toujours les payeurs."

The learners should create situations of interaction to use the above proverbs in form of role play.

Teaching /Learning Aids

- Chart for all "adverbes de négations"
- Pictures illustrating some proverbs
- A copy of an official letter with specific objectives

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Debating on a disappointing situation, and advising a person to take heart
- Reproaching someone orally for bad deeds and the person justifying his or her actions

Sous-Unité 12: Exprimer Un Sentiment Positif Ou Négatif

Specific Objectives	Content
L'apprenant exprime son sentiment par intonation et interjection pour exprimer ;	L'intonation et interjection pour exprimer
• exprimer sa surprise.	• la curiosité,
• exprimer la curiosité.	• la surprise,
• Exprimer l'indifférence.	• l'indifférence

Methodology

- Using brainstorming method, the learners should state the interjections in French to express curiosity, surprise and indifference. For example for curiosity and surprise (oh là là! putin! bordelle! Tiens!)
- Using observation approach, learners should discover from a text more situations of surprise, curiosity and indifference.
- Using group discussion, the learners should apply the use of interjections to express their surprise, curiosity and indifference towards the artistic presentations shown to them either on TV or video or photographs or real object.

Teaching /Learning Aids

- The real object that can generate surprise, curiosity
- Performances of celebrities over the TV, CDs, DVDs

- Pictures, photographs of artistic products

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Responding to practical question such as:
  - Faites une recherche des festivals dans votre pays et avec vos amis, dialoguez avec vos amis afin de vous mettre d'accord sur un festival auquel vous voulez assister.
  - Vous discutez avec un ami sur une présentation artistique. Exprimer votre surprise, curiosité, indifférence en se servant des intonations particuliers et des interjections appropriées.

Guidance to the Teacher

- Discourage the learners from writing during the activities of interaction in the class. They should express themselves spontaneously for this is an exclusively oral exercise.
- Assign specific roles to members in a group.
- Supervise the groups. Find out if all is going on well but do not intervene even if the learners make mistakes, as they interact. What matters is that the learners understand each other.
- Encourage the learners to interact freely amongst themselves
- Mix learners with special needs with the fast ones so that the former can benefit from the latter.
- Ask the learners to briefly talk about the topic they chose and why.

Unité 7: Médiation Intra-Linguistique (Intra-Linguistic Mediation)-Continues

Médiation Orale

Durée: 12 périodes

Sous-Unité 2: Reporter Une Conversation

Specific Objectives	Content
Les apprenants seront capable de/d' : • reporter des conversations au téléphone. • délivrer des messages des journaux. • rapporter des informations diffusées à la radio/télévision.	• Message des appels téléphoniques • Les expressions • Les rapports brefs sur des informations des journaux informations de la radio/ de la télévision

Methodology

- Using brainstorming method, the learners should define intra-linguistic mediation as acting as a means to help 2 or more parties to understand each other within the same language. This can be achieved by means of interpretation or paraphrasing the sentences and words that block understanding in one way or the other due to socio-cultural difference barrier or professional differences or the use of different register.

- Using discussion method, the learners should describe the kind of language used on phone as a summarised language to save time and money. This can easily cause misunderstanding if not properly coded. In groups, learners should state some of the summarised sentences and interpret them. Secondly, the skills of manipulating direct and indirect speeches will be paramount for a successful intra-linguistic mediation.

- Using chalk and talk method, explain what the problem is with newspapers, news on TV or radio; being the lack of time for some people to sit down to read newspapers. Therefore, they should ask the person who has already read it: "I saw the picture of so and so in the papers today. What is he going to do in India? What you need to say is that: "He is sick. In India he is going for treatment." Do not say everything;

summarise what he wants. Help learners to pick a good number of such sentences in the newspaper and report them.

Teaching /Learning Aids

- Recorded news on TV programmes, radio programmes etc
- Photocopies of parts of newspapers that are good for this lesson

Assessment Strategies

Ask learners to:
- change direct speech into indirect speech and vice versa.
- paraphrase sentences to make them clearer.
- rewrite sentences following a given structure or pattern.

Sous-Unité 3: Rapporter Un Rapport Oralement

Specific Objectives	Content
L'apprenant sera capable de/d': • donner un rapport court d'une réunion.	• Rapport d'une réunion
• expliquer un texte en français facile à une personne qui ne le comprend pas bien.	• Un texte technique

Methodology

- Using group work approach, the learners should read and discuss a report of an organisation and identify terminologies related to the organisational expressions and find their meaning. Help the learners to identify expressions that may need to be paraphrased.
- Using brainstorming approach, learners should identify technical texts such as menus, user manuals, instructions on medical products, and guides on how to make certain products. Therefore, help learners to identify what is technical in a text and paraphrase them in "common man's language". For example, 'booting' in computer language means "opening" a computer. Identify such words from time to time to create awareness in the learners that every area has its own language and such kind of language is not known by everybody. Moreover, from time to time, in communities where we live, people around us may ask us to explain some of the technical terms that we use.

Teaching/Learning Aids

- Copies of technical texts in English and French
- Dictionaries such as technical, bilingual and monolingual
- Pictures, DCs, DVDs, radio, radio cassettes

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Responding to practical questions such as:
  - Donner le rapport court d'une réunion
  - Expliquer un teste technique tel que, un menu, un certificat de naissance, un CV

Sous-Unité 4: Résumer Oralement

Specific Objectives	Content
L'apprenant sera capable de/d':	
• résumer oralement les idées générales d'un document orale/ou écrit.	• Les idées d'un document
• paraphraser des textes liés à la vie quotidienne.	• Techniques de paraphraser un texte en le résumant

Methodology

- Using brainstorming, the learners should identify what it takes to summarise. They should differentiate between summary and précis, where précis is the condensed version of a text. Whereas summary is outlining particular points asked on the text. For example, there is a text in a newspaper about removing the street preachers from the city. One can ask learners to summarise the advantages of removing the street preachers from the city. Inform the learners that what is required in this lesson is summary but not précis, because summary is more practical in everyday life than précis.
- Using demonstration approach, the learners should use the techniques of paraphrasing sentences that pose problems to other people. This can be realised through enabling the learners to say the same thing in different ways. For example, the sentence can be in active form or passive form; the sentence can be on nominal form or adverbial form.

NOTE: Advise learners on the dangers of losing the meaning of the sentence as they paraphrase it.

Teaching/Learning Aids

- Copies of texts to be paraphrased
- Examples of paraphrased texts

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Mediating between two people; when one person is explaining, another one does not understand the explanation and says, "Pardon!" Cater for that person's concern by looking for another way of explaining the same idea.
- Roleplaying a server or a waiter. Your customer does not understand certain terms on the menu; help him/her to understand them in a language he/she understands better, that is French.
- Educating the masses orally on a technical issue such as information on HIV/AIDS, the use of new technology etc. Some people among the listeners show that they do not actually understand your explanation. Find other ways to make them understand the document.

Unité 8: Approche De L'apprentissage De La Littérature Et De L'interculturel (Literature and Intercultural Learning Approach)

Durée: 12 périodes

Sous-Unité 7: Texte Sur La Propagation De Sa Culture A Travers Les Arts

Ex .Le fils du pauvre page 78 – (de Littérature progressive de la Francophonie, avec 750 activités)

Specific Objective	Content
L'apprenant sera capable de/d' jouer le rôle d'intermédiaire culturel entre sa propre culture et la culture étrangère sur les arts.	• les arts (musique, arts visuels, littérature, théâtre, musique et chanson populaire)

Methodology

- Using brainstorming approach, the learners should describe the art piece in the passage, identify the author, and the time in which the piece was put in place.
- Using discussion method, the learners should read, understand and discuss the literary and socio-cultural elements in the passage with the help of the leading questions you give to them. During the plenary, encourage other learners from other groups to react to the presentation. Do not reject the views of the individual learners, but ask them to substanciate their comments, answers, observations with examples/illustrations from the passage. For example, the extent to which a given art piece plays an intermediary inter-cultural role between our culture and French culture.Guide the learners to oberve cultural aspects embedded in an art piece be it a written art piece, music or painting.
- Using observation approach, the learners should identify comparable cultural aspects like respect for the elderly and incomparable ones like the ways of showing respect in pictures/passages/videos etc.

Teaching/Learning Aids

- Pictures of art pieces that a passage is talking about
- Videos of artistic presentations like drama, music, models, films etc

- Real object of an art piece

Assessment Strategies

Ask learners to:
- compare the cultural practices in the passage with the practices in your country.
- describe   the equivalence of the cultural practice described in the passage.
- discuss the roles a given art piece plays in culture descibed in a passage.

Sous-Unité 8: Texte Sur la Croyance et Comportement

For example:
   a. Un nègre à Paris   page 104 – (De « Littérature progressive de la francophonie »)
   b. Les confessions page 50 - (De "Littérature progressive duFrançais, Niveau intermédiaire »)

Specific Objective	Content
L'apprenant sera capable de/d' gérer efficacement des situations de malentendus et de conflits culturels.	• Valeurs, croyances et comportements la religion groupes socioprofessionnels (universitaires, cadres, fonctionnaires, artisans et travailleurs manuels)

Methodology

- Using discussion approach, the learners should identify from a passage areas of cultural conflict that exist between the culture of origin of the learners and the one of the indigenous speakers of the language. For example in French culture, kissing in public is normal, whereas Ugandan culture does not allow kissing in public. In French culture, kissing is a sign of greeting which a Ugandan may understand as being a sign of love between a man and a woman, whereby no man may allow his wife to kiss anybody. This is what you may explain to the learners as the definition of cultural conflict.
- Using debating approach the learners should debate on the reflection of the beliefs of the characters through their behaviour. Help the learners to discuss the personalities which reflect the ideologies the characters believe in: for example, some people believe that God does not exist at all; they belive in atheism. There are those who believe that one must enjoy when they are still alive, after all tomorrow we are dying

(épicurisme). There are those who believe that even if they suffer on earth, there is no problem; they have all their wealth in heaven. Such people believe in stoicism. Help the learners to discuss different beliefs of people such that they can learn to respect other people's beliefs for co-existence.

Teaching /Learning Aids

- Pictures of different people with different beliefs
- Video showing the actions of a person believing in a special way

Assessment Strategies

Ask learners to:
- describe the character in a literary document.
- appreciate the beliefs of people through their way of life in a given document.
- write an essay in comparing various cultures and beliefs.
- discuss, orally, the beliefs of people and the impact of their beliefs on their lives.

TERM II

Unité 3: Production Ecrite (Writing) (Continues)

Durée: 12 périodes

Sous-Unité 12: Rapporter Les Paroles De Quelqu'un

Specific Objectives	Content
L'apprenant sera capable de/d': • reformuler le passage écrit en utilisant le discours indirect au présent.	• Le discours rapporté au présent
• rapporter une lettre au discours indirect au passé.	• Discours indirect au present
• ecrire des rapports très brefs.	• Rapport sur une lettre
• rapporter sous forme de résumer une interview.	• Des rapports brefs • Une interview rapportée

Methodology

- Using discovery approach, learners in groups should underline the phrases in direct speech and those in indirect speech, as they are reading a passage or an informal letter in which present tense is used. During plenary, write down some of the underlined sentences is direct speech. Ask the learners to write the sentences individually in inderect speech beginning with "l'auteur de la letttre dit que…"
- Using brainstorming approach, the learners should understand the impact of present tense of the indirect speech as follows: 'quand le temps de la proposition principale est au présent, le temps du verbe de la proposition subordonnée ne change pas.'
- For example, " L'auteur de la lettre écrit qu'il viendra voir sa famille deux semaines plus tard.". In this case, " Je" changes to " Il" ; " Ma" changes to " sa"; " dans deux semaines" changes to " deux semaines plus tard" ; etc.
- Using observation approach the learners should establish, in their groups, changes that take place in the subordinate proposition due to the the tense of the verb of principle proposition being in past tense. For example, l'auteur de la lettre a écrit qu'il viendrait voir sa famille deux semaines plus tard.
- Using group work the learners should write a short report through filling in blank spaces in a report to start with. What they fill in should be

verbs in appropriate tenses depending on the tenses of the verbs in principal propositions.
- Using brainstorming approach, the learners should identify the the kind of questions in an interview and discuss how these questions change in indirect speech. For example,
    - « Qui est ton père ?.... » becomes « Il demande qui est… ».
    - « Commment….. ……? » becomes Il demande comment… ».
    - « Où…………………….. » becomes « Il demande Où…………..
    - « Est-ce que …………. » becomes « Il demande si……. »
    - « Qu'est-ce que……… » becomes « Il demande ce que….. »
    - « Vous parlez français ? » becomes « Il demande si je parle »
    - « viens ici »   becomes « il me dit de venir »…

Teaching/Learning Aids
- Photo Copies of familiar letters
- A copy of a short report
- Example of an interview
- Chart to show changes in the subordinate propositions when the verb of the principal proposition is in past tense

Assessmet Strategies
Ask learners to:
- rewrite a letter in indirect speech.
- report an interview.
- mediate orally between two people who have failed to understand each other.

Sous-Unité 13: Argumenter

Specific Objectives	Content
L'apprenant sera capable de/d': • introduire un sujet en posant des problèmes. • exposer en utilisant les articulateurs logiques simples. • déveloper un sujet. • exposer un problème. • insister sur des points importants/ mettre en	• Les articulateurs logiques simples : cause, conséquence, opposition (donc/puisque/comme/alors/pourtant/alors que…) • Techniques d'introduire • Expression d'insistance • La conjonction <<pour que>> + subjonctif • Comment conclure un texte

Specific Objectives	Content
relief. • justifier son point de vue. • conclure les points essentiels.	

Methodology

- Using brainstorming approach, the learners should discuss different ways of introducing an argument/ a presentation.For example, giving the statement of the problem; stating a proverb similar to the problem at hand; asking questions etc.
- Using groups discussion, the learners should identify the « articulateurs logiques simples » : cause, conséquence, opposition (donc/puisque/comme/alors/pourtant/ alors que…) » used for joining the sentences to build the arguement. Help the learners to join sentences through examples.
- Using chalk and talk approach, guide the learners on how to develop an argument, for example,
    - "Exposer un problem"
    - " Insister sur des points importants/ mettre en relief »
    - "justifier son point de vue"
    - "conclure les points essentiels"

NOTE: Help learners to attempt every step with examples they may observe from another argumentative passage.

Teaching/Learning Aids

- CD of an argumentative text
- Copies of argumentative texts
- A chart for articulateurs logiques

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Debating on an issue and defend their point of view with substantial evidence
- Connecting ideas using simple logical articulators
- Filling in blank spaces with connectors in an argumentative text

Unité 4: Production Orale (Oral Production-Speaking)

Durée: 12 périodes

Sous Unité10: Décrire Un Espoir Ou Un But

Specific objectives	Content
L'apprenant sera capable de/d' : • parler de l'avenir. • exprimer un souhait/faire un vœu. • exprimer une intention. • parler de ses projets.	• Le futur simple - les projets d'avenir • Le futur simple, le futur proche ou le présent- futur plus ou moins lointain • La concordance des temps

Methodology

- Using project method, learners should talk about their future to express their wishes and future declarations, intentions and projects. Give the learners to decide on which project to undertake in groups. Give them the duration of undertaking the project. Learners in groups should discuss what to do and which words to use. Move around to guide them where necessary. Lastly, in plenary they should present their projects as you correct the following:
    - The conjugation of verbs in present simple, i.e, (je.......ai; tu...............as; il................a; nous..........ons; vous.................ez; ils...............ont).
    - Use of "future proche" using the help of "aller", example, "Je vais + the verb in infinitive form + complement".
    - Expressions of conditions such as " si + present, future simple"
    - The logic in their projects should be realistic and go hand in hand with societal norms
- **NOTE:** Encourage active discussions among the learners and everybody should take part in the project and consult widely.

Teaching/Learning Aids

- Material for the project of each group, for example, a project of study tour, construction of a work plan to start a French Club in the school, etc.
- Pictures of other people's projects
- Chart for showing conjugation in future simple

Assessment Strategies

Areas to assess include:
- Talking orally about their projects to the people
- Advising someone on the reputations of his/her actions

Sous-Unité 11: Exprimer Une Opinion

Specific Objectives	Content
L'apprenant sera capable de/d': • exprimer la possibilité. • exprimer la condition. • exprimer la certitude. • raconter une histoire, l'intrigue d'un livre ou d'un film en se servant des verbes d'opinion et de sentiment.	• Le subjonctif – la possibilité, l'obligation • Le conditionnel présent - le souhait, le désir, l'hypothèse (faits imaginaires) • Les adjectifs exprimant la certitude • Quelques verbes d'opinion + subjonctif/ • Quelques verbes de sentiments + subjonctif

Methodology

- Using dramatisation approach, the learners, in groups, should express their opinions through a play using:
    - « Subjonctif » to express the obligation, i.e. il faut absollument que tu viennes à cette réunion.
    - « Le conditionnel présent » to express « le souhait », « le désir », « l'hypothèse » (faits imaginaires) for example, Je voudrais changer tout dans ce monde si on me donnait la liberté de le faire
    - « Les adjectifs exprimant la certitude » example, C'est certain, sûr, vrai, que la corruption est encouragée par le publique.
    - Quelques verbes d'opinion + subjonctif e.g. compter, croire, se douter, estimer, être sûr, s'imaginer, penser, supposer, trouver…+ sont suivis de l'indicatif dans la phrase affirmative mais ils sont suivis de subjonctifs dans les phrases négatives et interrogatives. Example, Je trouve que vous êtes drôles. Mais (Je ne crois pas que tu sois stupide
    - On peut aussi utiliser les expressions telles que : « A mon avis…, D'après moi…, J'ai le sentiment que…, j'ai l'impression que
    - Quelques verbes de sentiments + subjonctif

Teaching/Learning Aids
- Chart of conjugation of verbs in subjunctive
- Chart of verbs of feeling + subjunctive
- Chart of verbs of opinion

Assessment Strategies
Areas to be assessed in this sub-unit include:
- Responding to practical questions such as:
    - Exprimer son opinion, ses desirs sur un sujet donné.

Sous-Unité 12: Rapporter Les Paroles De Quelqu'un

Specific Objectives	Content
L'apprenant sera capable de/d':	
• rapporter un discours au présent.	• Le discours rapporté au présent
• rapporter un discours au passé.	• Le discours rapporté au passé
• rapporter un discours libre.	• Le discours rapporté libre

Methodology
- Using lecture method, remind the learners of the rules of indirect speech as follows:

    Le style indirect est employé pour rapporter des paroles. Ce rapport nécessite quelques transformations grammaticales.

Par exemple:
1. Les modifications de temps dans le style indirect, les autres ne changent pas.
    - Il m'a dit: 'je vais bien'=> Il m'a dit qu'il allait bien
    - Il m'a dit: 'je téléphonerai'=> Il m'a dit qu'il téléphonerait
    - Il m'a dit:' nous aurons terminé la chambre avant de venir.'=> Il m'a dit qu'ils auraient terminé la chambre avant de venir.
    - Il m'a dit:'J'ai tout vendu' => Il m'a dit qu'il avait tout vendu
2. Les modifications des marqueurs de temps dans le style indirect. En gardant toujours les concordances de temps précédentes. Ces changements sont utiles dans les narrations.
    - Aujourd'hui => Ce jour-là, exemple,
        - Lucie pensait :' Je vais faire les courses aujourd'hui'
          => Lucie pensait qu'elle allait faire les courses ce jour-là
    - Hier => La veille
        - Le commerçant lui a dit: 'J'ai été livré hier'
          => Le commerçant lui a dit qu'il avait été livré la veille.
    - Demain => Le lendemain

- Mais il a ajouté : 'votre commande n'arrivera que demain'.

  => Mais il a ajouté que sa commande n'arriverait que le lendemain.

  - (jour) prochain => Le (jour) suivant
    - Il a terminé par: 'j'espère qu'elle n'arrivera pas que mardi prochain'!

      => Il a terminé en lui disant qu'il espérait qu'elle n'arriverait pas le mardi suivant.

3. Les modifications des pronoms dans le style indirect en gardant toujours les concordances de temps précédentes. Vous voyez qu'il faut être logique avec la situation.

   Exemples,

- Il/elle m'a dit : 'Je suis là'	- Il m'a dit qu'il/elle était là
- Il m'a dit : 'Tu viendras aussi!'	- Il m'a dit que je viendrais aussi.
- Il m'a dit: ' Vous viendrez!'	- Il m'a dit que nous viendrions.
- Il m'a dit ' Nous serons là' 'On sera là'!	- Il m'a dit qu'ils seraient là.

4. Les modifications des possessifs dans le style indirect en gardant toujours les concordances de temps précédentes. Là aussi, il faut s'adapter à la logique de la situation.

- Il m'a dit: ' Je n'ai plus votre livre'.	- Il m'a dit qu'il n'avait plus mon livre
- Il m'a dit: ' Je n'ai plus vos livres'.	- Il m'a dit qu'il n'avait plus nos/mes livres
- Il m'a dit: ' Je suis dans ma voiture'.	- Il m'a dit qu'il était dans sa voiture.
- Il m'a dit :'Je vais régler votre problème'	- Il m'a dit qu'il règlerait notre/mon problème
- Il m'a dit: Ce pull est à toi'.	- Il m'a dit que ce pull était le mien.
- Il m'a dit: 'Ce chat n'est pas à moi'	- Il m'a dit que ce chat n'était pas à lui.

5. Les modifications des démonstratifs dans le style indirect en gardant toujours les concordances de temps précédentes.

   Exemple:

- Il m'a dit: ' Je n'ai plus ce livre'.	- Il m'a dit qu'il n'avait plus ce livre-là.
- Il m'a dit: 'Cet enfant est sage'.	- Il m'a dit que cet enfant-là était sage.
- Il m'a dit: 'Je vais régler ce problème'.	- Il m'a dit qu'il allait règler ce problème-là.

Teaching/Learning Aids

- CD, pictures, Radio cassettes, films, copies of news papers etc

Assessment Strategies

Areas to be assessed in this sub-unit include:

- reporting orally what someone has said or written to another person who does not understand it.
- reporting the content of a letter, telephone call to another person.

Unité 5: Interaction Orale (Oral Interaction) Continues

Durée: 12 périodes

Sous-Unité 10: Exprimer Une Option Ou Un Jugement

Specific Objective	Content

L'apprenant sera capable de/d':
• approuver /dire du bien/faire l'éloge de quelque chose/quelqu'un.
• désapprouver/dire du mal/ critiquer quelqu'un/quelque chose.
• faire des hypothèses/des suppositions pour :
  - exprimer la possibilité.
  - exprimer la certitude.
  - exprimer le doute.
	• L'expression de l'hypothèse certaine (la condition) : si+ présent/futur
	• L'expression de l'hypothèse incertaine : si+ imparfait/ conditionnel présent
	• L'expression de l'hypothèse non réalisée (le regret)
	  - si + plus-que-parfait/ conditionnel passé
	  - si+ plus-que-parfait/ conditionnel présent

Methodology

• Using lecture method, explain to the learners the ways of expressing the hypothesis as follows:
"L'hypothèse fonctionne de façon différente en espagnol et en français. Et *si on veut savoir* s'exprimer dans ce type de phrases *il faudra* réviser les temps verbaux:
   - présent-futur: Si tu étudies, tu réussiras.
   - imparfait -conditionnel: Si tu étudiais, tu réussirais.
   - plus-que-parfait - conditionnel passé: *Si tu avais* étudié, tu aurais réussi."
• Using role-play approach, the learners play the role of an employer and an employee; one approves, or talks good of the other or praises the work of the other) if some condition was fulfilled. Exemple: Vous êtes un bon chauffeur; Si tu étudies, tu réussiras à trouver un bon travail.
• Using the same approach the learners, this time, should disapprove of someone that s/he could only improve if certain conditions were fulfilled. Example: "Tu es vraiment une personne intelligente, si tu venais au travail très tôt, tu aurais une promotion très vite. »

- Using role play approach, the learners play the role of a person who has lost a job and expresses his/her regret through the expression of " l'hypothèse non réalisée" where the structures below are used: *si + plus-que-parfait/ conditionnel passé*

Note: Le plus-que-parfait peut servir à exprimer des regrets par rapport à des choses qu'on n'a pas faites ou qu'on a faites, dans des phrases commençant par : Si seulement ...!
Exemple:
- Tu n'as rien dit. => Si seulement tu avais dit quelque chose !
- Il a téléphoné hier. => Si seulement il n'avait pas téléphoné !
- Elle n'est pas restée à la maison. => Si seulement elle était restée à la maison !

Attention aux verbes qui se conjuguent avec l'auxiliaire être. Il faut penser à accorder le participe passé avec le sujet.
Exemple :
- si j'étais conseillé(e) par mon chef, je ne serais pas renvoyé(e) de mon travail
- si+ plus-que-parfait/ conditionnel présent
- si mon directeur de travail n'avait donné une avance, mon enfant serait mort

Teaching/Learning Aids
- Pictures, CDs, Charts for the conjugation in "plus-que-parfait", chart for the conjugation of"conditionnel présent".

Assessment Strategies
Areas to be assessed in this sub-unit include:
- Expressing opinion on an issue which can be regrettable for having lost something, possibility of doing or not doing something, doubting to achieve something
- Guiding them to use appropriate structure

Sous-Unité 11: Rapporter Les Paroles De Quelqu'un

Specific Objectives	Content
L'apprenant sera capable de/d':	
• présenter les opinions.	• Quelques verbes d'opinion + subjonctif
• rapporter un discours.	
	• Le discours rapporté au présent et au passé
• Reformuler.	
	• Discours rapporté libre

Methodology

- Using discovery approach, the learners in groups should identify verbs of opinion from a passage and present their opinion on a given work using the very verbs of opinion followed by subjunctive mode. For example: «Je doute que sois malade. Il n'y a pas de signes de maladie sur toi ».
- Using brainstorming approach, the learners should report using "Discours rapporté libre" what someone has asked.
  For example:
    - Est-ce que => si s' (avec il)
    - Qu'est-ce que / que => Ce que
    - Qu'est-ce qui / qui => Ce que
    - Qu'est-ce qui => Ce qui
    - Les questions inverses => si
    - Les questions directes ne commençant pas par 'est-ce que' => gardent le pronom interrogatif
    - L'impératif => De+ infinitive
- Using role play, learners should apply the above knowledge to report someone' speech to another person.

Teaching/Learning Aids

- The chart for the rules of changes above
- CD to portray the intonations of sentences in question form
- Chart for verbs of opinion

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Reporting an event using free reported speech e.g. est-ce que…/qu'est-ce que.qui? / où ?/ comment ?

Sous-Unité 12: Argumenter Dans Un Milieu Commercial

Specific Objectives	Content
L'apprenant sera capable de/d' : • justifier son point de vue : - exposer (expliquer) un problème. - analyser (expliquer) un problème. - marquer une opposition.	• Les articulateurs logiques simples: - Cause - Conséquence - opposition (donc/puisque/comme/alors

Specific Objectives	Content
• démontrer *(exprimer) une solution.*	/pourtant/alors que)
	• La conjonction <<pour que>> + subjonctif

Methodology

- Using chalk and talk method, define « argumenter » as follows « Argumenter, ce n'est pas défendre son point de vue à tout prix. C'est être capable de trouver les idées justes, objectives qui interpelleront votre interlocuteur et de les présenter avec tact et ouverture d'esprit ».
- Using exemplification approach, the learner should argue to justify the cause using simple logical articulators of cause, for example, "Il faut acheter ces produits à cause de leur bonne qualité".

Ask the learners to say the same sentence in different ways using the words in the table below:

Prépositions	Conjonctions de coordination et adverbes	Conjonctions de subordination
• à cause de • à la suite de • en raison de • grâce à • du fait de	• car • en effet	• parce que • puisque • comme • étant donné que

- Using analytical approach, learners should analyse the conséquences in their arguments using les "articulateurs simples de conséquences" such as in the table below:

  Example, " Achetez des produits de valeurs de peur que vous perdiez votre argent pour de rien".

Prépositions	Conjonctions de coordination et adverbes	Conjonctions de subordination	Verbes et locutions verbales
- au point de - de peur de - assez… pour - pour - afin de - en vue de	- de là - d'où - donc - aussi - par conséquent - en conséquence - c'est pourquoi - ainsi - dès lors	- pour que - afin que - si bien que - de façon que - de sorte que - dès lors que - tellement que - tant que - au point que	- causer - impliquer - entraîner - provoquer - susciter - etc.

Teaching/Learning Aids

- Chart for illustrating conjunctions of coordination, conjunctions of subordination, and prepositions
- CDs in which to express the arguments on business
- Illustrations of causes, consequences and opposition in form of pictures

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Arguing on commodities as they are simulating a businessman/woman and his/her client
- Playing the role of a marketeer as he is convincing clients to buy their products, giving the reasons why they should buy his products

Unité 7: Médiation Intra-Linguistique (Inter-Linguistic Mediation) Continues

Médiation Orale

Durée: 12 périodes

Sous-Unité 5: Interprétation Simultanée Ou Differée

Specific Objectives	Content
L'apprenant sera capable de/d': • interpréter simultanément un congrès, une réunion, ou une conférence. • faire une interprétation différée ou consécutive.	• Interprétation d'un congrès, des réunions, ou des conférences • Interprétation différée (discours d'accueil, visites guidées)

Methodology

- Using discovery method, the learners should identify from a presentation paper on a given topic, the appropriate vocabulary and look for their homonyms and opposites in the bilingual dictionary. Then in groups of two, learners should simulate the interpretation as you take note of their mistakes to be corrected after the presentation.
- Using observation approach, the learners should observe the techniques of interpretation of a guided visit to a zoo or of any other tourist site of interest. Identify names of animals in the zoo and their ways of life. Ask a learner to simulate an interpreter to others as a tourist guide talks, as other learners simulate the tourists and ask necessary questions about animals in the zoo or any other objects of tourist attraction. This can just take two to three minutes per group. Take note of the mistakes to be corrected thereafter.

Note to the Teacher

- Encourage the learners to speak and use simple expressions as much as possible as the level of language of tourists cannot be gauged easily.
- Select simple topics to start with and progress gradually.
- Allow the learners to use bilingual dictionaries as much as possible.
- Guard the learners against what can lead them to poor or bad interpretations such as "faux amis, anglecisme, intraduisibles etc."

Teaching/Learning Aids

- Picture /photograph of a zoo
- CDs of other interpretations done elsewhere
- Photocopies of a paper presented in a conference

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Paraphrasing expressions or sentences using a different structure to make the sentence/ expression simpler
- Interpreting simultaneously another language (English to French, French to English) what is said about a familiar topic

Sous-Unité 6: Interprétation Non Formelle

Specific Objectives	Content

L'apprenant sera capable de/d':
 • utiliser le niveau approprié de langue pour faire une interprétation conforme :
   - sélectionner les points essentiels à reformuler et interpréter.
 	
   - utiliser des vocabulaires appropriés dans la situation de négociation.
 • interpréter la pancarte, les menus, les affichettes.
	• Interprétation non formelle :
	   - pour des amis, de la famille, des clients, des visiteurs étrangers,
	   - De visiteurs étrangers dans son propre pays
	   - de locuteurs natifs, à l'étranger,
	   - Dans des situations de négociation et des situations mondaines
	 • De pancartes, de menus, d'affichettes, etc

Methodology

- Using talk and chalk method, explain to the learners different levels of language and where each language level is used.
  Exemple:
  - En Français il y a trois registres ou niveaux de langue principaux :
    Le niveau familier s'utilise entre copains et amis. Réservé à l'oral.
    - Vocabulaire souvent relâché, parfois vulgaire ou grossier
    - Non respect des concordances de temps
    - Tournures grammaticales incorrectes

- Utilisation d'abbréviations
- Absence de ne à la négation
- Utilisation de on à la place de nous, etc
  - Le niveau courant S'utilise à l'écrit comme à l'oral avec des personnes que l'on ne connaît pas ou peu (milieu scolaire, professionnel, relations sociales...)
    - Vocabulaire simple, compris de tous
    - Phrase complexes simples
    - Grammaire et syntaxe sont respectées

  - Le niveau soutenu est utilisé surtout à l'écrit. Peut paraître prétentieux
    - Utilisation dans les milieux littéraires ou certains discours et publications ou encore avec un interlocuteur à qui on accorde de l'importance
    - Vocabulaire et tournures grammaticales recherchées, précises ou rares.
    - grammaire et syntaxe respectées fidèlement
    - phrases plus longues, plus complexes

- Using observation approach, the learners should identify in groups the three levels of language used in a passage and discuss their findings.
- Using role play, the learners should interpret billboards, menus, posters etc. to their colleagues.

Teaching/Learning Aids
- Copies of texts written in different language levels
- CD, Cassettes, films where the speakers use different language levels
- Pictures illustrating situations where particular language levels can be used

Assessment Strategies
Areas to be assessed in this sub-unit include:
- Simulating interpretation for a foreigner who has come in Uganda from a French speaking country
- Interpreting information from a newspaper
- Simulating an interpretation of a meeting that took place among multinationals

Unité 8: Approche De L'apprentissage De La Littérature Et De L'interculturel (Literature and Intercultural Learning Approach)

Durée: 12 périodes

Sous-Unité 9: Texte Littéraires Sur Les Rituels

1. Pour toi mon amour Page 112 – (de « Littérature progressive du Français, niveau intermédiaire »)
2. Les fiancés de la plage   page 150 – (de « Littérature progressive du Français, niveau intermédiaire »)
3. L'Amant page 132 – (de « Littérature progressive du Français, niveau intermédiaire »)

Specific Objective	Content
L'apprenant sera capable de/d'comparer les comportements rituels des deux points.	• Comportements rituels dans des domaines tels que : - la pratique religieuse et les rites - naissance, mariage, mort

Methodology

- Using observation approach, the learners should identify similarities and differences between the cultures of two or more communities reflected in a literary text or in a film. This can be accessed through the comparisons of:
  - religious practices, rituals etc
  - marriages, funeral rites, payment of dowry etc
- Using group discussion approach, the learners should identify cultural checks, cultural similarities as they compare the two cultures. Therefore, guide their discussions to realise that though we have different cultures, we are equal. The learners should also identify how the culture impacts on the language.

Teaching/Learning Aids

- Pictures of cultural ceremonies, photos of important cultural people, texts about cultural practices
- Vidéos, films, CDs, Audio cassettes

Assessment Strategies

Ask learners to:
- write an essay about cultural topics to justify certain cultural practices.
- compare some two cultural activities.
- explain some cultural terms in a given context.

TERM III

Unité 3: Production Ecrite (Writing) Continues

Durée: 12 périodes

Sous-Unité 11: Exprimer Un Sentiment Positif

Specific Objectives	Content
L'apprenant sera capable de/d': • exprimer un sentiment positif. • exprimer sa joie.	• Expressions liées aux sentiments positifs • Expression de la joie

Methodology

- Using brainstorming approach, the learners should list feelings that an artistic art piece can evoke in a person as s/he observes/listens to it. Place an art piece infront of the learners as they list their feelings. E.g. la joie, l'admiration, l'appreciation, la fascination, le plaisir.Then ask the learners to use the words above to express their feelings in French. For example, ask the learners to change the nouns into verbs i.e, le plaisir => Regarder cette oeuvre d'art me plait beaucoup.
- Using observation approach, the learners should identify expressions of joy from a passage about how art pieces can give pleasure. E.g. j'ai le plaisir de…; ça me plait de…; c'est fascinant de ; ça me fait plaisir de; il est impressionant de. Ask the learners to use the structures above to express their joy as they see/hear an art piece or other structures as below:
    - Heureux comme un poisson dans l'eau
    - Je suis enchanté
    - La vie me sourit
    - Je suis extasié
    - Un large sourire se dessine sur mon visage
    - Je pleure de joie
    - Mon cœur sauta de joie
    - Larmes de joie
    - Baigner

- Avoir un bonheur exotique	- Je saute de joie	dans l'allégresse
- Heureux comme un oiseau dans l'air	- Avoir une émotion agreéable	- Je suis au comble de la joie
	- Avoir la joie au cœur	- Être en liesse
	- J'étais aux anges	- J'étais au

Teaching/Learning Aids

- Picture of an artpiece
- Chart of expressions of joy
- Pictures of a happy person
- Photocopies of a passage on the joy that art pieces can generate

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Expressing joy on art pieces viewed by using interjections and adjectives that express joy
- Engaging in a conversation to convince someone to buy an art piece
- Guiding the learners to describe an art piece to attract the subsequent buyers

Sous-Unité 12: Exprimer Un Sentiment Positif Ou Négatif

Specific Objectives	Content
L'apprenant sera capable de/d': • exprimer sa surprise. • exprimer la curiosité. • exprimer l' indifférence.	• Les mots exprimant la surprise à voyant un lieu pour la première fois • Expression de curiosité en rencontrant une culture nouvelle • Expression de l'indifférence à un choque culturel

Methodology

- Using repetition approach, learners should express their surprise as they watch the life style in parish (social life in Paris, for example). Help

the learners to identify the cultural practices that surprise them and say the appropriate surprise expressions to it e.g. "c'est incroyable"

- Using discussion method, learners should discuss what is curious in the document they have either read or listened to or watched and make appropriate commemts related to curiosity e.g. Ce la m'étonne! C'est vrai!
- Using discovery approach the learners should pair up the list of socio-cultural behaviours that the characters portray in the film or a text about the social life in Paris and compare them with social behaviours in your nearest town. Help them to discuss the socio-cultural behaviours that may cause indeference in other people.

Teaching /Learning Aids

- Films on social affairs in Paris
- Pictures of certain social places in Paris and some towns in Uganda
- Pictures showing facial signs of curiosity
- Pictures of facial signs of surprise
- Pictures of social acts that can be called "a blunder" in Uganda, such as kissing in public
- A chart of words of surprise/ indifference

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Responding to 'True or False' questions; multiple choice questions;fill in blank spaces questions, on a reading comprehension passage
- Responding to short answer questions to identify pertinent issues in the passage
- Discussing/ narrating/ describing socio-cultural issues, challenges therein, solutions, etc, after listening to or reading the passage two times
- Commenting on cultural issues in the passage or on a picture after the document is read /viewed

Unité 4: Production Orale (Speaking) Continues

Durée: 12 périodes

Sous-Unité13: Argumenter Dans L'exposé

Specific Objectives	Content

L'apprenant sera capable de/d':
• employer les techniques de faire l'exposé :
    - introduire un sujet.
    - développer des arguments.
    - Hiérarchiser.
    - Conclure.
• exposer brièvement les raisons et explication de ses opinions, projets et actions.
• créer la cohérence dans un exposé en utilisant les articulateurs logiques simples.
	• Techniques de faire les exposés
	
	• La conjonction <<pour que>> + subjonctif
	
	• Les articulateurs logiques simples: cause, conséquence, opposition (donc/ puisque/ comme/ alors/ pourtant/ alors que)

Methodology

- Using observation approach, the learners should identify the techniques of presentation while watching a presenter in an audio-visual document.
- Using dramatistion approach, the learners should imitate the presenter's techniques to present an issue of their interest and correct their mistakes if any. Insist on the good use of "Pour que...+ subjonctif" in their sentences.
- Using exemplification approach, the learners should use the "articulateur logiques simples" in their sentences orally or in writing.

Teaching/Learning Aids

- Video cassettes, audio cassettes, recorded radio programmes, e.g. RFI

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Dialoging with another person on a topical issue that the learner reads from a contextual passage

- Educating a group of people and convincing them on an issue that might mislead the community e.g. creation of environmental awareness

Sous- Unité 14: Raconter En Détail Ses Expériences En Décrivant Ses Sentiments Et Ses Réactions

Specific Objectives	Content

L'apprenant sera capable de/d':
 • employer les techniques de narration, e.g, développer une évolution d'une situation dans une histoire (réelle ou fictive).
 	
 • raconter une anecdote personnelle en accordant les participes passés avec le sujet ou avec cod.
 • placer une action antérieure à une autre action dans l'histoire à l'aide du plus-que-parfait.
 • utiliser la structure passive pour décrire les actions des personnages dans l'histoire.
 • évoquer des souvenirs dans l'histoire.
	• Techniques de narration
	 • Les temps du passé: ie
	   - Passé composé ou imparfait situation ou événement dans
	   - le récit au passé (verbes de deuxieme groupe).
	 • I 'accord du participe passé avec le sujet (auxiliaire être)/avec le COD (auxiliaire avoir)
	 • Le plus-que-parfait – action antérieure à une autre action dans le récit
	
	 • L'imparfait/ le passé composé/le présent- l'évolution d'une situation
	
	 • Expression de souvenir i.e.
	   - je me souviens
	   - Je me rappelle bien

Methodology

- Using observation approach, the learners should underline examples of the following techniques of narration:

   Techniques to begin your story

   You should help the learners to note that an interesting beginning is as important as an interesting ending. An interesting beginning will catch the reader's attention and make him/her want to continue reading. A good ending will make him/her feel satisfied.

   For example:

   One can start a story by:

   - using their senses to set the scene and describe the weather, atmosphere, surroundings or people's actions to create mystery or

suspense.

E.g. I could hear the wind howling around me. It was quite dark that night and it felt strange to be out in the wilderness all alone.

- using direct speech.

E.g. "Always look on the bright side of life, kids," Mr Frisbain used to tell us.

- asking a rhetorical question, i.e, a question that does not require an answer.

E.g. God, what did I do wrong?

- Addressing the reader directly.

E.g. I am sure you all know what a bargain is.

- Referring to your feelings or moods.

E.g. I was exhausted because I had been painting walls all day.

Techniques to end your story

- One can end a story by:
- Using direct speech.

E.g. "Thank you, sir," the boy said to me.

- Referring to your feelings or moods.

E.g. We were shivering but we were happy to have made it.

- Asking a rhetorical question.

E.g. "Why did I have to suffer so much?"

- Describing people's reactions to/feelings about the events developed in the main body.

E.g. My brother had become the hero of the day and I was extremely proud.

- One further technique is to engage the reader by creating a sense of mystery or suspense.

  Note: You can help the learners to see these techniques in practice while doing a matching task. Samples of weak / boring writing can be rewritten.

• Using observation approach, the learners should underline the "participe pessé" and group them depending on whether the auxiliary verb is "être" or "avoir".

Exemple:

Conjugué avec avoir	Conjugué avec être
• …a souri • …ai grandi • …ont lu les journaux • …les ont fourni(e)s…	• …est venu(e). • …s'est caché(e). • …sont sorti(e)s • …nous sommes arrié(e)s…

In groups, ask the learners to discuss how "l'accord" of the "participes passés" are done, following which criteria.

- Using group work, learners, in a narrative passage about a visit in a foreign country, should underline actions in a compound sentence (main clause + subordinate clause) that come one after the other. Secondly, the learners should identify the tenses of the verbs in the two clauses of the sentences that contain the action that took place first, then the tense of the verb in the second clause that contain the action that came last.
  For example:
  - Nous sommes arrivés en France quand Jacques Chirac était déjà élu Président de la République.
  - Il avait déjà acheté une voiture lorsqu'il faisait son mariage
- Using flashback narration approach, the learners should start a story at a certain point in time (often a very exciting moment), then go back in time and describe events which happened before this time (usually in Past Perfect), leading the reader/listener up to the specified time, then go on with the story and bring it to a conclusion.

  Note: Extra practice can be for learners to order paragraphs of a text, paying attention to how the plot is linked through time words and phrases, then imagine and write the last paragraph as an ending. Armed with such tools and their own imagination, learners should now be ready to write their own story; being creative by making the most of what they know in their own way. In plenary learners should share their experience on what they did when they wrote their narrative story or a poem?

- Using brainstorming approach, explain to the learners the difference between the first and third person narrators as follows:
  - The third person narrator has an unlimited point of view. This narrator knows everything about everybody, for he or she does not take part in the story as an actual character. He or she just describes what is going on and is able to look at the action from the outside. He does not exist physically. He only tells the story. He is an omniscient narrator, who knows what everyone is doing, what is going on in everybody's head. It is possible for him to change perspectives, to describe what a person knows or does not know. He has an unlimited point of view.
  - The first person narrator has a limited point of view; other people's thoughts are nothing but speculations. If you compare the first and the third person narrator it becomes obvious that the third person narrator's statements are much more reliable, because he does not mix up comments with his own emotions, but presents the thoughts of more than one character, while the first person narrator only knows about his own thoughts and just speculates about the others' thoughts. It is difficult to tell, what the truth is.

In groups, the learners should prepare to write a narrative story using third person narrator approach, in which they recall what happened before.

Teaching/Learning Aids

- Copies of narrative texts using the third person narrator
- Chart of expressions of souvenirs

Assessment Strategies

Areas to be assessed in this sub-unit include:

- Writing a narrative story that can either be real or fictitious
- Completing a narrative text that was already started by another person
- Filling in the blank spaces with a given category of words to complete a narrative text

Unité 5: Interaction Orale (Oral Interaction) Continues

Durée: 12 périodes

Sous-Unité13: Participer A Une Conversation Formelle

Specific Objectives	Content

L'apprenant sera capable de/d':
• utiliser les techniques de conversation telles que :
  - engager la conversation.
  - continuer une conversation.
  - faire patienter quelqu'un .
  - couper la parole à quelqu'un.
  - faire préciser.
  - mettre fin à une conversation.
	• Expressions pour :
	  - engager des conversations
	  - continuer la conversation
	  - La prise de parole : interrompre quelqu'un
	  - faire patienter quelqu'un
	  - pour préciser
	  - mettre fin à une conversation

Methodology

- Using brainstorming approach, the learners should identify expressions for engaging conversations, continuing conversation, interrupting someone in a conversation, making someone patient in a conversation, " mettre fin à une conversation…" after watching a conversation in an audio- visual programme. List down the expressions.
- Using simulation approach, in pairs, the learners should use expressions for engaging in conversations; continuing conversations; interrupting someone in a conversation; making someone patient in a conversation; putting an end to a conversation. This will begin by preparing for the conversation in groups, and then presenting it in pairs.

Teaching/Learning Aids

- Registration forms, news paper articles, telephone conversations, fax messages, sms, emails, interviews, official and friendly letters, minutes, reports, speeches etc

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Responding to oral questions such as:
  - You have travelled to a francophone country with a friend who does not understand French. You buy a French newspaper where there is

an article about a catastrophy that happened in your country. Briefly explain to your friend in English what happened.
- You work with Orange-Uganda. Your Ugandan immediate boss who does not understand French receives a mail in French from the director. In an email, he/she copies to you the message asking you to brief him/her on what the message is all about.
- You watched a documentary with colleagues at your place of work in order to prepare for a forthcoming conference. The documentary is in French and your colleagues do not understand French. Write a brief report explaining to them the main ideas in the documentary.

Guidance to the Teacher

- Give clear and concise instructions within a specific context.
- Give a text of a reasonable length (150 words).
- Encourage learners to underline main points in written texts.
- Encourage learners to find out the meaning of unknown words basing on the context.
- Encourage learners to take notes during listening /reading in order to prepare a text that summarises main ideas/points.
- Encourage learners to use bi-lingual dictionaries.
- Encourage learners to work in small groups.
- Encourage learners to use Standard English and correct them if they make mistakes.

Unité 6: Médiation Inter-Linguistique (Inter-Linguistic Mediation) Continues

Médiation Ecrite

Durée: 12 périodes

Sous-Unité 5: Médiation Des Documents Spécialisés

Specific Objectives	Content
L'apprenant sera capable de/d': • traduire des textes juridiques/ textes scientifiques. • traduire des textes littéraires. • résumer les articles de journaux. • reformuler des textes spécialisés en le paraphrasant.	• Traduction précise (de contrats, de textes juridiques, de textes scientifiques, etc.) • Traduction littéraire (romans, théâtre, poésie, livrets, etc.) • Résumé de l'essentiel (articles de journaux et magazines, etc.) en L2 ou entre L1 et L2 • Reformulation (textes spécialisés pour non spécialistes, etc)

Methodology

- Using discovery approach, in groups, learners should identify different types of texts that may need an extra effort to translate. Provide them with short extracts of scientific texts, judiciary texts, official letters, medical forms, literary texts. In plenary learners should discuss various levels of difficulty in translating each of the types of texts provided, e.g. scientific terms, professional jargons etc.
- Using brainstorming approach, the learners should explain figurative words and expressions, and discuss how they can be translated before beginning the actual translation of a literary text. In plenary, guide the learners to harmonise their various versions of translation and lead them to agree on the fair and acceptable translated version.
- Using talk and chalk approach, explain to the learners the difference between "précis and resumé" for example"resumé." The aim here is to summarise specific points someone needs to know in a passage. For instance, if a text is about an accident, someone wants to know the causes of the accident. Summarise the causes of the accident.
- Using observation approach, learners should identify ways of reformulating sentences from examples you, the teacher, give. Using imitation approach they should also reformulate other given

expressions, for example, booting a computer is switching on a computer.

Teaching/Learning Aids

- Photocopies of texts to be translated
- Techniques of summarising on manila papers
- List of certain technical terms

Assessment Strategies

Areas to be assessed in this sub-unit include:
- Summarising given points in a text
- Paraphrasing certain sentences that may not be clear to some people
- Rewriting certain sentences to make them easier to understand
- Translating literary texts
- Translating some elementary texts of speciality, e.g. user manuals, menus, official letters, medical forms, CVs, Birth certificates, travellers guide etc

APPENDICES

Appendix I

Un cadre méthodologique cohérente: l'Unité didactique (by Valérie Lemeunier *Chargée de programme au Pôle langue française du CIEP)*

Afin de permettre à l'apprenant de produire du sens, il est nécessaire de lui donner les moyens de s'approprier les nouveaux savoirs (savoir-faire, savoir-être et savoirs). De l'exposition à la production, le cadre méthodologique que nous proposons est largement inspiré de divers courants.

Exposition

L'exposition va permettre à l'apprenant de mettre en place des stratégies pour accéder au sens.

La sensibilisation

Il s'agit d'une étape d'éveil qui va permettre de sensibiliser les apprenants à l'objectif global de l'unité didactique. A partir d'un document iconographique, d'un bruit, d'un geste, d'une question, d'un mot, d'un dessin, d'une photo, d'un objet..., on va stimuler la curiosité et la mémoire des apprenants afin de provoquer l'émergence de connaissances latentes et d'idées nouvelles, de déclencher le désir d'en savoir plus. Cette étape permettra par ailleurs de faire le point sur les connaissances des apprenants.

Quelques exemples d'activités préconisées pour la sensibilisation : le remue-méninge, l'anagramme, la pyramide, le mime, l'analyse d'un dessin ou d'une photo ou d'un bruit...

La compréhension écrite ou orale

Elle s'effectue à partir d'un document ou d'extraits de divers documents et se décompose elle-même en plusieurs étapes. En situation authentique, le locuteur natif s'aide tout naturellement du contexte, de ses cinq sens et de stratégies pour mieux comprendre son interlocuteur ou un document. En situation d'apprentissage d'une LE, du fait du caractère artificiel de la situation, l'individu a tendance à perdre cette faculté naturelle et à focaliser son attention sur le seul contenu linguistique. De ce fait, il est pertinent de "[...] mettre en place des stratégies d'exploitation qui respectent la situation de communication véhiculée par le document authentique et de tenter de restituer l'authenticité de sa réception" et de proposer des activités qui incitent l'apprenant à retrouver la faculté naturelle dont nous parlions précédemment.

L'anticipation: il s'agit de l'étape qui va préparer la compréhension du document de départ. Les apprenants vont émettre des hypothèses sur le document avant même de l'avoir lu ou écouté. L'apprenant est donc dans

une situation d'incertitude qui l'oblige à agir tactiquement en s'appuyant sur ses acquis et son expérience d'apprenant et en utilisant des stratégies élaborées dans d'autres situations (d'apprentissage).

On va donc inviter l'apprenant à s'interroger sur le type de document dont il s'agit, sur son émetteur, sur son récepteur, sur le lieu de l'interaction, sur le moment de l'interaction, sur la manière dont elle est menée et sur les raisons et l'enjeu de l'interaction. Les paramètres de la situation de communication déterminent le discours. Il faut donc amener les apprenants à s'appuyer sur ces paramètres pour développer leur compétence de compréhension. Par ailleurs, la communication ne passant pas majoritairement par le verbal, il est primordial que les apprenants relèvent les informations que leur apporte le contexte de l'interaction. Lors de cette étape préliminaire, ils vont repérer des indices extralinguistiques qui vont leur permettre d'émettre des hypothèses sur la forme et le contenu du message. Cette étape va donc faciliter la compréhension du document. L'analyse du paratexte d'un document écrit, du paralinguistique d'un document oral, de l'image d'un document vidéo, du dessin ou de la photo accompagnant un document audio permettra aux apprenants de faire des suppositions sur les paramètres de la situation de communication. Afin de favoriser l'émergence d'hypothèses, les apprenants seront amenés à répondre à des questions concernant le contexte communicatif de l'interaction : Qu'est-ce que c'est ? Qui parle ? À qui ? De quoi ? Où ? Quand ? Comment ? Pourquoi ? Dans quel but ? Ils ne pourront peut-être pas répondre à toutes ces questions et commettront sans doute des erreurs, peu importe !

Là encore, il s'agit d'éveiller la curiosité de l'apprenant pour l'inciter à aller plus loin dans la découverte du document afin de vérifier ses hypothèses.

Compréhension globale: il s'agit de l'étape qui va permettre aux apprenants de vérifier les hypothèses émises lors de l'étape d'anticipation et de passer d'une situation d'incertitude à une situation de moindre incertitude. Une première lecture ou écoute rapide (voire partielle) permettra aux apprenants de comparer la situation de communication élaborée à partir des hypothèses émises avec celle du document en soi. La compréhension globale n'est donc pas l'objectif en soi de l'étape mais le moyen de l'atteindre : l'objectif principal va être la recherche d'indices linguistiques permettant d'infirmer ou de confirmer les hypothèses émises. L'écoute est donc motivée par un enjeu et par le désir de lever le doute.

Les informations ainsi obtenues permettront par ailleurs d'anticiper le contenu du document lui-même et faciliteront la compréhension détaillée.

Compréhension détaillée: il s'agit de l'étape qui va permettre de faire relever dans le document des informations plus précises pour réaliser l'activité ou la tâche proposée. Activité ou tâche qui sera déterminée en fonction des objectifs de l'unité didactique. Il n'est pas pour autant

nécessaire que les apprenants comprennent le document dans son intégralité. Cette étape peut prendre diverses formes : questionnaire, tableau ou fiche à remplir, document à compléter, document à identifier, dessins à ordonner... Elle donnera lieu à une deuxième écoute ou lecture. Ensuite, on procédera à une mise en commun qui permettra aux étudiants de comparer leurs réponses, de s'entraider et de s'auto-corriger. Cette mise en commun, qui va permettre aux apprenants d'échanger les informations relevées par chacun, amenuise les probabilités d'échec. Elle offre à l'apprenant une chance réelle d'améliorer sa performance : la confrontation lui fournit des repères pour valider ou rectifier ses premières propositions. La mise en commun préalable à une troisième écoute ou lecture justifie son existence. La troisième écoute n'a, en effet, de sens que si elle est motivée par un enjeu : la validation des informations recueillies. Pour finir, une mise en commun général aura lieu afin de corriger l'activité. Une quatrième écoute ou lecture partielle pourra alors être effectuée au cas où des désaccords subsisteraient. Pour que chaque écoute ou lecture soit active, elle doit avoir un objectif différent et complémentaire des autres, sans quoi, elle n'a plus aucune raison d'être.

Progressivement donc les informations dégagées font sens et l'apprenant satisfait sa curiosité.

Traitement

Le traitement permet à l'apprenant d'analyser le corpus proposé par le document et d'en découvrir le fonctionnement.

Le repérage

Il s'agit de l'étape qui va permettre aux apprenants de relever les indices qui vont les aider à découvrir les règles d'usage de la langue. On va donc amener les apprenants à rappeler l'objectif communicatif du document (ex. : Vous vous souvenez tout à l'heure... Qu'est-ce que vous m'avez dit ? Qui parle ? À qui ? Pourquoi ? Réponse des apprenants : un candidat parle à l'animateur d'un jeu télévisé et aux téléspectateurs pour "se présenter". Le professeur : Alors, vous allez chercher dans le document comment on peut se présenter en français). On compare souvent cette étape au travail d'un détective qui relève des indices pour résoudre une énigme. Les apprenants vont analyser le corpus obtenu. Cette étape se réalise par groupes ; l'enseignant circule entre les groupes afin de guider davantage ceux qui en ont besoin.

L'apprenant est tenu en haleine: a-t-il ou non résolu l'énigme ? Grâce à ce travail de détective, on éveille la curiosité de l'apprenant, on le responsabilise, on le guide vers l'autonomie et on lui apprend à apprendre. Il est donc valorisé et s'implique davantage dans son apprentissage.

La conceptualisation

Il s'agit de l'étape où les apprenants vont formuler une règle à partir des informations fournies par l'analyse du corpus. Chaque groupe propose une règle que les autres peuvent compléter, rectifier.

On offre donc aux apprenants le plaisir dû à la satisfaction de la découverte.

Fixation-appropriation

La fixation-appropriation va permettre l'acquisition du contenu grâce auquel l'apprenant sera ultérieurement en mesure de produire.

La systématisation

Il s'agit de l'étape qui va permettre à l'apprenant de fixer les structures conceptualisées précédemment afin de pouvoir les réemployer spontanément dans le cadre d'une communication authentique. Elle prend, pendant la période audio-orale puis audio-visuelle, l'apparence d'exercices structuraux qui disparaissent à l'arrivée de l'approche communicative pour laisser leurs places à des exercices lacunaires ou de transformation qui peuvent s'effectuer à l'écrit ou à l'oral mais qui ont pour base un support écrit. Or, pour que les apprenants développent une réelle compétence de communication à l'oral, il est impératif qu'ils fixent oralement les structures que nous souhaitons les voir produire spontanément à l'oral. En fonction des besoins langagiers nécessaires pour réaliser la tâche, qui reste l'objectif de l'unité didactique et des pré-requis des apprenants, l'enseignant détermine les contenus (connaissance socioculturelle, attitude, acte de parole, structures, lexique, intonation…) de l'activité de systématisation. Pour que les activités proposées permettent aux apprenants de fixer ces contenus et pour qu'elles génèrent le plaisir d'apprendre et d'enseigner, il est impératif que ce soient des activités interactives qui développent la dynamique de groupe et dont l'enjeu ne soit pas purement linguistique.

Production
Le réemploi

Il s'agit de l'étape de production pendant laquelle les apprenants vont s'approprier les contenus systématisés précédemment en simulant une communication réelle. Ils vont donc devoir tenir compte du profil psychologique des protagonistes ainsi que de tous les autres paramètres de la situation de communication proposée pour interagir, coopérer, créer dans un contexte bien défini de communication dont l'enjeu est réel. Exemples de réemploi : jeu de rôles, simulation, activité de résolution de problème, tâche, projet...

Il ne s'agit plus de répéter les structures mais de les intégrer dans un discours. Grâce aux structures acquises dans l'étape précédente, les apprenants vont pouvoir mettre leur créativité au service de la communication.

Plus l'enjeu de la communication est réel et plus la communication est authentique. Grâce à l'enjeu, l'objectif de la communication est clair et l'apprenant comprend pourquoi il doit communiquer.

Relever le défi de la communication et en atteindre l'objectif est une source de plaisir en soi. Mais, si cette étape de production peut également susciter le plaisir de créer, elle n'en saura que plus motivante.

En respectant le cadre cohérent décrit précédemment, l'enseignant facilitera l'enseignement / apprentissage à condition toutefois que le choix du document retenu pour l'exposition soit pertinent.

www.francparler.org/dossiers/lemeunier2006.htm

Appendix II

Explication De L'Unité Didactique

Phase 1 : l'exposition
Comment faire accéder au sens ?
Etape d'anticipation :
Faire des hypothèses sur la situation de communication du document pour trouver du sens avant toute lecture ou écoute.

Pour favoriser l'émergence d'hypothèses, on contraint l'apprenant à repérer tout d'abord des indices paratextuels (titre, sous-titre, légende, illustration d'un article de presse...) et les indices extralinguistiques (sonnerie du téléphone, geste…) en le privant partiellement ou totalement des indices linguistiques.

- **Pour mener à bien l'étape d'anticipation**, l'enseignant demande à l'apprenant de repérer les indices paratextuels et extralinguistiques et pose des questions portant sur les différents paramètres de la situation de communication :
    - la nature du document,
    - l'identité et le statut de l'émetteur et du récepteur : Qui parle ? A qui?
    - la thématique de la communication : De quoi ?
    - le lieu et le moment de la communication : Où ? Quand?
    - la manière dont la communication se déroule : Comment ?
    - l'objectif global et les intentions de communication : Dans quel but ? Pourquoi?

Etape de compréhension globale
Confirmer les hypothèses émises avec une écoute ou une lecture sélective.
Pour permettre à l'apprenant de vérifier les hypothèses émises dans l'étape d'anticipation, on l'amène à chercher des indices linguistiques grâce à une première écoute ou lecture (qui peut être partielle).

- **Pour mener à bien cette étape de compréhension globale**, l'enseignant demande à l'apprenant de lire/d'écouter le document/une partie du document ou de repérer des mots clés (noms propres, dates, données chiffrées, relevé thématique …), puis de confirmer ou de modifier les réponses données aux questions posées dans l'étape d'anticipation.

Etape de compréhension détaillée
Réaliser un projet en relevant des informations contenues dans le document de départ avec deux écoutes/lectures supplémentaires.

On amène l'apprenant à sélectionner des informations dans le document de départ pour lui permettre de réaliser un projet. Il ne s'agit pas pour l'apprenant de tout comprendre mais de relever dans le document les informations nécessaires à la réalisation du projet.

Il faut retenir que le document de départ doit exposer l'apprenant aux contenus (pragmatiques, sociolinguistiques et linguistiques) à acquérir et que l'activité de compréhension détaillée doit mettre en évidence ces contenus.

- **Pour élaborer l'activité de compréhension détaillé**e, l'enseignant :
    - imagine une tâche à réaliser à partir des informations contenues dans le document de départ dans un contexte donné et qui permettra de mettre en évidence les contenus pragmatiques, sociolinguistiques et linguistiques à acquérir
    - choisit l'exercice le plus adapté (questionnaire (questions ouvertes, QCM, vrai-faux...), fiche ou tableau à compléter, document à identifier ou rectifier, photos à sélectionner, dessins à faire, à rectifier ou à ordonner…)
    - rédige la consigne de l'activité

Exemple:

Objectif communicatif = Décrire une personne

Document de départ = entretien audio dans lequel, à la suite d'un délit, un inspecteur prend la déposition d'un témoin qui a vu le suspect.

Contexte et tâche à réaliser = vous travaillez au commissariat de police et vous assistez à l'entretien. Vous devez identifier le suspect dans le fichier de la police.

Exercice = photo à sélectionner parmi plusieurs photos.

Consigne = Vous travaillez au commissariat de police de la ville de Strasbourg et vous assistez à l'entretien entre l'inspecteur et M. Durand, témoin d'un vol de voiture. Ecoutez à nouveau l'enregistrement et dites quelle photo correspond à la description du suspect faite par M. Durand.

- Pour mener à bien l'étape de compréhension, l'enseignant respecte trois étapes :
    - il demande aux apprenants de réaliser l'activité : l'apprenant lit la consigne de l'activité, puis il lit/écoute le document une deuxième fois et fait l'activité proposée.
    - il demande aux apprenants de mettre en commun les informations relevées pour les comparer : l'apprenant valide ou rectifie ses premières propositions en discutant avec les autres apprenants en petits groupes.
    - il demande aux apprenants de vérifier les informations recueillies pour les confirmer ou les infirmer : l'apprenant lit/écoute une

troisième fois le document et valide ou rectifie les informations relevées précédemment.

Phase 2: Traitement

- Comment faire repérer et conceptualiser?

Suite au travail de compréhension réalisé dans la phase d'exposition, les apprenants vont pouvoir effectuer le travail d'analyse de la langue dans la phase de traitement:

- *Etape* de repérage

Constituer un corpus en relevant dans le document déclencheur les différentes formes qui correspondent à l'objectif visé.

L'apprenant repère dans le document déclencheur les éléments linguistiques en relation avec l'objectif communicatif de l'unité didactique.

- **Pour mener à bien l'étape de repérage**, l'enseignant :
    - rappelle l'objectif communicatif de l'unité didactique
    - demande aux apprenants d'identifier les extraits correspondant à l'objectif visé : « Soulignez dans le document les expressions utilisées pour … »
    - demande aux apprenants de regrouper les informations relevées pour constituer le corpus d'analyse : « Classez les expressions par catégories … »

- **Etape de conceptualisation**

Analyser le corpus pour formuler une règle.

Les apprenants vont analyser le corpus obtenu, découvrir les règles de fonctionnement des éléments du corpus et en déduire une règle.

Cette réflexion grammaticale peut, dans un premier temps, avoir lieu en langue 1. Néanmoins, elle devra se faire assez rapidement dans la langue cible.

- **Pour mener à bien l'étape de conceptualisation**, l'enseignant :
    - guide la réflexion sur le fonctionnement de la langue à partir d'un questionnaire, d'un tableau de synthèse à compléter, d'un corpus complémentaire (exemples, contre-exemples), d'exercices de réflexion comprenant une série d'énoncés à compléter …
    - demande aux apprenants de se mettre par groupe pour réfléchir au fonctionnement de la langue : « Réfléchissez au fonctionnement de ces éléments avec votre voisin. »
    - demande aux groupes de se mettre d'accord sur une règle : « Mettez-vous d'accord sur une règle et rédigez-la »
    - demande aux groupes de comparer la règle découverte : « Comparez votre découverte avec celle du groupe voisin. »

- demande aux groupes de présenter la règle découverte : « Qui veut nous présenter les résultats de son travail ? » et de la valider : « Dites si vous êtes d'accord avec la règle proposée. »
- valide la règle proposée par les étudiants, la complète ou la modifie si nécessaire.

Phase 3 : La fixation-Appropriation

Comment faire systématiser ?
Suite au travail d'analyse de la langue dans la phase de traitement, les apprenants vont pouvoir s'exercer pour pratiquer la langue avant l'étape de production.

Etape de systématisation
L'étape de systématisation permet à l'apprenant de fixer les éléments langagiers conceptualisés précédemment afin qu'il puisse les réemployer spontanément dans le cadre d'une communication authentique.
Pour développer une réelle compétence communicative, la fixation-appropriation doit se faire à l'écrit et à l'oral.
Pour mener à bien l'étape de systématisation, l'enseignant propose des exercices et/ou activités permettant l'appropriation des éléments langagiers conceptualisés préalablement
Ces activités /exercices doivent être :
- en adéquation avec l'objectif communicatif de l'Unité didactique
- en adéquation avec le thème du document déclencheur
- en adéquation avec le niveau de compétence des apprenants
- inscrits dans un cadre situationnel précis et cohérent, en tenant compte du niveau de compétences des apprenants

Les exercices
L'enseignant peut proposer les exercices suivants :
- Exercice de reconstitution : éléments d'une phrase ou d'un texte (oral ou écrit) à remettre en ordre.
- Exercice d'appariement : éléments d'une phrase ou d'un texte (oral ou écrit) à associer les uns aux autres, de manière cohérente.
- Exercice de substitution : éléments d'une phrase à remplacer par d'autres et qui peuvent entraîner des changements morphologiques.
- Exercice lacunaire : phrases ou textes (oral ou écrit) à compléter avec des mots ou des formes à trouver ou à sélectionner dans une liste, et à mettre le cas échéant à la bonne forme.
- Exercice de transformation : éléments d'une structure à remplacer par d'autres, soit pour prolonger une phrase, soit pour en proposer une version plus courte, soit pour s'exercer à partir d'un modèle.

- QCM : choix d'une réponse correcte parmi plusieurs réponses proposées.

Les activités

Une activité qui favorise la dynamique de groupe et suscite la motivation réunit les caractéristiques suivantes :
- les apprenants sont tous actifs en même temps ;
- l'activité est contextualisée et/ou ludique ;
- l'activité mobilise l'attention des apprenants,
- l'enjeu de l'activité n'est pas purement linguistique ;
- les apprenants s'approprient l'espace-classe ;
- les apprenants doivent agir physiquement ;
- l'activité engendre la réalisation d'actions physiques et/ou mentales (ex : bouger, rire, imaginer, interagir, manipuler, simuler, jouer).

La mise en œuvre des activités de systématisation permet de susciter une dynamique propice à la motivation des apprenants et de maximiser le temps de travail effectif. Elle implique une formulation claire et précise des consignes.
- le " pour quoi faire ". Il indique aux apprenants le but de l'activité ;
- le " quoi-faire " qui indique aux apprenants ce qu'ils doivent faire ;
- le " comment faire " qui indique aux apprenants comment ils doivent réaliser l'activité. Le " comment faire " est souvent illustré à l'aide d'un exemple.

La systématisation ne peut pas se faire à partir de jeux de rôles.

Plus une activité possède de caractéristiques et plus elle favorise la dynamique de groupe et suscite la motivation.

Remarque:
- Le temps de classe est souvent limité et ne doit donc pas être consacré à des exercices ou activités dont le rapport entre le temps qui y ait consacré et l'efficacité qui en résulte est très discutable.

Par conséquent:
- Il est important de limiter au maximum les exercices où les apprenants interviennent à tour de rôle pendant que le reste du groupe est inactif.
- De même, il n'est pas pertinent de faire, en classe, des activités ou exercices que les apprenants peuvent faire en dehors de la classe, à moins de les adapter pour un travail en classe.

Rentabiliser le temps de classe implique de donner aux activités/exercices des modalités différentes afin de les adapter à une utilisation en classe: on peut, par exemple, proposer aux apprenants de les réaliser par petits groupes de façon à ce que des échanges aient lieu permettant une confrontation des points de vue avant une prise de décision.

- Le souci de rendre les apprenants actifs pendant l'étape de systématisation renvoie à l'idée qu'ils aient quelque chose à accomplir ou à vivre ensemble.

Phase 4: La production

Comment faire produire ?
Après avoir pratiqué et mémorisé dans l'étape de fixation-appropriation, les apprenants vont pouvoir réutiliser les éléments étudiés dans la phase de production.

Etape de production
Réaliser une tâche en s'exprimant à l'oral et à l'écrit et en intégrant les éléments langagiers acquis précédemment.
L'étape de production est la dernière étape de l'unité didactique : étape pendant laquelle les apprenants vont accomplir des tâches, tant à l'oral qu'à l'écrit, pour lesquelles ils devront mettre en œuvre des compétences correspondant aux objectifs de l'unité didactique.

Pour mener à bien la phase de production, l'enseignant :
- détermine une tâche :
  1. qui relève d'une thématique proche de celle du document déclencheur,
  2. qui permet de réutiliser les éléments acquis dans la phase de systématisation
  3. et qui permet de vérifier que l'objectif communicatif est atteint.
     - détermine les activités langagières nécessaires à l'accomplissement de cette tâche (CO, CE, PO, PE, IO ou IE)
     - détermine les paramètres de la situation de communication dans laquelle la tâche sera accomplie (Qui parle ? A qui? De quoi? Où? Quand? Comment? Dans quel but? Pourquoi?)
     - élabore des consignes claires et précises qui mettront en évidence le contexte et la nature de la tâche et qui guideront la production de l'apprenant sans bloquer sa créativité.
     - donne ces consignes aux apprenants, vérifient qu'ils ont bien compris et reformulent les consignes si nécessaire.

L'enseignant peut proposer les types d'activités suivants:
A l'oral
- *Les simulations* : il s'agit de reproduire de manière authentique une situation de communication (réelle) à laquelle les apprenants sont susceptibles d'être confrontés et dans laquelle ils agissent et interagissent en tant que personne en gardant leur identité. (*cf. Le*

dictionnaire de didactique du français langue étrangère et seconde, p. 221).
- *Les jeux de rôles* : il s'agit d'agir et d'interagir dans une situation de communication donnée (réelle ou fictive) en fonction d'un personnage à interpréter. (*cf. Le dictionnaire de didactique du français langue étrangère et seconde*, p. 142).
- *Les simulations globales* : il s'agit de faire créer par les apprenants un univers virtuel dans lequel ils vont évoluer, agir et interagir. (*cf. Le dictionnaire de didactique du français langue étrangère et seconde*, p. 221)

A l'écrit
- **Les productions en situation** : il s'agit de la production de documents écrits authentiques (courriel, formulaire, carte postale, lettre, brochure, article de presse...) qui s'inscrit dans une situation de communication donnée (réelle ou fictive)

Appendix III

Exemple De Fiche Pédagogique Basée Sur Un Texte Littéraire

Texte: Il est bon que personne ne nous voie – Michel LAYAZ -2006
         (Michel Layaz est un écrivain suisse)
Source: Littérature progressive de la Francophonie
Type: Narratif et descriptif
Objectif communicatif:
- Donner des informations sur des faits passés mais pas très reculés.

Objectif pragmatique:
Raconter / décrire un évenement passé en utilisant le présent de narration et le passé composé

Contenu linguistique
- Le présent de narration
- Le passé composé
- Le conditionnel présent et passé
- La négation (ne—jamais, personne—ne)
- Adverbes temporels (depuis)

Aspects littéraires:
- Répétition
- Métaphore
- Accumulation
- Parallélisme
- Champ lexical de l'école

Compréhension Globale

Sensibilisation
- Le professeur pose des questions sur Joseph Kony:
    Qui est-il? Où vit-il? Pourquoi? Quels sont les problèmes qu'il a causés en Ouganda?
- Le professeur annonce que le sujet de la leçon suivante sera l'émigration.
    Il distribue le texte pour une lecture préalable sans question de compréhension.

Anticipation
- **Exposition**
- Le jour de la leçon, le professeur pose des questions de compréhension globale sur le paratexte:

- Qui est l'auteur de ce texte?
- De quel pays vient-il?
- Dans quel continent se trouve ce pays?
- Quels sont les langues parlées dans ce pays?
- De quel livre ce texte est-il tiré?
- En quelle année ce livre a-t-il été publié?
- Comment vous imaginez-vous Milena? (âge, comportement, origine sociale)
  Qui parle?
  A qui?
  Où?
  Quand?

Compréhension globale (mêmes questions mais ici il s'agit de confirmer les hypothèses formulées dans la phase d'anticipation)

Compréhension détaillée

- Le professeur répartit les apprenants en deux groupes et leur donne des consignes:

Groupe A

Lisez le texte et répondez aux questions suivantes:
1) Quels sont les personnages mentionnés dans ce texte?
2) Qu'est-ce qui les caractérise?
3) Dans quel pays vivent-ils?

Groupe B

1) Où se passe cette histoire?
2) Quel âge a Milena?
3) De quel pays vient-elle?
4) Pourquoi a-t-elle quitté son pays?

Questions and Collectives

1) Milena ne s`intéresse pas aux Suisses? Vrai ou faux
2) Milena est contente de son école? Vrai ou faux
3) Milena a beaucoup d`amis. Vrai ou faux
4) Milena aime le narrateur. Vrai, faux, on ne sait pas

Les apprenants travaillent en groupe puis il y a la mise en commun. Le professeur commente, valide et résume sous forme de tableau.

Personnages: Milena, les autres élèves, le narrateur
a) Cadre: Suisse, un pays francophone d'Europe, tradition de neutralitée politique
b) Problème de Milena: solitude, difficulté de communication car elle parle mal le français et elle vit dans un pays francophone

Traitement Et Conceptualisation

Les apprenants ne sont plus en groupe. Ils font le repérage des aspects grammaticaux discursifs et littéraire qui leur seront utiles pour la production et réception soit orale soit écrite.

Le professeur posé les questions suivantes:

- Identifiez les pronoms utilisés pour éviter de répéter le nom de Milena
- Identifiez les temps verbaux utilisés pour raconter cette histoire.
- Identifiez les mots utilisés pour relier les phrases et les idées dans ce texte.
- soulignez les phrases utilisées par le narrateur pour
  a) marquer la marginalisation de Milena
     i) personne ne lui tend la main, personne n'accepte son passé, aucune fille ne devient son amie- *Parallélisme*
     ii) Une guerre qui n'intéresse personne….. qui n'a jamais rien su de la guerre- *Parallélisme*
  b) souligner les phrases utilisées par le narrateur pour insister sur la solitude de Milena (c'est ici qu'on constate les répétitions, l'accumulation et la métaphore.)

Le professeur résume ces remarques sous forme de tableau

Pronom COD/COI: je lui concède quelques sourires, je ne lui laisse pas le temps de s'y accrocher. J'aurais pu l'oublier. Je pourrais l'aimer.
Temps de la narration d'un événement passé récent: présent et passé composé
Les connecteurs logiques: à cause de + nom, mais, alors, et puis, mais soudain.
Procédés de style pour insister: répétition, accumulation, parallélisme

Conceptualisation

Le professeur demande aux apprenants d'essayer de formuler une règle.

Exemple:

1. Pour éviter de répéter systématiquement le nom d'un personnage dans une histoire, on remplace le nom par un pronom (le, la, les, lui, leur)
2. Quels sont les mots utiles pour raconter une histoire cohérente en français d'après le texte de Michel LAYAZ
3. Quels sont les procédés de style qu'on peut utiliser pour insister sur une idée?

Fixation-Appropriation

Le professeur rappelle l'objectif de communication de l'Unité didactique:
Informer
Il donne les exercices; il effectue des choix car il existe plusieurs catégories d'exercices. Dans cette fiche nous avons choisi les exercices de transformation et de reconstitution;

Exercice 1
Reécrivez les phrases suivantes pour exprimer la cause.
Utilisez l'expression entre parenthèses:
- a) Les parents de Paul sont divorcés. Paul ne peut plus aller à l'école. (En raison de…)
- b) Il y a eu la violence électorale au Kenya en 2007. Ils ont quitté le Kenya et vivent chez nous. (A cause de + nom)
- c) Il a eu un accident.Il a été hospitalisé toute une année à Mulago. (Etant donné que….)
- d) Le président sortant a refusé d'accepter la défaite. Le pays est en guerre. (Parce que...)
- e) Les politiciens sont corrompus. Les routes sont en mauvaise état. (A cause de…….)

Exercice 2
Une refugiée congolaise vivant en Ouganda explique ses problèmes à une employée de la Croix Rouge.
Mettez les phrases suivantes en orders chronologique
- f) Nous n'avons rien à manger.
- g) Nous sommes arrivés dans ce camp il y a trios mois.
- h) Et puis il y a eu une guerre civile chez nous en RDC.
- i) Je ne sais pas quoi faire.
- j) Mon mari a été tué.
- k) Mes enfants doivent apprendre l'anglais.
- l) Je n'ai pas d'argent.
- m) Avant, je vivais à l'Est de la RDC. Nous avions la paix (Phrase numéro 1)
- n) Mes enfants ne vont pas à l'école.
- o) Dites au gouvernement de nous aider.
- p) Mais j'ai pu sauver ces deux enfants.

Systématisation

Milena est stressée, le directeur l'appelle. Elle lui explique sa situation. Le directeur convoque une réunion. Il demande aux élèves pourquoi ils évitent la compagnie de Milena. Chaque élève dit ce qu'il pense. Le professeur lance une balle et la personne qui prend la balle donne son avis sur Milena.
Exemple:
1. Milena est bizarre.

2. Elle parle mal français etc.

Production /Interaction orale/Médiation

1. Vous travaillez à la Croix Rouge à Genève. L'organisation vous demande de faire un petit rapport sur les réfugiés en Ouganda (provenance, défis, solutions envisagées). Faites un petit exposé de trois à cinq minutes.

2. Vous travaillez pour Action Contre la Faim et vous recherchez des informations sur la situation des réfugiés en Ouganda. Imaginez un dialogue entre vous et un réfugié francophone.

3. Après votre entretien avec les réfugiés, faites un bref rapport de l'entretien au directeur de votre organisation. (Sous forme écrite).

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Clé international

Uganda Advanced Certificate of Education

German

TEACHING SYLLABUS

Contents

Introduction

German is one of the large groups of Indo-Germanic languages, and within this group is one of the Germanic languages, related to Danish, Norwegian and Swedish, Dutch, as well as English.

German and English are both Germanic languages. They both started out as the same language. They have many words in common, word origins and grammar characteristics. That makes German a good choice for English speakers.

German is used as the official language of Germany and Austria. Historically, German falls into three main periods: Old German (c.750-c.1050); Middle German (c.1050-c.1500); and Modern German (c.1500 to the present). The earliest existing records in German date back to about 750BC. In this first period, local dialects were used in writing, and there was no standard language. But today the language has developed to standard German which we expose our learners to.

Over 120 million people speak German as their native language. German is spoken in Germany, Switzerland, Austria, Luxembourg and Liechtenstein, as well as some parts of other European countries. Twice as many people speak German in Europe than any other language. And after English, German is the most popular foreign language to learn in Europe. It is also an official language of Austria, Switzerland, Luxembourg, and Liechtenstein. And it is the native language of a significant portion of the population in northern Italy, eastern Belgium, the Netherlands, Denmark, eastern France, parts of Poland, the Czech Republic, Russia, and Romania, as well as in other parts of Europe. Learning German can connect you to 120 million native speakers around the globe; remember many people also learn German as a second language. It is the 3rd most popular foreign language taught worldwide and the second most popular in Europe and Japan, after English.

German is important in the global economy. Germany also has the world's third biggest economy (after the USA and China). It has the largest economic and political influence in Europe. Germany has the highest paid workers in the world. It is also the leading export nation in the world in proportion to its population. Switzerland, another German-speaking country, is the world's richest country. The standard of living in German-speaking countries is among the highest in the world.

German is very important for business. Many American businesses are owned by German companies. For example, American Car Company Chrysler and German Car Company Mercedes just merged, and a lot of Chrysler employees are now learning German and many companies name German as the language they would love their employees to know.

German is important for science. Most world scientists came from or studied in German-speaking countries e.g. Brahe, Tycho (1546-1601), Haeckel, Ernest (1834-1919).

Many new scientific discoveries happen in German-speaking countries, and some scientific information is only available in German. The newest elements on the Periodic Table were discovered by a German scientist called Dr. Edwin McMillan and Glenn Seaborg. That is why universities encourage learners majoring in science to learn German.

German is important for the tourist industry. In addition, Germans are all over the world working with Non-Governmental Organisations (NGOs), in embassies and business institutions. Ugandans with the knowledge of German can ably work with these institutions.

The learning of German in Ugandan schools began way back in the early 1960s in and around Kampala.

Aims and Objectives of Learning German

- To help the learner develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken.
- To help the learner form a sound base of the skills, language and attitudes required for further study, work and leisure.
- To offer insights into the culture and civilisation of the countries where the language is spoken – this may include literature where appropriate.
- To encourage greater integration into the local community, where relevant.
- To develop an improved awareness of the nature of language and language learning.
- To encourage positive attitudes toward language learning and towards speakers of other languages, and a sympathetic approach to other cultures and civilisations.
- To provide enjoyment and intellectual stimulation.

- To complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, and drawing of inferences).

Advanced level German syllabus is a document that guides teachers of German to help learners that have finished O level to acquire additional linguistic and socio-cultural competences, skills and ways of functioning in German, that allow the learners to communicate effectively in the German language. The continued study of a foreign language leads to a greater understanding of the people whose language is taught and the life they lead.

Foreign language learning encourages understanding, compassion, discovery, diversity and acquiring a global perspective. Therefore, German language classes should incorporate the following objectives:

- To gain the knowledge of contemporary German language and civilisation (daily life, attitudes, history, institutions, customs, etc.) through lecture, class discussion, texts, CDs, websites, electronic workbooks and lab manuals, videos, satellite TV, etc.
- To continue improving the four fundamental language skills (listening, speaking, reading and writing) so as to attain a level comparable to level (B2) of the Common European Language Framework (CELF), involving the following competences:
  - The learner can understand the main ideas of complex texts on both concrete and abstract topics including technical discussions in their field of specialisation.
  - The learner can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
  - The learner can produce a clear, detailed text on a wide range of subjects and explain a view point on a topical issue giving the advantages and disadvantages of various options.

The Learner's Profile

On completion of the A level syllabus, the learner should be able to:

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations encountered while travelling in an area where German is spoken.
- produce simple connected texts on topics which are familiar or of personal interest.
- describe experiences and events, or a dream, describe a wish or goal, and briefly give reasons and explanations for opinions and plans.

Rationale for Learning German as a Foreign Language

According to Dr Dan Davidson, the President of the American Councils on International Education, "Effective communication and successful negotiations with a foreign partner whether with a partner in peacekeeping, a strategic economic partner, a political adversary, or a non-English speaking contact in a critical law enforcement action, requires strong comprehension of the underlying cultural values and belief structures that are part of the life experience of the foreign partner."

In addition, Federico Fellini, an Italian film director said: "A different language is a different vision of life."

Mohandas K. Gandhi, an Indian nationalist and spiritual leader said that learning another language gives the learner the ability to step inside the mind and context of that other culture. He argued that without the ability to communicate and understand a culture on its own terms, true access to that culture is barred. In a country like Uganda where the nation and its people are part of a regional community, more dependent upon one another to supply goods and services, solve political disputes, and ensure international security, understanding other languages and cultures is paramount.

Lack of intercultural sensitivity can lead to:
- mistrust and misunderstandings.
- an inability to co-operate, negotiate, compromise and make a military confrontation.

Intercultural understanding begins with individuals who have language abilities and who can thereby provide one's own nation or community with an insider's view into foreign cultures, who can understand foreign news

sources, and give insights into other perspectives on international situations and current events.

For survival in the global community, every nation needs such individuals. A person competent in other languages can bridge the gap between cultures, contribute to international diplomacy, promote national security and world peace, and successfully engage in international trade.

The Purpose of the Syllabus

The purpose of this syllabus is to assist the teacher to prepare adequately for an effective teaching and learning process. It covers all the topics taught in S5 and S6 and offers effective methodologies of handling the teaching/learning process. Several hints are given on presentation of content including topics, content outline, learning objectives, expected practical teaching methods/strategies and suggested types of documents. At the end of each topic the learner is expected to be assessed in order to find out whether the desired competences are attained. This document should act as a basic approach to guide the teacher in using the syllabus and the supportive documents appropriately and effectively.

In addition, an outline for learners with special needs is addressed with emphasis on these special groups to be adequately and professionally catered for in the teaching and learning situation at school.

This document will greatly help the new teachers and those who have been only drilling learners to pass the Uganda National Examinations Board (UNEB) examinations regardless of whether they have attained the expected competences. It will guide their learners to acquire relevant knowledge and understanding of linguistic concepts, develop the communication skills and social values to govern effective communication. It is, therefore, imperatively necessary that a teacher plans, prepares, researches on each topic and uses his/her innovative skills to ensure that learners attain the desired learning outcome.

Scheming one's work and preparation of this syllabus is a requirement for effective implementation of the teaching/learning process. The teachers are asked to focus on innovative methods of presentation as effective tools for keeping learners interested in the subject and catering for their individual differences for the learning process to be more or less inclusive, participatory and learner-centred.

Teachers must not take for granted the following special learning needs as they may cause unpleasant results in the learning environment and process: gifted learners, slow learners, hearing handicap, visual and/or physical handicaps, behavioural disorders, mentally retarded, disadvantaged background, remote and rural or urban settings learners. Therefore the special groups need to be adequately catered for in class at

all costs through the provision of a variety of exercises, the use of many teaching methodologies and a variety of teaching aids. It is necessary that the teacher identifies the weaknesses and strong points of his/her learners early enough such that s/he helps them appropriately.

Methodology

The success of learning German as a foreign language can be achieved through using approaches which are learner-centred. To cater for the learner-centeredness, the following aspects should be considered:

- Both the time frame and the curriculum should be made to fit the learners' individual needs and suggestions
- Choosing topics which are relevant to the learners and their careers
- The use of appropriate teaching materials and methods
- Offering timely and effective correction, without de-motivating the learner
- Giving regular feedback of the learners' progress
- Teaching grammar in a context
- Incorporating intercultural aspects during the process of language teaching

Assessment Structure

After two years at A level, the learner should be able to:
- listen to audio document produced by a native speaker of German language at a normal speed, the level of the language being standard German.
- read and perform a directed writing in a standard German language, the text to be read/written being relatively short (100-200 words).
- speak either in narrative or descriptive, or conversational form with two or more people, about an interesting and familiar topic.
- write an essay of not more than 300 words, a letter, a short report, a guide, a menu, etc.

German P340 Examination Papers

German P340 consists of 4 papers.
- **Paper 1** consists of Essay Writing (**2 Hours)**

- In **essay writing**, the candidate should select one question out of 5 options. The length of the essay should be 400 words**.**

- **Paper 2** is Reading Comprehension and Commentary **(2^1/$_2$ Hours)**

- **Paper 3** consists of 2 section, Section A (Un-detailed Study) and Section B (Detailed Study) **(3 Hours)**
  - In **Section A** (Un-detailed Study), the candidate should answer 2 out of 5 questions.
  - In **Section B** (Detailed Study), there are two sub-sections. The candidate should answer two questions, one question from each sub-section.

- **Paper 4** consists of an oral examination. **(Not less than 20 minutes)**
  In this paper, the candidate should read a text, and answer ten oral questions about it. The first five are grammatical and the last five are contextual. The interaction between the candidate and the examiner should take not less than 20 minutes.

SENIOR FIVE   TERM ONE

ASPECT 1: ORAL RECEPTION

Topic: Listening

Duration: 20 Periods

Overview

Reception consists of listening (oral reception) and reading (written reception) activities. In reception activities, the user of the language, as an audience, listens and analyses an oral message produced by one or many speakers. Among the listening activities are the following:

- Listening to the public announcements, (information, instructions, cautions, etc.)
- Frequenting the media (radio, television, recordings, cinema, etc.)
- Being a spectator (theatre, meetings, conferences, presentations on stage, etc.)
- Conversations got unexpectedly

In this case, the user of the language can listen to understand:

- the general points of the information.
- the detailed information.
- a particular point of the information.
- implicitly made speech.

The learners should therefore be judged according to their ability to:

- understand a conversation between the native speakers of the language.
- understand oral presentations as an audience.
- understand the announcements and instructions passed orally.
- understand information passed over the radio, televisions and recorded information.
- understand spoken German got from sources like televisions, radios, newspapers and textbooks recorded or in written form.
- understand simple written and spoken texts.
- engage in simple fairly critical examination of a wide range of texts in different forms, styles and registers.

- understand written forms of the language that are essential for effective communication in a variety of styles and situations.

General Objectives

By the end of the topic, the learner, at this level, should be able to develop the ability to listen and understand standard German from a variety of registers.

Sub-Topic 1: Family and Home Life

Specific Objectives	Content
The learner should be able to:	
• describe the physical and moral behaviour of a person.	• Descriptive adjectives
• use the vocabulary used at home.	• Various ways of description e.g. comparison, metaphor, etc.
• understand actions of people at home.	• Parental relationships, e.g. uncle, brother-in-law
• appreciate the responsibilities of family members in a German home.	• The status of the elderly and responsibility to their care
• understand instructions pertaining to domestic life, e.g. manuals, recipes, etc.	• Characters of human beings and animals
	• Vocabulary, e.g. names of pets and objects used at home,
	• Structures expressing imperative form

Suggested Teaching/Learning Strategies

- Brainstorm on the topic, "Home, Life and Family" to activate related vocabulary.
- Play the recorded text once to give learners a general picture of what it is about.
- Divide learners into groups and give them specific assignments on the listening text to allow for selective listening.
- Examine learners' listening comprehension by allowing them to answer questions on the recorded text.
- Choose listening texts at the level and interest of the learners as the basis of learning material.
- Allow learners to discover, about the listening text in question.

- Provide guiding questions to help understand the text.
- Set a time limit for every activity.
- Guide where necessary.

Teaching/Learning Aids
- Audio-visual materials including; audio-books, DVDs   MP3s, CDs, cassettes, music downloads from the internet, e.g. http://www.youtube.com/watch?v=2-C4PIJwSyE

Assessment Strategies
Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Matching ideas using pictures and/ or words

Sub-Topic 2: Leisure

Specific Objectives	Content
The learner should be able to: • describe or reproduce a presentation of a given recipe. • respond to a phone invitation to an outing. • match expressions or statements with people they belong to. • answer questions on the role of sports and relaxation. • answer questions on the contribution of leisure to employment.	• Names of various German foods • Terminologies used in food preparation • German ways of arranging the table • Conjunctions of coordination, • Names of sports and games • The role of leisure to human life and verbs related to leisure

Suggested Teaching/Learning Strategies
- Brainstorm on the topic, "Leisure", to activate related vocabulary.
- Play the recorded text once to give learners a general picture of what it is about.

- Divide learners into groups and give them specific assignments on the listening text to allow for selective listening.
- Examine learners' listening comprehension by allowing them to answer questions on the text.
- Choose listening texts at the level and interest of the learners as the base of learning material
- Allow learners to discover, about the listening text in question.
- Provide guiding questions to help learners understand the text.
- Set a time limit for every activity.
- Guide where necessary.
- Prepare a list of resourceful aids you would wish to use in class in advance e.g. a list, of recreational activities and facilities, foods and drinks.
- Write a recipe for preparing a given dish which learners have to follow.
- Give the learners listening comprehension exercises in groups on the importance of sports to human life, and present their findings afterwards to the rest of the class.

Teaching/Learning Aids
- Audio-visual materials including; audio-books, DVDs, MP3s, CDs, cassettes, music downloads from the Internet

Assessment Strategies
Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Matching ideas using pictures and/ or words
- Text re-arrangement
- Summarising a listening text

ASPECT 2: WRITTEN RECEPTION

Topic: Reading

Duration: 20 Periods

Overview

The visual reception consists of reading comprehension and audio-visual reception (watching meaningfully the television and use of computer for learning).

In the visual reception (reading comprehension), the language user, as a reader, understands and treats the texts produced by one or many writers. Examples of reading activities include:

- reading to get direction
- reading to get information, e.g. by reading reference books
- reading to get instructions
- reading to get pleasure, etc

The language user can read for understanding:

- general points in the text.
- a particular information.
- detailed information.
- an implicitly written speech.

In the audio-visual reception activities, the language user picks audio and visual information simultaneously. Below are some of the examples of activities for effective watching of television:

- Following with eyes a text read loudly
- Watching television, video, or cinema, headed films
- Using new technologies (multimedia, CD-ROM)

The learner's ability to understand written texts should be assessed depending on his/her:

- level of understanding letters.
- level of reading to get direction.
- level of reading to get information and discuss.
- level of reading and understanding instructions.

The learners should:

- read with understanding German language got from sources including newspapers, magazines and textbooks on familiar topics to him/her such as the family, leisure, schools, work, travel.
- engage in simple fairly critical examination of a wide range of texts in different forms, styles and registers.
- identify written forms of the language that are essential for effective communication in a variety of styles and situations.

General Objective

The learner should be able to portray a fairly clear understanding of information written in standard German and effectively interpret messages from visual and audio-visual aids.

Sub-Topic 1: Family and Home Life

Specific Objectives	Content
The learner should be able to:	
• describe physical and moral behaviour of a person.	• Descriptive adjectives - various ways of description e.g. comparison, metaphor, etc.
• use vocabulary used at home.	• Parental relationships, e.g. uncle, brother in law
	• Structures expressing imperative form.
• describe people's actions at home.	• Characters of human beings and animals and use of vocabulary,
• follow instructions pertaining to domestic life, e.g. manuals, recipes, etc.	e.g. names of pets and objects used at home
• appreciate the responsibilities of family members in a German home.	• The status of the elderly and responsibility to their care

Suggested Teaching/Learning Strategies

- Using brainstorming approach, the learners generate descriptive adjectives used to describe how people behave in a home and use them in sentence making.
- Using question and answer approach, the learners generate vocabulary on the topic "Home, Life and Family" to activate related vocabulary.

- Using exemplification approach, the learners identify structures expressing imperative forms that elders use to order the young ones to do some work and discuss the relationship between the elders and the youth in a home setting.
- "Vorentlastung"- ease the understanding of the text to be read by extracting unfamiliar vocabulary and explaining it.
- Divide learners into groups and give them specific assignments on the reading text about the responsibilities of family members in a German home.
- Gather vocabulary on descriptive adjectives and structures expressing imperative form.
- Allow learners to express their wishes for particular professions.
- Choose a reading text on the physical and moral behaviours of people as the base of learning material.
- Provide manuals, recipes, etc.
- Set guiding questions to help understand the texts.
- Arrange learners in groups to answer questions on the reading texts.
- Allow learners to discover about the reading texts in question.
- Set a time limit for every activity.
- Guide where necessary.

Teaching/ Learning Resources
- Various forms of reading materials

Assessment Strategies

- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Answering reading comprehension questions on the texts

Sub-Topic 2: Leisure

Specific Objectives	Content
The learner should be able to: • read and understand a recipe for preparing a particular food.	• Names of various German foods • Terminologies used in food

Specific Objectives	Content
• read and understand an invitation to an outing.	preparation • German ways of arranging the table
• read and understand expressions about people's interests in leisure.	• Names of sports and games
• understand texts on the role of sports and relaxation on performance of tasks.	• The role of leisure to human life
• read texts showing contribution of leisure to employment and answer questions about the text.	• Verbs related to leisure and conjunctions of coordination

Suggested Teaching/Learning Strategies

- Brainstorm on the topic, "Leisure", to activate vocabulary related to a recipe for preparing a particular food, e.g. names of various German foods.
- Using question and answer approach, the learners read and answer questions on the German ways of arranging the table especially when they are for outings.
- Provide a text to give learners a general picture of what it says about people's interests in leisure.
- Using research approach, arrange learners in groups and give them specific assignments on the reading text on the role of sports and relaxation.
- "Vorentlastung"- ease the understanding of the text to be read by extracting unfamiliar vocabulary and explaining it.
- Using discovery approach, learners in groups read the text and discover the role of sports and relaxation on performance of tasks. Request each group to present its findings to the rest of the class.
- Gather vocabulary on leisure, food and drink, table manners, etc.
- Provide texts on recreational activities and facilities, foods and drinks.
- Set guiding questions to help learners understand the texts.
- Arrange learners in groups to answer questions on the reading texts.
- Allow learners to discover about the reading texts in question.
- Set a time limit for every activity.
- Guide where necessary.

- Request each group to present their findings to the rest of the class.

Teaching/ Learning Aids

- Various reading materials on leisure, food and drink, sports and recipes

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Text rearrangement
- Summarising a reading text
- Answering reading comprehension questions

ASPECT 3: ORAL PRODUCTION

Topic: Speaking

Duration: 28 Periods

Overview

In this aspect, the learner should be able to relatively do the following:

- Speak fluently in standard German about relevant, familiar and interesting topics.
- Use powers of expression in oral communication.
- Give complete and entirely accurate/relevant responses with appropriate elaboration.
- Read long comprehension texts and make oral commentaries.
- Display overall fluency in speech with frequent use of complex sentences and relevant connectors.
- Use accurately, the oral forms of the language, in a range of styles and situations.

In the oral production (speaking) activities, the language user produces a text, or an oral speech that is picked by one or many audiences. Among the oral production activities, there are:

- Public announcements (information, instructions, etc)
- Presentations (speech in public meetings, conferences in the universities, sermons, shows, sports, commentaries, etc)

The activities can include:

- Reading a written text loudly
- Making a presentation following the notes or commenting on a visual data (diagram, pictures/ drawings, tables, etc)
- Role-playing a part that was previously repeated
- Spontaneous speaking
- Singing

General Objective

By the end of the topic, the learner, at this level, should be able to develop the ability to speak standard German fluently in a variety of communicative situations, especially speaking about their environment.

Sub-Topic 1: Home Life

(*School routine, eating and drinking, health and fitness, self, family, pets, personal relationships, house and home*)

Specific Objectives	Content
The learner should be able to:	
• describe healthy eating.	• Vocabulary related to feeding, e.g. fast-food, dessert, etc.
• define fast-food.	
• compare the national traditions of eating and drinking of the German people to those of Ugandans.	• Traditions of eating and drinking in Germany and in Uganda
• list behaviours leading to healthy living.	• Description of a healthy person
• give advantages of physical exercise; dieting; drugs; health care provision.	• Advantages of keeping oneself healthy and disadvantages of drug abuse
• discuss ways of avoiding stress.	• Definition, causes and ways of avoiding stress
• advise people to guard against the HIV/AIDS pandemic.	• Advice on and practices leading to the spread of HIV/AIDS

Suggested Teaching/Learning Strategies

- Using brainstorming approach, the learners define fast-food.
- Using discussion approach, the learners compare the national traditions of eating and drinking of the Germans to those of Ugandans.
- Using question and answer approach, the learners list behaviours leading to healthy living, e.g. doing physical exercises.
- Using discussion approach, learners give advantages of physical exercise, dieting, drugs and health care provision.
- Using discussion approach, learners discuss ways of avoiding stress, e.g. taking time out, working at a manageable pace, etc.
- Using simulation approach, learners simulate counsellors and advise people to guard against the HIV/AIDS pandemic

Teaching /Learning Aids

- Textbooks with useful expressions (Redemittel) on topics related to home life

- Texts on the forms of family in Germany
- Magazines and other publications in German discussing family in Germany

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic, "Home Life", to activate related vocabulary.
- Provide learners with pictures of families to start off a discussion on home life.
- Arrange learners into groups and give them specific assignments.
- Reformulate what another speaker has said.
- Begin, continue and finish a conversation.
- Use audio and visual aids to depict home life in Uganda vis-à-vis Germany
- Discuss the home life in Uganda.

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Simulating a situation to which learners have to react
- Guided conversation

Sub-Topic 2: The International World

Specific Objectives	Content
The learner should be able to:	
• discuss the means of transport in Germany.	• Vocabulary related to travel, tourism, leisure
• bargain the prices of merchandise at the market.	• Use of logical articulators for bargaining the prices in the market
• discuss the challenges faced by the tourists.	• Challenges one might encounter in a foreign land, i.e. segregation, accommodation and feeding, cultural shock, prejudices
• discuss the advantages of tourism to the locals.	• The advantages of tourism to the locals
• tell his/her expectations if they went to a foreign country.	• Expectations about a country: communication system, social services, standard of living, education system, economic
• express the challenges one could face if they went abroad.	
• tell one's expectations if they	

Specific Objectives	Content
went to a foreign country. • compare the position of women in Germany and other countries to the one in Uganda.	activities, respect of human rights • The position of women in the society

Suggested Methodology

- Using discussion approach, the learners discuss the means of transport in Germany.
- Using role-playing approach, the learners act the role of bargaining the prices of merchandise at the market.
- Using discussion approach, in groups, the learners discuss the challenges faced by the tourists.
- Using discussion approach, learners discuss the advantages of tourism to the locals, e.g. revenue, creating friends, etc.
- Using brainstorming approach, the learners tell their expectations if they went to a foreign country, for example, communication system, social services, standard of living, education system, economic activities, respect of human rights, etc.
- Using discussion approach, learners compare the position of women in Germany.

Teaching /Learning Aids

- Textbooks with useful expressions (Redemittel) on various topics; like tourism and travel
- Reading texts on the system of school in Germany
- Youth magazines and other school publications in German

Assessment Strategies

- Simulate situations like:
  - in a restaurant, railway station or at the airport
  - arranging appointments on a phone
  - making telephone bookings

ASPECT 4: WRITTEN PRODUCTION

Topic: Writing

Duration: 16 Periods

Overview

By the end of the first year, the learner should be in position to:

- write short texts coherently in standard German.
- write in standard German informal and formal letters, essays, reports, curriculum vitae, users' guides, advertisements, menus, short stories, articles, etc.
- write commentaries on both familiar and unfamiliar topics.
- structure ideas and arguments in a sustained and logical way, and support them with precise and relevant examples.

General Objective

By the end of the topic, the learner should be in position to write quite coherently showing knowledge of a wide range of vocabulary, and applying grammar and structures of standard German.

Sub-Topic 1: Global Issues - Democracy

Specific Objectives	Content
The learner should be able to:	
• write an account of one's journey through a democratic elections.	• Vocabulary related to good governance
	• Use of logical articulators
• write about the significance of human rights in protecting the vulnerable groups in the society.	• Cultural shock, prejudices as we fight the abuse of human rights and protect the vulnerable groups in the society
• write a commentary on a topic related to global warming and how it affects the life of man.	• How global warming affects the communities
	• The position of women in society
• write about challenges faced by the youth in fighting against drug abuse.	• Challenges one might encounter in fighting against drug abuse among the youth

Suggested Methodology

- Using discussion approach, learners write an account of one's journey through democratic elections, especially what it takes for a country to be called "democratic".
- Write about the significance of human rights protection as we protect the rights of the vulnerable groups in the society.
- Using exemplification approach, the learners write a commentary on a topic related to global warming and how it affects the life of man.
- Using discussion approach, learners write on challenges faced by the youth in fighting against drug abuse.

Teaching /Learning Aids

- Textbooks with useful expressions (Redemittel) on various topics like tourism and travel
- Texts on tourism in Uganda and Germany
- Magazines and other publications on global issues

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing a formal letter requesting for information at a tourism centre in Germany
- Writing a commentary on the democratic governance of a country
- Writing a dialogue between a tourist and a travel agent
- Translating a relatively simple text from German to English
- Essay topics on practices mitigating global warming
- Commentary topics based on texts related to human rights protection
- Written inquiries addressed to the police to stop drug abuse among the youth

Sub-Topic 2: Global Issues – Conflict Resolution

Specific Objectives	Content
The learner should be able to:	
• write a commentary on problems of refugees in the world.	• Problems of refugees in the world
• list the causes of disagreement	• Causes of disagreement among

Specific Objectives	Content
among communities.	communities
• suggest ways of resolving conflicts.	• Ways of resolving conflicts
• write about languages as a cause of conflict among communities.	• Languages as a cause of conflict among communities

Suggested Teaching/Learning Strategies

- Using group work approach, learners write a commentary on problems of refugees in the world. Guide them to use the right language and follow the appropriate way of writing a commentary.
- Using discussion approach, the learners list the causes of disagreement among communities.
- Using question and answer approach, learners suggest ways of resolving conflicts, such as peace talking in the presence of a mediator. Write down their suggestions and ask other learners to give their comments on them.
- In groups of 2, learners plan and write about languages as a cause of conflict among communities e.g. when one group feels that their language is not given the chance to be used in an official gathering.
- Brainstorm on the topic, "Conflicts", so as to generate related vocabulary and expressions and discuss it thoroughly.

Teaching/Learning Aids

- Textbooks with useful expressions (Redemittel) on various topics
- Magazines and other publications on conflict which is a global issue

Practical Activities

- Provide learners with information to give them a general picture on global issues.
- Arrange learners in groups and give them specific written assignments.

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an essay on the topics: The Global Issues - Conflict Among the Communities; How to avoid the conflicts.

- Writing a commentary on topics based on reducing the impact of refugees on the UN
- Writing an apology letter to someone one has wronged as a way of conflict resolution

ASPECT 5: GERMAN GRAMMAR

Topic 1: German Grammatical Structures

Duration: 14 Periods

Overview
By the end of the first year of this level, the learner should be able to:
- develop relatively good knowledge of the structure of the German grammar.
- understand and use relatively accurate forms of the language that are essential for effective communication in a range of styles and situations.

Sub-Topic 1: The German Sentence and its Components (I)

Specific Objectives	Content

The learner should be able to:
 • identify different sentence components.
	• Components of a sentence
	   - subject
	   - predicate
	   - object
	   - adverbial components
	   - other components

• differentiate between sentence components and word types.	• Differences between sentence components and word types
• indicate the correct word order in sentence construction.	• The correct word order in sentence construction

Suggested Teaching/Learning Strategies
- Using group work approach, learners should identify different sentence components such as:
    - subject
    - predicate

- object
- adverbial components
- other components
- Using research approach, learners in group work assignments, differentiate between sentence components and word types following the approach below:
  - Provide texts to learners and let them identify the different sentence components.
  - Write sentences on the board and explain.
  - Ask the learners to rearrange jumbled components of a sentence.

Note: The following are the word types:
  - Irregular: nouns, articles, verbs, adjectives, pronouns, numerals
  - Regular: adverbs, prepositions, conjunctions, interjections
- Using problem based learning approach (teacher presents problem and learners solve it), the learners indicate the correct word order in sentence construction.

Teaching/Learning Aids
- Grammar textbooks
- Internet resources
- Duden Grammatik

Assessment Strategies
Areas to be assessed in this sub-topic include:
- Identifying the different sentence components
- Giving some components in form of "fill in exercises"
- Rewriting sentences using another given structure
- Answering objective questions
- Asking True or False questions

Sub-Topic 2: Functions of Words in Sentences

Specific Objectives	Content

The learner should be able to:
• use different German word types appropriately in a sentence.
	• Word types and their declination, e.g.
	   - nouns
	   - pronouns

Specific Objectives	Content
• construct sentences using; nominative, accusative, dative and genitive cases. • differentiate between adjectives and adverbs and their functions. • join sentences using appropriate conjunctions.	- verbs - adverbs - adjectives - conjunctions • Nominative, accusative, dative and genitive cases • Adjectives and adverbs, and their functions • Conjunctions

Suggested Teaching/Learning Strategies

- Using group work assignments approach, learners use different German word types appropriately in a sentence as they fill in blank spaces with given words.
- Using "Station teaching" approach, assign different groups separate tasks to present in the plenary. Each group constructs sentences using either nominative or accusative, or dative, or genitive cases.
- Using problem based learning approach, (teacher presents a problem and learners solve it), the learners differentiate between adjectives and adverbs and their functions. Provide texts to learners and let them identify the different sentence components according to their distinct features, for example, their suffixes.
- Using work based learning approach (teacher guides students throughout the learning process), the learners join sentences using appropriate conjunctions.

Note:
- Encourage learners to memorise.
- Guide learners to use the dictionary to identify the different types of words in a German sentence.
- Give relevant websites.

Teaching /Learning Aids

- Grammar textbooks
- Internet resources

- Duden Grammatik

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Identifying the different sentence components
- Giving some components in form of "fill in exercises"
- Rewriting sentences using another given structure
- Giving objective questions
- Asking True or False questions

ASPECT 6: LITERATURE IN GERMAN AND SOCIO-CULTURAL STUDIES

Topic 1: Literature in German

Duration: 8 Periods

Overview

Teaching German at A level aims, among other objectives, at helping the learners to communicate and develop a critical mind (understanding written documents and expressing one's opinion on issues and events). We therefore recommend a combination of subjective and objective approaches to literature.

Note:
- Subjective approach is reader-centred, focused on the individual perceptions of different readers.
- Objective approach is text and author centred aiming at observing, analysing and looking for the original meaning of the text.

The teacher therefore, should empower the learners to:

- read and identify main ideas and/or the plot in a simple literary text e.g. extract of a novel, play, short story, poetry.
- recognise and discuss basic literary aspects in the text: characters, themes, genre, type (e.g. sonnet), tones, structure, simple literary devices such as comparison, repetition, hyperbole, etc.
- express their feelings /reactions about a literary text.
- relate the text to real life situations**.**

Given that a language cannot be learnt separately from the culture in which it is spoken, the inter-cultural component to be taught here aims at developing **awareness** in the learners of the different cultures and lifestyles of the German language speakers and of their own cultures.

With the help of this aspect, learners should therefore, be able to:

- identify and appreciate the socio-cultural aspects among the communities.
- compare and contrast other cultures with theirs.

- overcome stereotypes and appreciate unfamiliar practices in other cultures.
- develop in them the spirit of tolerance.
- talk about their own culture in German (politics, economics, environment, etc.)

You, the teacher, should:
- avail learners with resource materials on selected themes, materials such as photos, audio-visual tapes or CDs, texts, websites, etc which help them to compare and contrast the different cultures.
- make stereotypes visible to the learners i.e. asking them to draw aspects which are typical in a culture.
- encourage them to:
  - understand the origin and causes of stereotypes.
  - establish a table of comparison between the culture they are studying and theirs.
  - observe different ways of dealing with situations for example through films.

The learners, on the other hand, should:
- have broad knowledge of and an appreciation for literatures and cultures from different parts of the world where German is spoken as a mother tongue.
- have a deeper understanding of German literary texts so as to enhance their skill of analysing and interpreting literature.
- build their vocabulary.
- increase their awareness of cultural differences.
- read and understand texts in German on the daily life of the German people.
- compare the German and Ugandan ways of life.
- appreciate different levels of German language in different categories of the society.

In conclusion, the learner should have an overview of German literature from the early 20th Century to the present using representative works of some major writers by placing emphasis on cultural context.

General Objectives

By the end of the topic, the learner should be able to:

- show broad awareness of, and sensitivity to, German culture and civilisation.
- encourage positive attitude to German language learning and sympathetic approach to the civilisations of other people speaking German elsewhere in the world.

Sub-Topic 1: Introduction to Literary Texts

Specific Objective	Content
• The learner should be able to globally and selectively extract and analyse information from literary texts.	• Use of the five "Wh" interrogatives with literary texts: - Who? - Where? - When? - What & How? - Why?

Suggested Methodology

- Using question and answer approach, learners globally and selectively extract and analyse information from literary texts, using the five "Wh" interrogatives, Who? Where? When? Why? What? How?

Practical Activities

- Introduce the concept of literature to learners and show them how literary texts are handled.
- Explain to learners how the "wh" interrogatives apply to literary texts.
- Distribute learners into groups and assign them texts to handle putting emphasis on the practical application of the "wh" question words.

Teaching/Learning Aids

- Literary texts
- Internet resources
- Duden der deutschen Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Providing learners with literary texts and allowing them to extract the required information from them
- Learners extracting information from provided texts using the "wh" interrogatives

Sub-Topic 2: Commentary

Specific Objectives	Content
The learner should be able to: • summarise a literary text. • analyse literary texts and write a commentary about them.	• Skills of summary • Structure of a commentary and logical interlocutors expressing opinion

Suggested Teaching/Learning Strategies

- Using group discussion approach, learners identify the main points in the literary text and summarise them.
- Using problem based learning approach, the learners analyse literary texts and write a commentary about it.
- Use literary texts with which learners can practise.
- Give the learners group work assignments to go and look for techniques of writing commentary.
- Provide learners with a literary text to summarise.

Practical Activities

- Explain to learners the qualities of a good summary.
- Explain to learners the salient features of a commentary.
- Practically write one commentary with the learners.
- Collectively assess a commentary written by one of the learners.

Teaching/Learning Aids

- Literary texts
- Internet resources
- Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:

- Provide learners with a literary text and let them summarise it.
- Let learners write a commentary on selected literary texts.

Topic 2: Socio-Cultural Study

Duration: 8 Periods

Sub-Topic 1: Theme - Childhood

Specific Objectives	Content
The learner should be able to:	
• discuss how to avoid risks children take as they are growing.	• How to avoid risks children take as they are growing
• suggest ways of preparing for disasters that may befall them.	• Ways of preparing for disasters that may befall children

• analyse literary aspects in a text.	• Literary aspects in a text to analyse:
	    - Arme brave Kinder
	    - Das Miststück
	    - Der Vater

• appreciate the appropriate language use therein.	• Appropriate language use in a literary text

Suggested Teaching/Learning Strategies

- Using discussion approach, learners in groups, discuss how to avoid risks children take as they are growing. For example, climbing trees, moving at night, use of sharp objects, etc.
- Using brainstorming approach, learners suggest ways of preparing for disasters that may befall them. For example, in schools, put in place rules and regulations, closing holes around the home, not leaving children alone at home, in the class, when they are playing games, not to leave any drugs in the vicinity of children, etc.
- Using discussion approach, learners, after thoroughly reading and understanding the literary text provided, analyse literary aspects in a text. For example, the thematic issues, the figurative styles used to colour the language, illustrate the intention of the writer, etc.
- Using discussion approach, the learners appreciate the appropriate language use therein. For example, ways of comparing, use of reported speech, direct speech, use of sayings, etc.

Practical Activities

- Using 'Vorentlastung' approach, prepare the literary text for reading by easing vocabulary.
- Ask learners to read the text and check their understanding of it.
- Arrange learners in groups and assign each group separate tasks dealing with literary appreciation.
- In the plenary, allow each group to present its work.

Teaching/Learning Aids

- Literary texts
- Internet resources
- Duden Literatur
- Pictures of children taking risks
- Copies of texts on disaster preparedness
- Stories on countries that have mitigated the impacts of disasters through prior preparations

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an interpretation of the text
- Writing the message of the text
- Writing about the use of literary techniques in the individual texts
- Commenting on the structure and style in the texts

SENIOR FIVE TERM TWO

ASPECT 1: ORAL RECEPTION (CONTINUATION)

Topic: Listening (Continuation)

Duration: 26 Periods

Sub-Topic 3: School

Specific Objectives	Content
The learner should be able to: • understand expressions about one's preference for a type of school. • use reflexive (tonic) pronouns. • appreciate the relationship one has with others, including good/poor interpersonal relationships in school. • compare texts on school routine in both Germany and Uganda. • differentiate between school life in Germany and in Uganda. • differentiate between the Ugandan and German education systems. • use vocabulary used at school. • read and understand instructions pertaining to school life. • appreciate the responsibilities of a student in a German school.	• Expressions about one's preference for a type of school • The use of reflexive (tonic) pronouns • Appreciation of the relationship one can have with others including good/poor interpersonal relationships in school • Comparison of texts on school routine in both Germany and Uganda. • The differences between school life in Germany and Uganda. • Differences between the Ugandan and German education systems • Vocabulary used at school • Instructions pertaining to school life

Suggested Teaching/Learning Strategies

• By means of an 'Assoziogramm', brainstorm on the topic, "School", to activate related vocabulary.

- Play a recorded text once to give learners a general picture of the different types of schools.
- Arrange learners into groups and give them specific assignments on the listening text to allow for selective listening.
- Allow learners to answer questions on the text.
- Interact with learners on their school life.
- Give guidance on the interaction by providing appropriate expressions.
- Explain what is meant by school life.
- Provide materials on the Ugandan and German education systems.
- Avail materials which depict differences between schools in Germany and Uganda, e.g. school routine, dress code, assessment criteria, role of parents, etc.
- Choose listening texts at the level and interest of the learners as the basis of learning material.
- Allow learners to discover about the listening text in question.
- Provide guiding questions to help understand the text.
- Set a time limit for every activity.
- Guide where necessary.

Teaching/Learning Aids
- Audio-visual materials including; audio-books, DVDs, MP3s, CDs, cassettes, music downloads from the internet, etc.

Assessment Strategies
Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Matching ideas using pictures and/ or words
- Answering listening comprehension questions.

Sub-Topic 4: Health

Specific Objectives	Content
The learner should be able to: • identify expressions about one's health.	• Expressions about one's health

Specific Objectives	Content
• understand prescriptions and/or instructions from a medical personnel.	• Prescriptions and/or instructions from medical personnel
• understand advantages of good feeding and disadvantages of over eating as they use the terminologies related to health.	• Advantages of good feeding and disadvantages of over-eating • Terminologies related to health • Expressions of good/bad health
• appreciate sport activities as related to health.	• Sport activities as related to health
• identify causes of various ailments.	• Causes of various ailments

Suggested Teaching/Learning Strategies

- Using discovery approach, the learners, after they have listened to a text about health in Germany, identify expressions about their health e.g. *Chlamydieninfektion, cholera, chronics, eine chronische Krankheit, Kreislaufstörung'.*
- Using brainstorming approach, the learners identify in a medical form, the sicknesses and medicine prescribed for them.
- Using discussion approach, the learners discuss the advantages of good feeding and disadvantages of over-eating, as they compare the pictures of persons showing over-eating and under-feeding.
- Using exemplification approach, the learners should identify examples of sports lovers in the history of man and discuss their lifespan due to being lovers of sports and compare it with the Ugandan health situation.
- Brainstorm on the health situation in Uganda e.g. the causes of various ailments.
- Use comparative study
- Gather vocabulary on health
- Select a listening text on health aspects

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Matching causes with ailments as given in the listening text
- Identifying vocabulary on health in a passage

ASPECT 2: WRITTEN RECEPTION (CONTINUATION)

Topic: Reading (Continuation)

Duration: 22 Periods

Sub-Topic 3: School Life

Specific Objectives	Content
The learner should be able to: • identify expressions about one's preference for a type of school. • use the reflexive (tonic) pronouns. • appreciate the relationship one can have with others including good/poor interpersonal relationships in school. • understand comparative texts on school routine in both Germany and Uganda. • compare school life in Germany and Uganda.	• Expressions of preference • Adjectives expressing good mutual relationships i.e.: sharing, love, mutual respect • Bad relationships: selfishness, jealousy • Comparative expressions, e.g. whereas, while, etc • Causative and conditional conjunctions, e.g. weil, da, den, wenn

Suggested Teaching/Learning Strategies

- By means of an 'Assoziogram', brainstorm on the topic, "School", to activate related vocabulary such as expressions of preference.
- Using discovery approach, learners identify different types of schools from a recorded text played to give learners a general picture on the type of schools in Germany.
- Arrange learners in groups and give them specific assignments on the listening text to allow for selective listening on the relationship between the learners and their teachers in school.

- Allow learners to answer questions on the text on school routines in Germany as they compare Ugandan education system to Germany education system.
- Choose reading texts at the level and interest of the learners as the basis of learning material.
- Allow learners to discover about the reading text in question.
- Provide guiding questions to help the learners understand the text.
- Set a time limit for every activity.
- Guide where necessary.

Teaching /Learning Aids
- Reading texts on school life in both Germany and Uganda
- Reading texts on the system of school in Germany
- Youth magazines and other school publications in German

Assessment Strategies
Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Re-arranging texts
- Summarising a reading text
- Answering reading comprehension questions

Sub-Topic 4: Health

Specific Objectives	Content
The learner should be able to:	
• understand expressions about one's health.	• Expressions about one's health, e.g. diseases and ailments, verbs related to health, activities that pollute the environment in a town
• understand prescriptions and or instructions from a medical personnel.	• Prescriptions and or instructions from medical personnel e.g. expressions of cause and effect, direct speech, indirect speech
• state the advantages of good feeding and disadvantages of	• Sports and fitness activities,

Specific Objectives	Content
over-eating. • read and understand texts related to health. • describe sport activities as related to health. • give the causes of various ailments.	advantages of good feeding and disadvantages of over-eating • Texts related to health e.g. behaviours of town dwellers to fry food, sport activities as related to health such as gym, etc. • Causes of various ailments

Suggested Teaching/Learning Strategies

- By means of an 'Assoziogramm', brainstorm on the topic; "Health" to activate related vocabulary e.g. diseases and ailments, verbs related to health, activities that pollute the environment in a town, etc.
- Using identification approach, the learner identifies medical expressions through the provision of a real medical form to give learners a general picture of the health situation in Uganda.
- Arrange learners in groups and give them specific assignments on the advantages of good feeding and disadvantages of over-feeding or allow the learners answer questions on the text.
- Choose reading texts at the level and interest of the learners as the basis of learning material.
- Allow learners to discover more from the reading text through questions about the passage.

Teaching/Learning Aids

- Reading texts on the health situation in both Germany and Uganda
- Reading texts on the system of schools in Germany
- Simple health publications in journals

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Filing in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Re-arranging the text
- Summarising a reading text
- Answering reading comprehension questions

ASPECT 3: ORAL PRODUCTION

Topic: Speaking (Continuation)

Duration: 14 Periods

Sub-Topic 2: Home Life - Good Feeding

(School routine, eating and drinking, health and fitness, self, family, pets, personal relationships, house and home)

Specific Objectives	Content
The learner should be able to:	
• describe healthy eating.	• Vocabulary related to feeding, e.g. fast-food; dessert
• define fast-food.	
• compare the national traditions of eating and drinking of the Germans to those of Ugandans.	• Traditions of eating and drinking in Germany and in Uganda
• list behaviours leading to healthy living.	• Description of a healthy person
• give advantages of physical exercise; dieting; drugs; health care provision.	• Advantages of keeping oneself healthy and disadvantages of drug abuse
• discuss ways of avoiding stress.	• Definition, causes and ways of avoiding stress
• advise people to guard against HIV/AIDS pandemic.	• Advice on and practices leading to the spread of HIV/AIDS.

Suggested Teaching/Learning Strategies

- Using brainstorming approach, the learners define fast-food.
- Using discussion approach, the learners compare the national traditions of eating and drinking of the Germans to those of Ugandans.
- Using question and answer approach, the learners list behaviours leading to healthy living e.g. doing physical exercises.
- Using discussion approach, learners give advantages of physical exercise; dieting; drugs; health care provision.
- Using discussion approach, learners discuss ways of avoiding stress e.g. taking time out, working at a manageable pace, etc.
- Using simulation approach, learners simulate counsellors and advise people to guard against the HIV/AIDS pandemic.

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic, "Home Life", to activate related vocabulary.
- Provide learners with pictures of families to start off a discussion on home life.
- Arrange learners into groups and give them specific assignments.
- Ask them to reformulate what another speaker has said.
- Engage them in beginning, continuing and finishing a conversation.
- Use audio and visual aids to depict home life in Uganda vis-à-vis Germany.
- Discuss the home life in Uganda.

Teaching /Learning Aids

- Textbooks with useful expressions (Redemittel) on topics related to home life
- Texts on the forms of family in Germany
- Magazines and other publications in German discussing family in German

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Simulating a situation to which learners have to react
- Guided conversation to test knowledge of vocabulary

ASPECT 4: WRITTEN PRODUCTION (CONTINUATION)

Topic: Writing (Continuation)

Duration: 20 Periods

Overview

At the end of the first year, the learner should be in position to:

- write short texts coherently in standard German.
- write in standard German informal and formal letters, essays, reports, curriculum vitae, users' guides, advertisements, menus, short stories, articles, etc.
- write commentaries on both familiar and unfamiliar topics.
- structure ideas and arguments in a sustained and logical way, and support them with precise and relevant examples.

General Objective

By the end of this topic, the learner should be in position to write quite coherently showing knowledge of a wide range of vocabulary, and applying grammar and structures of standard German.

Sub-Topic 3: Home Life - Role of the Family in Building Good Citizenship

Specific Objectives	Content
The learner should be able to: • write a commentary on the role of family in both Germany and Uganda. • write on the challenges of growing up. • write about the impression the Ugandan and German children have about pocket money. • write about relationships within a home. • write about the significance of a family in one's life.	• The role of family in both Germany and Uganda • The challenges of growing up • The impression the Ugandan and German children have about pocket money • Relationships within a home • The significance of a family in one's life

Suggested Teaching/Learning Strategies

- Using discussion approach, learners write a commentary on the role of family in both Germany and Uganda.
- Using group work, learners write about the challenges of growing up in Uganda and in Germany.
- Using question and answer approach, learners write about the impression the Ugandan and German children have about pocket money.
- Using brainstorming approach, learners write about relationships within a home.
- Using discovery approach, learners outline and write in details about the significance of a family in one's life.

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic, "Home /School Life", to activate related vocabulary.
- Provide learners with information to give them a general picture on global issues.
- Arrange learners in groups and give them specific written assignments.

Teaching/Learning Aids

- Textbooks with useful expressions (Redemittel) on various topics related to home and school life
- Texts on home/school life in Uganda and Germany
- Magazines and other publications on home and school life

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an essay about typical home life in Uganda and comparing it with that in Germany
- Writing an essay on comparison of different types of schools in Uganda and Germany
- Writing a commentary on the role of school in both Germany and Uganda
- Writing a commentary on the role of family in both Germany and Uganda
- Writing a dialogue between two parents discussing their youthful daughters
- Writing a discussion on problems of the youth and their parents
- Essay topics on home/ school life
- Commentary topics based on texts related to home life
- Written assignments on topics related to home /school life

Sub-Topic 4: Home Life - Domestic Violence

Specific Objectives	Content
The learner should be able to:	
• write about the importance of violence-free growth of a child in a home.	• The importance of violence free growth of a child in a home
• discuss what brings about the violation of children's rights in a home.	• Causes of the violation of children's rights
• outline animals' rights.	• The animals' rights
• discuss why animals' rights must be respected.	• Reasons for respecting animals rights
• discuss the contribution of children in the wellbeing of the family.	• The contribution of children in the wellbeing of the family and the use of logical articulators

Suggested Teaching/Learning Strategies

- Using group work approach, learners write about the importance of violence-free growth of a child in a home. This would for example reduce the crime rate in the country.
- Using group discussion approach, learners discuss what brings about the violation of children's rights in a home e.g. children who do not have respect are not respected; parents who are drunk are normally violent to their children; but culture makes people know that if you do not beat your child you do not love him/her.
- Using brainstorming approach, the learners outline animals' rights in Uganda and in Germany, for example, animals have the right to food, animals have the right to be transported and slaughtered in a descent manner, etc.
- Using discussion method, learners discuss why the animals' rights must be respected. Guide learners to give reasons like, animals have life like human beings. Respecting the life of animals improves their production. It trains them to be friendly to human beings, etc.
- Using discussion approach, the learners discuss the contribution of children in the wellbeing of the family e.g. children bring comfort among the parents, they help the parents in light work, etc.

Teaching/Learning Aids

- Textbooks with useful expressions (Redemittel) on various topics related to home and school life
- Texts on children's rights and animals' rights in Uganda and Germany
- Magazines and other publications on children's rights and animals' rights

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an essay on children's rights
- Writing commentaries on the topics based on animals' rights
- Writing compositions or assignments on topics related to animals' and children's wellbeing

ASPECT 5: GERMAN GRAMMAR (CONTINUATION)

Topic 2: Moods in German Language

Duration: 16 Periods

Sub-Topic 1: Sentence Moods

Specific Objectives	Content

The learner should be able to:
 • differentiate between active and passive voices.
 • construct sentences in both active and passive voices.
 • change sentences from active voice into passive voice and vice versa.
 • change sentences from the indicative mood to imperative mood.
	• Differences between active voice and passive voice
	 • Sentences in active and passive voices
	 • Ways of changing sentences from active voice into passive voice and vice versa
	 • Moods:
	     - formation and usage
	     - indicative
	     - subjunctive 1 and 2
	     - imperative
	 • Sentences in the indicative and imperative moods

• identify the differences between subjunctive 1 and 2.	• Difference between subjunctive 1 and 2

Suggested Teaching/Learning Strategies

- Using observation approach, learners use a text from which they identify different voices e.g. passive voice and active voice.
- Using group work approach, learners construct sentences in both active and passive voices.
- Using "Stationen" (assign different groups separate tasks to present in the plenary), learners change active into passive voice and vice versa.
- Using problem-based learning approach, (teacher presents problem and learners solve it), learners change active into passive voice and vice versa.
- Using work-based learning, guide learners throughout the learning process.
- Using discovery approach, learners identify the differences between subjunctive 1 and 2.

Teaching /Learning Aids

- Grammar textbooks
- Internet resources
- Duden Grammatik

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Constructing sentences in both active and passive voices
- Changing sentences in active voice into passive voice and vice versa
- Changing sentences in the indicative mood into imperative moods and vice versa
- Identifying the different sentence moods
- Rewriting sentences using another given mood

Sub-Topic 4: Idiomatic Expressions

Specific Objectives	Content
The learner should be able to: • identify idioms in sentences. • use idiomatic expressions. • Construct sentences using idioms.	 • Idiomatic expressions e.g. Wer A sagt, muss auch B sagen • Proverbs and sayings e.g. A und O > das A und O • Sentences constructed with idioms

Suggested Teaching/Learning Strategies

- Using discovery approach, the learners, using a text from which they identify different idioms, discover that the same idiom can be used in many contexts. For example, "Wer A sagt, muss auch B sagen" and "Wer A sagt, muss nicht B sagen. Er kann auch erkennen, dass A falsch war." do not give out the same message.
- Using "Stationen" approach, whereby different groups are assigned separate tasks to present in the plenary, the learners use idiomatic expressions to pass on information to others.
- Using problem based learning approach (teacher presents problem and learners solve it), the learners construct sentences using idioms, for example, "Ein 'Jubeljahr' war ursprünglich ein alle 50 Jahre begangener religiöser Brauch, der an Gott als dem eigentlichen Eigentümer allen Lebens erinnern will."

Practical Activities

- Provide texts to learners and let them identify idioms.
- Let learners construct sentences using proverbs and sayings.
- Ask learners to match proverbs with their respective meanings.

Teaching /Learning Aids

- Grammar textbooks
- Internet resources
- Duden Grammatik

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Identifying the different sentence idioms in a given passage in German
- Filling in some blank spaces with appropriate sayings/idioms/proverbs
- Rewriting sentences using another given saying/idiom/proverb
- Objective questions on the understanding of idiomatic expressions
- Matching exercises for the learners to match some idioms/proverbs/sayings
- Answering True or False questions

ASPECT 6: LITERATURE IN GERMAN AND SOCIO-CULTURAL STUDIES

Topic 1: German Literature (Continuation)

Duration: 10 Periods

Sub-Topic 3: Parents and their Children

Specific Objective	Content

• The learner should be able to analyse and appreciate literary texts.	• Text analysis tools, e.g.
	     - Alle Woche wieder
	     - Brief an die Eltern

Suggested Teaching/Learning Strategies

- Using discussion approach, learners discuss the theme, "Parents and their Children", to develop the necessary vocabulary related to the relationship between parents and their children, and activate their subconscious knowledge about the theme.

Practical Activities

- Vorentlastung' – prepare the literary text for reading by easing vocabulary.
- Read the text and check understanding of it.
- Arrange learners in groups and assign each group separate tasks dealing with literary appreciation.
- In the plenary, allow each group to present their work.

Teaching /Learning Aids

- Literary texts
- Internet resources
- Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an interpretation of the text
- Writing the message of the text
- Writing about the use of literary techniques in the individual texts
- Commenting on the structure and style used by the author

Sub-Topic 4: School Life

Specific Objective	Content
• The learner should be able to carry out literary appreciation of texts.	• Text analysis tools, e.g. - Ein Schulerlebnis

Suggested Teaching/Learning Strategies

• Using discussion approach, the learners discuss a given theme to develop the necessary vocabulary and to activate the subconscious knowledge about the theme, "school life". Vocabulary like school fees payment, staying in the boarding section, Ein Schulerlebnis, etc.
• Vorentlastung' – prepare the literary text for reading by easing vocabulary.
• Ask learners to read the text and check their understanding of it.
• Arrange learners in groups and assign each group separate tasks dealing with literary appreciation.
• In the plenary, allow each group to present its work.

Teaching /Learning Aids

• Literary texts
• Internet resources
• Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
• Writing an interpretation of the text
• Writing the message of the text
• Writing about the use of literary techniques in the individual texts
• Commenting on the structure and style of the text

Topic 2: Socio-Cultural Studies (Continuation)

Duration: 8 Periods

Sub-Topic 2: Work

Specific Objective	Content
• The learner should be able to carry out critical literary appreciation of texts.	• Texts analysis tools, e.g. Ein neues Gesicht

Suggested Teaching/Learning Activities

- Using discussion approach, the learners discuss a given theme to develop the necessary vocabulary and to activate the subconscious knowledge about work and its impact on the wellbeing of man, how it gives respect and good name to those who cherish it.
- Undertake the activities below for effective motivation of the learners:
  - vorentlastung' – prepare the literary text for reading by easing vocabulary.
  - ask learners to read the text and check understanding of it.
  - arrange learners in groups and assign each group separate tasks dealing with literary appreciation.
  - in the plenary, allow each group to present its work.

Teaching /Learning Aids

- Literary texts
- Internet resources
- Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an interpretation of the text
- Writing the message of the text
- Using literary techniques in the individual texts
- Commenting on the structure and style the author has used in a given text

Sub-Topic 3: Accepting Responsibility

Specific Objective	Content
• The learner should be able to analyse and appreciate texts.	• Texts analysis tools e.g. - Ich habe getötet

Suggested Teaching/Learning Activities

- Using discussion approach, the learners discuss the theme, "Accepting Responsibility", to develop the necessary vocabulary and to activate the subconscious knowledge on responsibility, for example, advantages of accepting to take up responsibilities offered by parents, or employers, or community members, etc.
- Prompt learners' interest with a theme-related symbol e.g. a picture.
- Use literary texts with which learners can practise.
- Give group work assignments.
- Use problem based learning (teacher presents problem and learners solve it).
- Use work based learning (teacher guides student throughout the learning process).

Teaching/Learning Aids

- Literary texts
- Internet resources
- Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an interpretation of the text
- Writing the message of the text
- Using the literary techniques in the individual texts
- Commenting on the structure and style used by the author in a given text

SENIOR FIVE TERM THREE

ASPECT 1: ORAL RECEPTION (CONTINUATION)

Topic 1: Listening (Continuation)

Duration: 16 Periods

Sub-Topic 5: The World of Work

Specific Objectives	Content
The learner should be able to: • contemplate on what one would wish to become in future. • appreciate the value of leisure. • understand the language and communication at the work place. • identify one's future career. • identify professions and their requirements. • discuss disadvantages of being jobless. • use passive voice. • use the conjunction "wenn".	• Expressions of the value of leisure • Language and communication at the work place • Analysis of what one would like to study to get into the profession of his/her choice • Identification of professions, careers and their requirements. • Taking note of disadvantages of being jobless • Structures in passive voice • The conjunction "wenn"

Suggested Teaching/Learning Activities

- Gather phrases for expressing wishes.
- Allow learners to express their wishes for particular professions.
- Choose a listening text on career interests of the learners as the basis of learning material.
- Provide guiding questions to help understand the text.
- Arrange learners in groups to answer questions on the listening text.
- Allow learners to discover about the listening text in question.
- Provide listening materials.
- Set a time limit for the activity.
- Guide where necessary.
- Discuss the culture of work in various places.
- Select a text about careers and employment opportunities in German.

- Set questions for group work.

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic, "The World of Work", to activate related vocabulary.
- Play a recorded text once to give learners a general picture of the different careers.
- Give learners specific assignments on the listening text to allow for selective listening.
- Allow learners answer questions on the text.
- Assign a project to interview different people on their professions.

Teaching/Learning Aids

- Audio materials including audio-books, DVDs, MP3s, CDs, cassettes, music downloads from the internet

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Assessment on the project work
- Matching ideas using pictures and/ or words
- Answering listening comprehension questions

ASPECT 2: WRITTEN RECEPTION (CONTINUATION)

Topic: Reading (Continuation)

Duration: 12 Periods

Sub-Topic 5: The World of Work

Specific Objectives	Content
The learner should be able to: • express wishes on what he/she would wish to become in future. • identify professions and what their requirements are. • take note of disadvantages of being jobless. • read and understand texts with structures in the active and passive voices. • understand the language and communication in the work place. • appreciate the value of leisure in relation to work.	 • Expressions of wishes e.g. If-clause (wenn) in German • Different careers and what they require • Disadvantages of being jobless • Active/passive voice • Expressions for the communication in the work place e.g. tools, professions, products fabricated, etc • Value of leisure in relation to work

Suggested Teaching/Learning Activities

• Using imitation approach, the learners express wishes on what they would wish to become in future following a given grammatical structure.
• Using brainstorming approach, learners identify professions and what their requirements are from a passage on work and careers.
• Using discussion approach, learners take note of disadvantages of being jobless.
• In groups, learners read and understand texts with structures in the active and passive voices and use the structures to express what others do in their professions.
• Using exemplification approach, learners repeat some of the expressions used in a given work place.
• Using discussion approach, learners appreciate the value of leisure in relation to work.

- Choose reading texts on work related issues at the level and interest of the learner as the base of learning material.
- Allow learners to discover, about the reading text in question.
- Provide guiding questions to help understand the text.
- Set a time limit for every activity.
- Guide where necessary.

Teaching/Learning Aids

- Reading texts on work, employment and unemployment in Germany
- Reading texts on the rewarding system of workers during their active years and when they retire
- Magazines and other publications on work in German

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Re-arranging texts
- Summarising a reading text
- Answering reading comprehension questions

ASPECT 3: ORAL PRODUCTION (CONTINUATION)

Topic: Speaking (Continuation)

Duration: 8 Periods

Sub-Topic 3: Leisure and Entertainment

Specific Objectives	Content

The learner should be able to:
• speak about leisure and entertainment.
• explain how the Germans spend their free time.
• list the most entertaining activities for the German people.
• describe the types of parties the German love to participate in and attires for given occasions.
	• Forms of leisure and entertainment in Germany
	• Special occasions in Germany for spending free time
	• Entertaining activities e.g. forms of invitations, holidays (Urlaub/Ferien)
	
	• Parties that may need:
	  - accommodation
	  - symbols vis-à-vis festive occasions

Suggested Teaching/Learning Activities

- Using discussion approach, learners speak about leisure and entertainment in Germany and compare it with Uganda, for example, during big days like Christmas, Independence Day, etc.
- Using exposition approach, the learners explain how the Germans spend their free time such as holidays.
- Using discovery approach, learners identify from a passage and list the most entertaining activities for the German people.
- Using brainstorming approach, the learners describe the types of parties the Germans love to participate in and attires for given occasions.
- Help the learners to discuss the different forms of leisure and entertainment.
- Using pictures, help the learners to identify different celebrations in Germany.
- Using research approach, learners compare and contrast festive occasions in Uganda with those in Germany.

Practical Activities

- Provide learners with visual stimuli to prompt speaking.
- Arrange learners in groups and give them specific assignments.
- Ask learners to rephrase what has been said by another person.
- Task them to begin, add to and complete a conversation.

Teaching /Learning Aids

- Textbooks with useful expressions (Redemittel) on topics related to leisure and entertainment
- Texts on leisure and entertainment in Germany
- Magazines and other publications in German discussing leisure and entertainment
- Pictures and CDs about leisure

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Simulating a situation to which learners have to react e.g. if they were in Germany and they were invited for special occasion, they should describe the kind of dress they would wear for the day.
- Engaging in guided conversation.

ASPECT 4: WRITTEN PRODUCTION (CONTINUATION)

Topic 4: Writing (Continuation)

Duration: 8 Periods

Overview

In this topic, the learners, at the end of the first year, should be in position to:
- write short texts coherently in standard German.
- write in standard German informal and formal letters, essays, reports, curriculum vitae, users' guides, advertisements, menus, short stories, articles, etc.
- write commentaries on both familiar and unfamiliar topics.
- structure ideas and arguments in a sustained and logical way, and support them with precise and relevant examples.

General Objective

By the end of this topic, the learner should be in position to write quite coherently showing knowledge of a wide range of vocabulary, and applying grammar and structures of standard German.

Sub-Topic 3: Leisure and Entertainment

Specific Objectives	Content
The learner should be able to:	
• explain how Germans spend their free time.	• Vocabulary related to leisure and entertainment and the use of logical articulators
• write about the most entertaining activities to Germans and why.	• The various forms of leisure and entertainment
• write an essay on the types of parties Germans love to participate in and attires for given occasions.	• Free time and hobbies, holidays (Urlaub/Ferien) and accommodation
• write about how seasons influence leisure activities both in Germany and Uganda.	• Special occasions in Germany and Uganda per season, formal and informal invitations
	• Symbols vis-à-vis festive occasions

Suggested Teaching/Learning Activities

- Using brainstorming approach, the learners explain how Germans spend their free time. Guide the learners to use vocabulary related to leisure and entertainment and to use logical articulators.
- Using discussion approach, learners discuss leisure and entertainment in Germany and write their conclusive remarks on the various forms of leisure and entertainment, free time and hobbies, holidays (Urlaub/Ferien) and accommodation.
- In groups, write an essay about the role of leisure to both Germans and Ugandans.
- Using discussion approach, learners discuss and write a commentary on leisure and entertainment, for example, special occasions in Germany and Uganda per season, formal and informal invitations.

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic; "leisure and entertainment" to activate related vocabulary.
- Provide learners with information to give them a general picture on leisure and entertainment.
- Arrange learners into groups and give them specific written assignments.
- Comment on the different forms of parties in Germany and Uganda.

Teaching /Learning Aids

- Textbooks with useful expressions (Redemittel) on various topics related to leisure and entertainment
- Texts on leisure and entertainment in Uganda and Germany
- Magazines and other publications on leisure and entertainment

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing a dialogue of two people planning a weekend outing
- Writing a discussion on leisure and entertainment as an economic activity
- Translating a relatively simple text on entertainment from German to English
- Essay topics on leisure and entertainment
- Commentary topics based on texts related to leisure and entertainment
- Written assignments on topics related to leisure and entertainment

ASPECT 5: GERMAN GRAMMAR (CONTINUATION)

Topic 3: Categorisation of Sentences in German

Duration: 8 Periods

Sub-Topic 1: Sentence Types

Specific Objectives	Content

The learner should be able to:
 • identify various types of clauses.
 • construct sentences using specific clauses as required.
 • differentiate between main and subordinate clauses.
 • form sentences using various types of clauses.
	• Kinds of sentences e.g.
	   - main clause
	   - subordinate clause
	   - declarative
	   - interrogative
	   - exclamatory
	   - imperative

Suggested Teaching/Learning Activities

- Using discovery approach, learners use a text from which they identify different types of clauses e.g.
  - main clause
  - subordinate clause
  - declarative
  - interrogative
  - exclamatory
- Using group work assignments approach, the learners construct sentences using specific clauses as required.
- Using "Stationen" approach, assign different groups separate tasks to present in the plenary. They differentiate between main and subordinate clauses following examples given to them in advance.
- Using work based learning approach, learners should be guided throughout the learning process, as they form sentences using various types of clauses, for example:
  - "Ich weiß nicht, wann er heute ankommt."
  - "Als sie hinausging, bemerkte sie sofort die glühende Hitze."
  - "Es gibt eine Umleitung, weil die Straße repariert wird."
  - "Das ist die Dame, die wir gestern sahen."
- **Note:** Guide the learners to understand that a German subordinate clause always starts with a subordinating conjunction which are highlighted,

and end with the conjugated verb. It is always set off from the main clause by a comma, whether it comes before or after the main clause.

Teaching and Learning Aids

- Grammar textbooks
- Internet resources
- Duden Grammatik

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Providing texts to learners and letting them identify the different sentence types
- Constructing sentences under different clause types following a given example
- Re-arranging jumbled-up sentences under their respective clause types
- Identifying types of clauses from a group of sentences put together
- Using one other text bearing some of these expressions
- Discussing the texts and/ or books they have read in groups

SENIOR SIX TERM ONE

ASPECT1: ORAL RECEPTION (CONTINUATION)

Topic: Listening (Continuation)

Duration: 18 periods

Overview

The learners should portray clear understanding of information passed in standard German in a fairly medium speed on topics familiar and unfamiliar to them. They should therefore be guided to:

- understand spoken German got from sources like televisions, radios, news papers, textbooks recorded or in written form.
- understand standard written and spoken texts.
- engage in critical examination of a wide range of texts in different forms, styles and registers.
- understand oral forms of the language that are essential for effective communication in a wide range of styles and situations.

General Objective

By the end of the topic, the learner, at this level, should be able to improve on the ability to understand standard German language, from a fairly wider range of registers than when they were in lower secondary level.

Sub-Topic 1: Home Town and Geographical Surroundings

Specific Objectives	Content
The learner should be able to: • give names of geographical locations of important places in Germany towns. • talk about physical features of Germany towns as they read the map and after they have listened to the passage about the towns. • describe and compare	• Names of geographical locations of important places in Germany towns • Physical features of Germany towns

Specific Objectives	Content
Germany towns to those in Uganda as far as garbage management is concerned.	• Garbage management

• describe the physical features of Berlin.	• Vocabulary:
	  - Landscape of Berlin
	  - Swamps, plains, volcanic mountain
	  - Garages

• translate documents about the garbage collection and recycling in Germany towns using conditional clauses appropriately.	• Use of conditional clauses e.g. unless the garbage is collected in time, this town will become smelly.

Suggested Teaching/Learning Activities

• Using brainstorming approach, the learners, with the help of the map of Germany, give names of geographical locations of important places in Germany towns. Choose listening texts in the right context at the level and interest of the learners as the basis of learning material. The learners read the questions before they listen to the related passage.
• Using question and answer approach, the learners talk about physical features of Germany towns as they read the map and after they have listened to the passage about the towns.
• Using observation approach, the learners observe, describe and compare Germany towns to those in Uganda as far as Garbage management is concerned.
• Using observation approach, learners observe and describe the physical features of Berlin with the help of pictures, maps and listening materials.
• Using discussion approach, learners translate documents about the garbage collection and recycling in Germany towns as they identify and use conditional clauses appropriately in their translated document from English to German.
• Allow learners to discover, about the listening text in question.
• Provide guiding questions to help learners understand the text.
• Set a time limit for every activity.
• Guide where necessary.
• Provide for learners to listen to and read texts on Germany towns.
• Aid learners to identify words connected to town environment.
• Play the recorded text once to give learners a general picture of what it is about.

- Divide learners into groups and give them specific assignments on the listening text to allow for selective listening.
- Examine learners' listening comprehension by allowing them to answer questions on the text.

Teaching /Learning Aids
- Audio-visual materials including; audio-books, DVDs, MP3s, CDs, cassettes, music downloads from the internet

Practical Activities
- Brainstorm on the topic, "Home Town and Geographical Surroundings", to activate related vocabulary.
- Play the recorded text once to give learners a general picture of what it is about.
- Divide learners into groups and give them specific assignments on the listening text to allow for selective listening.
- Examine learners' listening comprehension by allowing them to answer questions on the text.

Assessment Strategies
Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Matching ideas using pictures and/ or words
- Translating contextual texts

Sub-Topic 2: Natural Environment

Specific Objectives	Content
The learner should be able to:	
• discuss how Germans protect their environment.	• Vocabulary on the environmental protection
• advise on global warming using German words related to environmental protection.	• Vocabulary related to global warming
• compare Ugandan measures to protect the environment to the ones of Germany.	• Elements of environmental issues in Uganda and in German
• translate texts in German about environment into English.	• Techniques of translation and conservation of the environment

Suggested Teaching/Learning Activities

- Using brainstorming approach, the learners generate vocabulary on the topic; "Natural Environment" to ably discuss how Germans protect their environment.
- Play the recorded text once to give learners a general picture of what it is about.
- Divide learners into groups and give them specific assignments on the listening text to allow for selective listening.
- Examine learners' listening comprehension by allowing them to answer questions on the text.
- Show a film displaying the life of a civil servant in Germany.
- Set questions for learners to read after the first viewing of the film. After the second viewing, allow them to answer the questions.
- Brainstorm about the life of a civil servant in Uganda.
- Discuss with learners the causes of the moral degeneration of a Ugandan civil servant.
- Base your teaching on documents /texts about public service.
- Choose listening texts at the level and interest of the learners as the base of learning material.
- Provide guiding questions to help understand the text.
- Set a time limit for every activity.
- Guide where necessary.

Teaching /Learning Aids

- Audio-visual materials including; audio-books, DVDs, MP3s, CDs, cassettes, and music downloads from the internet

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Matching ideas using pictures and/ or words
- Re-arranging texts
- Summarising a listening text

ASPECT 2: WRITTEN RECEPTION (CONTINUATION)

Topic: Reading (Continuation)

Duration: 20 Periods

Overview

 In this topic, the learners:

- understand written German got from sources like newspapers, textbooks, magazines, etc.
- grasp the gist of standard and straight forward written texts.
- engage in critical examination of a wide range of texts in different forms, styles and registers.
- understand written forms of the language that are essential for effective communication in a wide range of styles and situations.

General Objective

By the end of the topic, the learner should be able to portray a clear understanding of information written in standard German.

Sub-Topic 1: Home Town and Economic Activities

Specific Objectives	Content
The learner should be able to: • identify business institutions in selected Germany towns. • name 3 companies in Germany that build vehicles. • describe some Germany vehicles • compare Germany vehicles to other vehicles from other countries. • express conditions that could push one to buy Germany vehicles.	• Business institutions in some selected Germany towns • Some companies in Germany that build vehicles • Description of some Germany vehicles **Vocabulary** • Parts of a vehicle **Grammatical Structures** • Expressions of comparison • Use of conditional clauses e.g. Unless the garbage is collected in time, this town will become smelly.

Suggested Teaching/Learning Activities

- Using question and answer approach, the learners identify business institutions in selected Germany towns, for example, jeep in Berlin.
- Using brainstorming approach, learners mention 3 companies in Germany that build vehicles, for example, Volex Wagon, Mercedes Benz, etc.
- Using discussion approach, learners describe some Germany vehicles. Guide them to identify the descriptive adjectives, similes, metaphor, etc. that can be used for description.
- Using question and answer, learners name 4 parts of a vehicle, for example, die Radkappe, der Reifen, der Kofferraum, das Dach, etc.
- Using group work approach, learners compare Germany vehicles to other vehicles from other countries. For example, BMW with Toyota from Japan.
- Using exemplification approach, the learners express conditions that could push one to buy Germany vehicles. For example, if one has enough money he/she can buy Germany vehicles because the spare parts of these vehicles are very expensive *(Wenn einer genug Geld hat, das er deutschen Fahrzeugen kaufen kann, weil die übrigen Teile von diesen Fahrzeugen sehr teuer sind).*
- Gather vocabulary on descriptive adjectives.
- Choose reading texts on the physical and moral behaviours of people as the base of learning material.
- Provide manuals, recipes, etc.
- Set guiding questions to help understand the texts.
- Arrange learners in groups to answer questions on the reading texts.
- Allow learners to discover about the reading texts in question.
- Set a time limit for every activity.
- Guide where necessary.

Teaching /Learning Aids

- Various forms of reading materials

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Answering reading comprehension questions on the texts

Sub-Topic 2: Natural Environment

Specific Objectives	Content
The learner should be able to: • read and understand ways of keeping one's environment clean. • name the tools used to clean our environment • appreciate a clean environment described in a text • discuss challenges faced by our governments in keeping our towns clean. • use conjunctions of co-ordination as they predict what they would do to keep their town clean if they were elected the mayor of their town.	• Vocabulary related to clean environment • The tools used to clean our environment • Values of keeping one's environment clean • Challenges faced by our governments in keeping our towns clean • Conjunctions of coordination

Suggested Teaching/Learning Activities

- Using discussion approach, the learners in groups read and indicate ways of keeping one's environment clean.
- Using question and answer approach, learners name the tools used to clean our environment, example, *das Messer, die Klinge, the pliers, die Axt,* etc.
- Using discussion approach, the learners appreciate a clean environment described in a text; guide them to identify the advantages of living in a clean environment.
- In groups, learners discuss the challenges faced by our governments in keeping our towns clean. For example, lack of finances, lack of good will on the side of the public to separate the garbage according to its nature, etc.
- Using practical approach, the learners, after identifying the conjunctions of coordination, they use them in predicting what they would do to keep their town clean if they were elected the mayor of their town. For example, "Had I been elected the mayor of our town, I would have educated our people to keep the town clean."
- Gather vocabulary on verbs, names, adjectives, etc, related to cleaning the environment.

- Provide texts on issues related to good and clean surrounding and its advantages.
- Set guiding questions to help learners understand the texts.
- Arrange learners in groups to answer questions on the reading texts.
- Allow learners to discover about the reading texts and viewing documents that can help to understand visual materials used in communication.
- Set a time limit for every activity.
- Request each group to present its findings to the rest of the class.

Practical Activities

- Brainstorm on the topic, "Natural Environment", to activate related vocabulary.
- Provide a text to give learners a general picture of what it is about.
- Arrange learners into groups and give them specific assignments on the reading text
- "Vorentlastung"- Ease the understanding of the text to be read by extracting unfamiliar vocabulary and explaining it.
- Request learners to read the text and discover the role played by clean environment in healthy living.
- Request each group to present its findings to the rest of the class.

Teaching/Learning Aids

- Various reading materials on leisure, food and drink, sports and recipes.

Assessment Strategies

Areas to assess in this sub-topic include:
- Filing in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Re-arranging texts
- Summarising a reading text
- Answering reading comprehension questions

ASPECT 3: ORAL PRODUCTION (CONTINUATION)

Topic: Speaking (Continuation)

Duration: 8 Periods

Overview

In the oral production (speaking) activities, the language user produces a text, or an oral speech that is picked by one or many audiences. Among the oral production activities, there are:
- public announcements (information, instructions)
- the presentations (speech in public meetings, conferences in the universities, sermons, shows, sports, commentaries, etc)

The activities can include:
- reading a written text loudly
- making a presentation following the notes or commenting on a visual data (diagrams, pictures/ drawings, tables, etc)
- role-playing a part that was previously repeated
- spontaneous speaking
- singing

In this topic, the learners are expected to:
- speak fluently in standard German about relevant, familiar and interesting topics.
- use powers of expression in oral communication.
- give complete and entirely accurate/relevant responses with appropriate elaboration.
- read long comprehension texts and make oral commentaries.
- display overall fluency in speech with frequent use of complex sentences and relevant connectors.
- use accurately the oral forms of the language, in a range of styles and situations.

General Objective

By the end of the topic, the learner, at this level, should be able to develop the ability to speak standard German fluently in a variety of communicative situations.

Sub-Topic 1: The International World

Specific Objectives	Content
The learner should be able to:	
• compare means of transport systems in Germany with Uganda.	• Vocabulary related to travel, tourism and transport system
• simulate the booking of a lodge/air ticket/restoration.	• Vocabulary related to lodge/air ticket/restoration and the use of logical articulators
• give direction to a visitor using a map to locate a place one would wish to go to in an unfamiliar town.	• The use of a map for location
• bargain the prices of merchandise at the market in a German speaking country.	• Vocabulary for bargaining, names of merchandise in German, counting German money

Suggested Teaching/Learning Strategies

- Using brainstorming approach, learners compare means of transport systems in Germany with Uganda. For example, speed train in German, underground train in Germany, boda boda in Uganda, etc.
- Using simulation approach, learners simulate the booking of a lodge/air ticket/restoration, etc. Guide the learners to use the appropriate structures and vocabulary for booking politely.
- Using role-playing approach, the learners give direction to a visitor using a map to locate a place one would wish to go to in an unfamiliar town.
- Using dramatisation approach, the learners play the role of a serious buyer and bargain the prices of merchandise at the market in a German speaking country.
- Use audio and visual aids to demonstrate what comprises the tourism industry in Uganda vis-à-vis Germany.
- Discuss the transport industry in Uganda and its implications to the socio-economic sector.

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic; "Tourism, Travel and Globalisation" to activate related vocabulary.
- Provide learners with various pictures depicting means of transport to give learners a general picture of the internationally appreciated means of transport.

- Arrange learners in groups and give them specific assignments.

Teaching/Learning Aids

- Textbooks with useful expressions (Redemittel) on various topics like "Tourism and Travel"
- Reading texts on the transport system in Germany
- Pictures on transport system in Germany

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Simulating situations like:
    - in a restaurant, railway station or at the airport
    - arranging appointments on a phone
    - making telephone bookings, etc

ASPECT 5: GRAMMAR (CONTINUATION)

Topic 4: Word Functions in German Sentences

Duration: 14 Periods

General Objectives

By the end of the topic, the learner should be able to:
- develop relatively good knowledge of the structure of the German grammar.
- understand and use relatively accurate forms of the language that are essential for effective communication in a range of styles and situations.

Sub-Topic 1: The German Sentence and its Components (I)

Specific Objectives	Content

The learner should be able to:
 • identify different sentence components.
	• Components of a sentence:
	    - subject
	    - predicate
	    - object
	    - adverbial components
	    - other components

• differentiate between sentence components and word types. • construct sentence in the correct word order following a given structure.	• Differences between sentence components and word types. • Word order in sentence construction

Suggested Teaching/Learning Strategies

- Using observation approach, learners identify different sentence components from a contextual text e.g. subject, predicate, object, adverbial components, etc.
- Using brainstorming approach, learners differentiate between sentence components and word types. Help them to define the two terms and give examples of each term. Help the learners to identify more examples from another text, etc.
- Using work-based learning approach, the learners construct sentences in the correct word order following a given structure.

- Use a text from which learners can identify different sentence components.
- Give them group work assignments that you should always mark and discuss the result with the concerned learners.
- Use "Stationen" at times (assign different groups separate tasks to present in the plenary).

Practical Activities

- Provide texts to learners and let them identify the different sentence components.
- Write sentences on the board and ask some learners to explain what the others do not understand. If no learner is able, then explain to them.
- Ask learners to rearrange jumbled components of a sentence.

Teaching/Learning Aids

- Grammar textbooks
- Internet resources
- Duden Grammatik

Assessment Strategies

Areas to be assessed under this sub-topic include:
- Identifying the different sentence components
- Filling in exercises about sentence components
- Rewriting sentences using another given structure
- Answering objective questions
- Using True or False questions

Sub-Topic 2: Functions of Words in Sentences

Specific Objectives	Content

The learner should be able to:
• use different German words appropriately.
	• The use of different word types under their declination e.g.
	  - noun
	  - pronouns
	  - verbs
	  - adverbs
	  - adjectives
	  - conjunctions

• construct sentences using; nominative, accusative,	• Sentences constructed using nominative, accusative, dative and

Specific Objectives	Content
dative and genitive cases.	genitive cases
• differentiate between adjectives and adverbs and their functions.	• Differences between adjectives and adverbs and their functions
• join sentences using appropriate conjunctions.	• Use of appropriate conjunctions for joining sentences

Suggested Teaching/Learning Strategies

- Using exemplification approach, the learners use different German words appropriately in sentence construction.
- Using group work approach, the learners construct sentences using nominative, accusative, dative and genitive cases.
- Using brainstorming approach, learners differentiate between adjectives and adverbs and their functions. Guide them through examples to give the characteristics of each of the word orders.
- Using question and answer approach, learners join sentences using appropriate German conjunctions they identify in a text read previously.
- Give group work assignments.
- "Stationen" (assign different groups separate tasks to present in the plenary).
- Use problem based learning (teacher presents problem and learners solve it).
- Using the work based learning, guide students throughout the learning process.
- Encourage learners to memorise.
- Guide learners to use the dictionary to identify the different types of words in a German sentence.
- Give relevant websites.

Practical Activities

- Provide texts to learners and let them identify the different sentence components.
- Write sentences on the board and explain.
- Ask them to re-arrange jumbled components of a sentence.

Teaching/Learning Aids

- Grammar textbooks

- Internet resources
- Duden Grammatik

Assessment Strategies

- Identifying the different sentence components
- Giving some components in form of "fill in exercises"
- Rewriting sentences using another given structure
- Answering objectives questions
- Answering True or False questions

ASPECT 6: LITERATURE IN GERMAN AND SOCIO-CULTURAL STUDIES

Overview

In this aspect, the learners should be able to get an overview of German literature from the early 20th Century to the present using representative works of some major writers by placing emphasis on cultural context.

Ensure that the learners:
- have broader knowledge of and an appreciation for literatures and cultures from different parts of the world where German is spoken as a mother tongue.
- have a deeper understanding of German literary texts so as to enhance their skill of analysing and interpreting literature.
- build their vocabulary on literary styles used in a given passage.
- increase their awareness of cultural differences.
- read and understand texts in German on the daily life of the German people.
- compare the German to Ugandan ways of life.
- appreciate different levels of German language in different categories of the society.

Topic 1: German Literature (Content)

Duration: 10 Periods

General Objectives

By the end of the topic, the learner should be able to:

- show broad awareness of, and sensitivity to, German culture and civilisation.
- develop positive attitude to German language learning and sympathetic approach to the civilisations of other people speaking German elsewhere in the world as they deepen the knowledge and understanding of their own culture.

Sub-Topic 1: Introduction to Literary Texts (Continuation)

Specific Objectives	Content

The learner should be able to:
- globally and selectively extract information from literary texts using the five "Wh-" interrogatives with literary texts:
  - Who?
  - Where?
  - When?
  - What & How?
  - Why?
- analyse information from literary texts.
	- Information that can be extracted from literary texts, for example;
	  - The author
	  - The characters
	  - The plot
	  - The setting of the story
	  - The figurative styles used by the author
	- What the author is communicating in the passage
	- The impact of the writing on the readers, etc

Suggested Teaching/Learning Strategies

- Using brainstorming approach, the learners, with the help of some questions of understanding, extract requested information from a literary text.
- Using discussion approach, learners analyse information from the literary texts, regarding the lessons they can learn from the passage, the

relationship between the topic and the story, the characters portrayed in the passage/book, etc.

Note: You may need to:
- introduce the concept of literature to learners and show them how literary texts are handled.
- explain to learners how the "wh-" interrogatives apply to literary texts.
- distribute learners into groups and assign them texts to handle putting emphasis on the practical application of the "wh-" question words.

Teaching /Learning Aids

- Literary texts
- Internet resources
- Duden der deutschen Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Asking learners to extract the required information from literary texts provided to them.
- Learners extracting information from provided texts using the "wh-"interrogatives after comprehensively reading the passage in German.

Sub-Topic 2: Commentary

Specific Objectives	Content
The learner should be able to:	
• summarise a literary text.	• Summary and commentary
• analyse literary texts and write a commentary about them.	• Structure of a commentary
	• Logical interlocutors expressing opinion

Suggested Teaching/Learning Strategies

- Using brainstorming approach, learners explain the aspects considered in writing a good summary, for example:
  - Begin with a proper citation of the title, author, source, and date of publication of the article summarised.
  - Combine the thesis statement and your one-sentence segment summaries into a one-to-two-paragraph summary.

- Eliminate all unnecessary words and repetitions.
- Eliminate all personal ideas and inferences.
- Use transitions for a smooth and logical flow of ideas.
- Conclude with a "summing up" sentence by stating what can be learned from reading the article.
- Using question and answer approach, the learners explain the salient features of a commentary, for example; does the text progress through such stylistic features as enumeration, interrogation, apostrophe, and exclamation, among others? Do you notice any peculiarities of word order or punctuation? Are there repetitions of words? If so, for what effect? What are the results obtained by such devices as simile, metaphor, periphrasis, understatement, hyperbole, and symbolism?

Teaching Resources

- Literary texts
- Internet resources
- Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Summarising literary texts
- Writing a commentary on selected literary texts

Sub-Topic 3: Childhood

Specific Objective	Content

• The learner should be able to carry out literary appreciation of texts.	• What to appreciate in literary texts e.g.
	  - Arme brave Kinder
	  - Das Miststück
	  - Der Vater

Suggested Teaching/Learning Strategies

- Using discussion approach, the learners discuss a given theme to develop the necessary vocabulary and to activate the subconscious knowledge.
- Prompt learners' interest with theme-related symbols e.g. pictures, videos, real objects.
- Use literary texts with which learners can practise the skills on illustrating a given theme they are discussing.
- Give them group work assignments to get used to team work.

- Guide them in problem based learning approach (present a problem and ask them to solve it) as you move around to help them where necessary.
- Introduce the learners to work-based learning approach whereby the learners are guided throughout the learning process.

Practical Activities

- 'Vorentlastung' – prepare the literary text for reading by easing vocabulary.
- Read the text and check understanding of it.
- Arrange learners in groups and assign each group separate tasks dealing with literary appreciation.
- In the plenary, allow each group to present its work.

Teaching /Learning Aids

- Literary texts
- Internet resources
- Duden Literatur

Assessment Strategies

- Writing an interpretation of the text
- Writing the message of the text
- Writing about the use of literary techniques in the individual texts
- Commenting on the structure and style

SENIOR SIX   TERM TWO

ASPECT 1: ORAL RECEPTION (CONTINUATION)

Topic: Listening (5) (Continuation)

Duration: 24 Periods

Sub-Topic 3: Public Services

Specific Objectives	Content
The learner should be able to: • describe the working hours according to the social services in Germany.	• The working hours in Germany
• compare working hours in Germany with working hours in Uganda.	• Comparison of working hours in the two countries: Uganda and Germany
• describe the standard of living of a civil servant in Germany.	• The life of a civil servant in Germany
• appreciate the spirit of work of a German civil servant.	• The spirit of work in Germany
• list the social security organisations in Germany.	• Social security organisations in Germany
• describe a pensioner in Germany.	• The life of a pensioner "the elderly" in Germany

Suggested Teaching/Learning Strategies

- Using brainstorming approach, the learners describe the working hours according to the social services in Germany. By means of an 'Assoziogramm', brainstorm on the topic, "Public Services", to activate related vocabulary e.g. retirement, joblessness, underemployment, etc.
- Using discussion approach, learners compare working hours in Germany with working hours in Uganda. Play a recorded text once to give learners a general picture of the various public service conditions in Germany, then arrange learners into groups and give them specific assignments on the listening text to allow for selective listening.
- Using observation approach, learners, after observing pictures of German workers, describe the standard of living of a civil servant there. Allow learners answer questions on the pictures or show a film displaying the

life of a civil servant in Germany. Give questions for learners to read before and after the first viewing of the film. After the second viewing, allow them to answer the questions.

- Using discussion approach, learners appreciate the spirit of work of a German civil servant as per the quality of their work, e.g. building of strong vehicles such as Mercedes Benz. Brainstorm about the life of a civil servant in Uganda and discuss with learners the causes of moral degeneration of Ugandan civil servants.
- Using question and answer approach, learners list the social security organisations in Germany. Base your teaching on documents (texts) about public services.
- Using discussion approach, learners describe the life of a pensioner "the elderly" in Germany.
- Choose listening texts at the level and interest of the learners as the base of learning material. Allow learners to discover, about the listening text in question. Provide guiding questions to help understand the text.
- Set a time limit for every activity and guide where necessary.

Teaching /Learning Aids
- Audio-visual materials including; audio-books, DVDs, MP3s, CDs, cassettes, music downloads from the internet.

Assessment Strategies
Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Matching ideas using pictures and/ or words
- Answering listening comprehension questions

Sub-Topic 4: Weather

Specific Objectives	Content
The learner should be able to:	
• discuss the elements of weather in Germany.	• Vocabulary related to weather e.g. skiing, snow, ice, rainy season
• describe the activities in various seasons in Germany.	• Weather and developmental activities
• compare seasons in Uganda with seasons in Germany.	• Weather reports in German and Uganda
• identify key information in	• Key information about weather

Specific Objectives	Content
authentic weather reports in Germany.	and leisure
• discuss health-related hazards caused by bad weather.	• Weather and health

Suggested Teaching/Learning Strategies

- Using discussion approach, learners discuss the elements of weather in Germany, for example, snow, winter, etc.
- Using brainstorming approach, the learners describe the activities in various seasons in Germany, for example, skiing during the winter season.
- Using discussion approach, learners compare seasons in Uganda with seasons in Germany; for example, compare the rainy season with winter, summer with dry season, etc.
- Using question and answer approach, the learners, after listening to a recorded weather forecast, identify key information in authentic weather reports in German. Provide them with appropriate pictures, audio visual aids that can help them to generate sufficient vocabulary.
- Using discussion approach, learners discuss health related hazards caused by bad weather e.g. cold, too much heat, wind, drought, etc.

Teaching/Learning Aids

- Pictures/videos/films/CDs showing weather related issues

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Matching elements of weather with what they hear from a weather forecast.
- Using vocabulary related to weather and health hazards to write a composition about effects of weather on our health.

ASPECT 2: WRITTEN RECEPTION (CONTINUATION)

Topic: Reading (Continuation)

Duration: 24 Periods

Sub-Topic 3: School

Specific Objectives	Content
The learner should be able to:	
• name the school infrastructure.	• The infrastructure in schools, e.g. kitchen, etc
• name the school authorities.	• School authorities, e.g. the watchman, the matron, the cleaner, etc
• use the reflexive (tonic) pronouns to describe how they (the learners) relate to these authorities.	• Relationships among people in schools, e.g. - Bad relationships: selfishness, jealousy - Adjectives expressing good mutual relationships i.e.: sharing, love, mutual respect
• appreciate the importance of mutual respect among the learners and the school authorities as we compare the performance of learners in schools.	• Use of comparative expressions, e.g. whereas, while
• give his/her opinion on those individuals who do not respect school authorities and property both in Germany and in Uganda.	• Use of causative and conditional conjunctions, e.g. weil, da, den, wenn, to express lack of discipline in schools
• discuss the impacts of riots on the performance of the school.	• Impacts of riots on the performance of the school

Suggested Teaching/Learning Strategies

- Using brainstorming approach, learners name the school infrastructure, for example, classrooms, the offices, dormitories, kitchen, school stores, laboratories, libraries, toilets, staff houses, the furniture, etc.
- Using question and answer approach, the learners name the school authorities, for example, the watchman, the matron, the cleaner, etc.

- Using group work approach, the learners use the reflexive (tonic) pronouns (myself "**mich**", yourself "**dich**", himself "**sich**", etc, to describe how they (the learners) relate to these authorities. For example, "*Ich achte **mich** selbst solcher, dass die Schulautoritäten mich achten*". I respect myself such that the school authorities respect me.
- Using discussion approach, learners appreciate the importance of mutual respect among the learners and the school authorities as we compare the performance of learners in schools. For example, "If we love each other, our performance will improve like the performances of other schools."
- Using discussion approach, the learners give their opinion on those individuals who do not respect school authorities and property both in Germany and in Uganda, and discuss the impact of riots on the performance of the school.
- Choose reading texts at the level and interest of the learners as the base of learning material.
- Allow learners to discover, about the reading text in question.
- Provide guiding questions to help understand the text.
- Set a time limit for every activity.
- Guide where necessary.

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic; "school" to activate related vocabulary.
- Play a recorded text once to give learners a general picture of the different types of schools.
- Arrange learners into groups and give them specific assignments on the listening text to allow for selective listening.
- Allow learners to answer questions on the text.

Teaching/Learning Aids

- Reading texts on school life in both Germany and Uganda
- Reading texts on the system of school in Germany
- Youth magazines and other school publications in German

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Filing in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Rearranging a text

- Summarising a reading text
- Answering reading comprehension questions
- Writing a composition/ commentary about a short passage read and understood

Sub-Topic 4: Health

Specific Objectives	Content
The learner should be able to:	
• list ways/ expressions about preventing diseases.	• Vocabulary related to the prevention of diseases and ailments
• advise peers on good practices leading to good health e.g. tell someone what causes what.	• Use of the expressions of cause
• list activities that pollute the environment.	• Activities that pollute the environment
• list causes of various ailments.	• Causes of various ailments, e.g. obesity
• write short notices to prohibit bad practices.	• Placards, talking compound, etc
• discuss the causes of rampant cases of obesity in towns today.	• Direct speech, indirect speech to express what others say about fat looking

Suggested Teaching/Learning Strategies

- Using research approach, learners list ways/ expressions about preventing diseases. e.g. through good feeding, cleanliness, good practices, vaccination, avoiding unwanted pregnancies, etc.
- Using discussion approach, learners advise peers on good practices leading to good health e.g. tell someone what causes what.
- Using brainstorming approach, the learners list activities that pollute the environment e.g. bush burning, use of insecticides, driving old cars etc.
- List causes of various ailments, e.g. lack of physical exercise, eating fatty food, drug abuse, over eating, etc.
- Write short notices to prohibit bad practices, e.g. Smoking in Public should be abolished; Your Driving Permit is not Pollution Permit!
- Using group work approach, learners discuss the causes of rampant cases of obesity in towns today. For example, causes like, regular use of vehicles instead of walking, always eating fried food, over eating, lack of exercises, etc.

- Choose reading texts at the level and interest of the learners as the basis of learning material.
- Allow learners to discover, about the reading text in question.
- Provide guiding questions to help understand the text.
- Set a time limit for every activity.
- Guide where necessary.

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic, "Health", to activate related vocabulary.
- Provide a text to give learners a general picture of the health situation in Uganda.
- Arrange learners in groups and give them specific assignments on the reading text to allow for selective reading.
- Allow learners to answer questions on the text.

Teaching/Learning Aids

- Reading texts on the health situation in both Germany and Uganda
- Reading texts on the system of school in Germany
- Simple health publications in journals

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Filing in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Rearranging the text
- Summarising a reading text
- Answering reading comprehension questions

ASPECT 3: ORAL PRODUCTION (CONTINUATION*)*

Topic: Speaking (Continuation)

Duration: 14 Periods

Sub-Topic 2: Home Life

(*School routine, eating and drinking, health and fitness, self, family, pets, personal relationships, house and home*)

Specific Objectives	Content
The learner should be able to:	
• describe healthy eating.	• Vocabulary related to feeding, e.g. fast-food, dessert
• define fast-food.	• Definition of fast-food which is the tradition of eating and drinking in Germany
• compare the national traditions of eating and drinking of the Germans to those of Ugandans.	• Various types and ways of drinking
• list behaviours leading to healthy living.	
• give advantages of exercise; dieting; drugs; health care provision.	• Description of a healthy person's behaviours.
• discuss ways of avoiding stress.	• Advantages of keeping oneself healthy
	• Definition of stress; causes of stress; disadvantages of drug abuse as a way of avoiding stress
• advise people to guard against HIV/AIDS pandemic.	• Definition of HIV/AIDS and practices leading to its spread

Suggested Teaching/Learning Strategies

- Using question and answer approach, learners describe healthy eating, for example, eating fresh food. Guide them to search for the vocabulary related to feeding, for example, Dessert "Nachtisch männlich, Dessert "sächlich"; Dessert-fast-food "Schnellgericht(e Plural) sächlich"
- Using brainstorming approach, the learners define fast-food as "Speise, die vorbereitet werden kann und gedient werden kann, sehr quickl"; then

they use the work in a sentence in a given context, for example, "I have no time to waste, I am just going to buy fast-food."

- Using question and answer approach, the learners compare the national traditions of eating and drinking of the Germans people to those of Ugandans, for example, the use of long straws for drinking "Malwa", the local brew.
- Using discovery approach, learners, after reading a related passage, list behaviours leading to healthy living, for example, taking a lot of water, avoiding smoking, etc.
- Using dramatisation approach, play the part of a counsellor and give advantages of exercise, dieting, drugs and health care provision.
- Use audio and visual aids to depict home life in Uganda vis-à-vis Germany.
- Discuss the home life in Uganda.
- Use the following other approaches to motivate learners:
  - Role play
  - Simulation
  - Plenary

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic, "Home Life", to activate related vocabulary.
- Provide learners with pictures of families to start off a discussion on home life.
- Arrange learners into groups and give them specific assignments.
- Ask the learners to reformulate what another speaker has said.
- Engage them in beginning, continuing and finishing a conversation.

Teaching/Learning Aids

- Textbooks with useful expressions (Redemittel) on topics related to home life
- Texts on the forms of family in Germany
- Magazines and other publications in German discussing family in Germany

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Simulating a situation to which learners have to react
- Holding a guided conversation

ASPECT 5: GRAMMAR (CONTINUATION)

Topic 2: Moods in German Language (Continuation)
Duration: 16 Periods

Sub-Topic 3: Sentence Moods (Continuation)

Specific Objectives	Content

The learner should be able to:
• differentiate between active and passive voices.
• construct sentences in both active and passive voices.
• change active into passive voice and vice versa.
• differentiate between subjunctive 1 and 2.
• form sentences in the indicative and imperative moods.
	• Differences between active voice and passive voice
	• Sentences in both active and passive voices
	• Techniques of changing sentences from passive voice to active voice
	• Differences between subjunctive 1 and 2
	• Moods - formation and usage:
	  - indicative
	  - subjunctive 1 and 2
	  - imperative

Suggested Teaching/Learning Strategies
• Using exemplification approach, learners, after having read a passage containing active and passive voices, differentiate between the voices.
• Using group work approach, learners construct sentences in both active and passive voices.
• Using brainstorming approach, the learners change active voice into passive voice and vice versa.

For example:

Active/aktiv

• "*Ich* schreibe den Brief". I'm writing the letter.
• **Der Sturm hat das Haus zerstört.**

Passive/passiv

• "*Der Brief* wird **von mir** geschrieben." The letter is being written by me.
a) *Das Haus* ist durch den Sturm zerstört worden.

The storm destroyed the building.	The building was destroyed by the storm.

b) ***Das Haus* ist <u>zerstört worden</u>.**
   The building was destroyed

c) ***Das Haus* ist <u>zerstört.</u>**
   The building is destroyed.

d) ***Das Haus* war <u>zerstört.</u>**
   The building was destroyed.

- Using exemplification approach, the learners observe the examples given and differentiate between subjunctive 1 and 2. Help the learners to understand what subjunctives actually do. Give many examples for them to get the differences between the 2 moods.
- Using exemplification approach, learners form sentences in the indicative and imperative moods.
- Help the learners to understand that a verb used to make a statement or ask a question is said to be in the "indicative mood". The majority of sentences are in the indicative mood. For example:
  - Der Himmel ist klar heute Abend.
  - Sie ist nicht zufrieden mit dem Ergebnis.
  - Die Fremden könnten unsere Luft nicht atmen.
  - Der ein whelk Ist.
- Use a text from which learners can identify different moods of a sentence.
- Give group work assignments to train the learners to have the skills of team work.
- Use "Stationen" (Assign different groups separate tasks to present in the plenary).
- Problem-based learning approach trains learners to solve problems (present a problem and ask them to solve it).
- Work based learning approach brings all the learners to join hands and learn from each other (guide them throughout the learning process).

Practical Activities
- Provide texts to the learners and let them identify the different sentence moods.
- Let the learners construct sentences in one mood while others change them into another following the examples given to them.
- Guide the learners to rearrange jumbled sentences in different moods.

Teaching/Learning Aids
- Grammar textbooks
- Internet resources

- Duden Grammatik

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Identifying the different sentence moods
- Completing the "fill in exercises"
- Rewriting sentences using another given mood
- Giving answers to objective questions
- Completing True or False questions

Sub-Topic 4: Idiomatic Expressions

Specific Objectives	Content
The learner should be able to:	
• identify idioms in sentences.	• Idiomatic expressions
• use idiomatic expressions.	• Proverbs and saying
• construct sentences using idioms.	

Suggested Teaching/Learning Strategies

- Using discovery approach, learners in groups, identify different idioms and through practice orally or in writing, guide them to use them in contextual sentences.
- Using group work assignments approach, learners use idiomatic expressions following a structure you might have given them, or they may follow the way the expressions were used in a passage they might have read earlier.
- Using work-based learning approach, (teacher guides student throughout the learning process) the learners construct sentences using idioms as you guide and follow their work.

Note: (Stationen) Assign different groups separate tasks to present in the plenary.
- Use a text from which learners can identify different idioms.
- Give group work assignments.
- (Stationen) Assign different groups separate tasks to present in the plenary.
- Problem-based learning (teacher presents problem and learners solve it).
- Work-based learning (teacher guides student throughout the learning process).
- Use a text from which learners can identify different idioms.

- Give group work assignments.
- Using work based learning approach, (teacher guides student throughout the learning process), the learners construct sentences using idioms.

Practical Activities

- Provide texts to learners and let them identify idioms
- Let learners construct sentences using proverbs and sayings.
- Match proverbs with their respective meanings.

Teaching/Learning Aids

- Grammar textbooks
- Internet resources
- Duden Grammatik

Assessment Strategies

- Provide learners with sentences and let them identify the different sentence moods.
- Use "fill in exercises".
- Rewriting sentences using another given mood
- Use objective questions
- Administer matching exercises
- Give True or False questions

ASPECT 6: LITERATURE IN GERMAN AND SOCIO-CULTURAL STUDIES (CONTINUATION)

Topic 1: German Literature (Content - Continuation)

Duration: 10 Periods

Sub-Topic 4: Parents and their Children (Continuation)

Specific Objective	Content
• The learner should be able to analyse a text on love among the parents and their children and carry out literary appreciation on it.	• The power of love that brings parents and children together

Suggested Teaching/Learning Strategies

- Using discussion approach, learners analyse a text on love among the parents and their children, and carry out literary appreciation.
- Guide the discussion to make the learners appreciate that there is the power of love that brings parents and children together. No one should abuse this power.
- Discuss the theme, "Love", to develop the necessary vocabulary and activate the subconscious knowledge.
- Prompt learners' interest with a theme-related symbol e.g. a picture of a home where there is love, and another picture where there is no love.
- Use literary texts with which learners can understand more about love.
- Give group work assignments for the learners to go and research on the fruits of love.

Teaching/Learning Aids

- Literary texts
- Internet resources
- Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an interpretation of a philosophical text such that it can be understood by everybody
- Writing the message of the text

- Writing about the use of literary techniques in the individual texts
- Commenting on the structure and style

Sub-Topic 5: School Life

Specific Objective	Content
• The learner should be able to analyse texts and carry out literary appreciation on them.	• Ein Schulerlebnis

Suggested Teaching/Learning Strategies

- Using discussion approach, the learners analyse texts and carry out literary appreciation on the school life that others call suffering.
- Guide learners to interpret the meaning of what people term as "bitter roots of education".
- Guide the learners to discuss the theme "bitterness in school life" to develop the necessary vocabulary and to activate the subconscious knowledge.
- Prompt learners' interest with a theme-related symbol e.g. a picture of a learner studying.
- Use literary texts with which learners can practise.
- Give group work assignments.
- Use problem-based learning (teacher presents a problem and learners solve it).
- Use work-based learning (teacher guides students throughout the learning process).

Practical Activities

- Vorentlastung' – prepare the literary text for reading by easing vocabulary.
- Read the text and check understanding of it.
- Arrange learners in groups and assign each group separate tasks dealing with literary appreciation.
- In the plenary, allow each group to present its work.

Teaching/Learning Aids

- Literary texts
- Internet resources
- Duden Literatur
- Pictures, CDs, Songs

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an interpretation of the text
- Writing the message of the text
- Writing about the use of literary techniques in the individual texts
- Commenting on the structure and style

Sub-Topic 6: Work (Relationships at Workplace)

Specific Objective	Content
• The learner should be able to analyse texts about relationships at the workplace and carry out literary appreciation on the text.	• Ein neues Gesicht

Suggested Teaching/Learning Strategies

- Using discussion approach, the learners analyse texts about relationships at work place and carry out literary appreciation on the text.
- Guide the learners to discuss the impact of good relationships at work vis-à-vis the output of the work, and develop the necessary vocabulary to activate the subconscious knowledge about the theme.
- Prompt the learners' interest with a theme-related symbol e.g. a picture.
- Use literary texts with which learners can practice.
- Give group work assignments.

Teaching/Learning Aids

- Literary texts
- Internet resources e.g. related pictures
- Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an interpretation of the text
- Writing the message of the text
- Writing about the use of literary techniques in the individual texts
- Commenting on the structure and style

Sub-Topic 7: Accepting Responsibility

Specific Objective	Content
• The learner should be able to analyse texts and carry out literary appreciation on them.	• Ich habe getötet

Suggested Teaching/Learning Strategies

- Using discussion approach, the learners analyse and carry out literary appreciation of texts.
- Guide the learners to discuss the theme, "Accepting Responsibility", to develop the necessary vocabulary and activate the subconscious knowledge about it. For example, the learners should be able to acknowledge that they have a responsibility in the community they live in.
- Prompt the learners' interest with a theme-related symbol e.g. a picture of community members working for the common goal.
- Use literary texts with which learners can practise.
- Give group work assignments.

Teaching/Learning Aids

- Literary texts
- Internet resources
- Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an interpretation of the text
- Writing the message of the text
- Writing about the use of literary techniques in the individual texts
- Commenting on the structure and style

SENIOR SIX TERM THREE

ASPECT 1: ORAL RECEPTION (CONTINUATION)

Topic: Listening (Continuation)

Sub-Topic 5: Work and Career

Specific Objectives	Content
The learner should be able to:	
• tell what one would wish to become in future.	• Expressions of wishes -"If clause in German"
• appreciate the value of leisure	• The value of leisure
• identify professions and what they require.	• Different careers and what they require
• take note of disadvantages of being jobless.	• Disadvantages of being jobless, e.g. drug abuse, poverty, suicide, etc
• use structures in passive voice in sentence construction.	• Passive voice

Suggested Teaching/Learning Strategies

- Using exposition approach, learners tell what one would wish to become in future, as they talk good about the jobs of their interest.
- By means of an 'Assoziogramm', brainstorm on the topic, "Work and Career", to activate related vocabulary. Gather phrases for expressing wishes. Allow learners to answer questions on the text.
- Using discussion approach, the learners appreciate the value of leisure, especially after work for the purpose of refreshment. This should be after listening to an audio document about leisure. Play a recorded text once to give learners a general picture of the different careers. Give learners specific assignments on the listening text to allow for selective listening.
- Using brainstorming approach, the learners identify from an oral document professions and what they require. For example, military requires physical fitness; medicine requires strength in science subjects; etc. Assign a project to interview different people on their professions.
- Using discussion approach, the learners take note of disadvantages of being jobless such as frustration, suicide, poverty, drug abuse, etc.

- Using exemplification approach, the learners use structures in passive voice and construct sentences on a jobless person.
- Allow learners to express their wishes for particular professions.
- Choose a listening text on career interests of the learners as the base of learning material.
- Provide guiding questions to help understand the text on career.
- Arrange learners in groups to answer questions on the listening text.
- Allow learners to discover about the listening text in question.
- Provide listening materials.
- Set a time limit for the activity.
- Guide where necessary.
- Provide for learners to listen to and read texts on German town.
- Aid learners to identify words connected to town environment.

Teaching /Learning Aids

- Audio materials including, audio-books, DVDs, MP3s, CDs, cassettes, music downloads from the Internet

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Reporting on the project work
- Matching ideas using pictures and/ or words
- Answering listening comprehension questions

ASPECT2: WRITTEN RECEPTION (CONTINUATION)

Topic: Reading (Continuation)

Duration: 6 Periods

Sub-Topic 5: The World of Work

Specific Objectives	Content
The learner should be able to: • describe how people create jobs for themselves in Uganda. • project what he/she would wish to create as a job after school. • discuss challenges of creating jobs in Uganda.	• How people create jobs for themselves in Uganda – vocabulary related to job creation, e.g. creative, entrepreneurial skills, etc. • Expressions of wishes and "If – clause" (wenn) in German • The use of active/passive voice to express different careers and what they require

Suggested Teaching/Learning Strategies

- Using brainstorming approach, the learners describe how people create jobs for themselves in Uganda like selling air time, riding "boda boda", growing vegetables, keeping animals, etc.
- Using projection approach, the learners project what they would wish to create as jobs after school using future simple tense. Guide the learners to identify phases of the plan, activities in each phase, expected outcome of each activity, time frame for each phase, cost the activities, plan how to generate the funds, etc. Help them to look for the required vocabulary.
- Using discussion approach, learners discuss challenges of creating jobs in Uganda. For example, poor attitude towards certain types of jobs, lack of saving culture among Ugandans, unavailability of funds, etc.
- Choose reading texts on work-related issues at the level and interest of the learner as the base of learning material.
- Allow learners to discover, about the reading text in question.
- Provide guiding questions to help learners understand the text.
- Set a time limit for every activity.
- Guide where necessary.

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic; "Job creation" to activate related vocabulary.
- Provide a recorded text once to give learners a general picture of the different types of jobs created in Uganda and elsewhere.
- Arrange learners in groups and give them specific assignments on the listening text to allow for selective listening.
- Allow learners to answer questions on the text to verify their understanding of the same.

Teaching/Learning Aids

- Reading texts on work, employment and unemployment in Germany
- Reading texts on the rewarding system of workers during their active years and when they retire
- Magazines and other publications on work in German
- Pictures of some activities of job creators in Uganda e.g. Katwe in Kampala

Assessment Strategies

Areas to be assessed in this subtopic include:
- Filling in missing words in a "Lückendiktat"
- "Falsch" oder "Richtig" exercises
- "Ja" oder "Nein" exercises
- Rearranging text
- Summarising a reading text
- Answering reading comprehension questions

ASPECT 3: ORAL PRODUCTION

Topic 3: Speaking (Continuation)

Duration: 14 Periods

Sub-Topic 3: Leisure and Entertainment

Specific Objectives	Content

The learner should be able to:
 • speak about leisure and entertainment.
 • explain how the Germans spend their free time.
 • list the most entertaining activities for the German people.
 	
 • describe the types of parties the German love to participate in and attires for given occasions.
	• Forms of leisure and entertainment in Germany
	 • Special occasions in Germany for spending free time
	 • Entertaining activities e.g. forms of invitations, holidays (Urlaub/Ferien)
	 • Parties that may need:
	   - Accommodation
	   - Symbols vis-à-vis festive occasions

Suggested Teaching/Learning Strategies

- Using discussion approach, learners speak about leisure and entertainment in Germany and compare it with Uganda, for example, during big days like Christmas, Independence Day, etc.
- Using exposition approach, the learners explain how the Germans spend their free time like holidays.
- Using discovery approach, learners identify from a passage and list the most entertaining activities for the German people.
- Using brainstorming approach, the learners describe the types of parties the Germans love to participate in and attires for given occasions.
- Help the learners to discuss the different forms of leisure and entertainment.
- Using pictures, help the learners to identify different celebrations in Germany.
- Using research approach, learners compare and contrast festive occasions in Uganda with those in Germany.
- Provide learners with visual stimuli to prompt speaking.
- Arrange learners in groups and give them specific assignments.

- Ask the learners to rephrase what has been said by another person.
- Guide them to begin, add to and complete a conversation.

Teaching /Learning Aids

- Textbooks with useful expressions (Redemittel) on topics related to leisure and entertainment
- Texts on leisure and entertainment in Germany
- Magazines and other publications in German discussing leisure and entertainment
- Pictures and CDs about leisure

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Simulating a situation to which learners have to react, e.g. if they were in Germany and were invited for a special occasion, they should describe the kind of dress they would wear for the day
- Engaging the learners in guided conversation

Sub-Topic 3: Leisure and Entertainment

Specific Objectives	Content
The learner should be able to: • explain how the Germans spend their free time. • list the most entertaining activities for the German people. • give types of parties the Germans love to participate in and attires for given occasions.	• Ways the German spend their free time • Most entertaining activities for German people. • Parties the Germans love to participate in and attires for given occasions, e.g. parties in which they are invited in a special way; forms of invitations; when special symbols are used vis-à-vis the festive occasion

Suggested Teaching/Learning Strategies

- Using question and answer approach, learners explain how the Germans spend their free time, for example, holidays (Urlaub/Ferien); special occasions in Germany, etc.

- Using brainstorming approach, the learners list the most entertaining activities for the German people e.g. certain forms of leisure and entertainment in German language.
- Using discovery approach, learners discover in a passage and give the types of parties the Germans love to participate in and the attires for the given occasions.
- Discuss the different forms of leisure and entertainment.
- Identify different celebrations in Germany.
- Compare and contrast festive occasions in Uganda with those in Germany

Practical Activities

- By means of an 'Assoziogramm', brainstorm on the topic; "leisure and entertainment" to activate related vocabulary.
- Provide learners with visual stimuli to prompt speaking.
- Arrange learners in groups and give them specific assignments.
- Ask the learners to rephrase what has been said by another person in case they do not understand it.
- Task the learners to begin, add to and complete a conversation.

Teaching/Learning Aids

- Textbooks with useful expressions (Redemittel) on topics related to leisure and entertainment
- Texts on leisure and entertainment in Germany
- Magazines and other publications in German discussing leisure and entertainment
- Pictures of special attires in Germany

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Simulating a situation to which learners have to react
- Engaging learners in guided conversation

ASPECT 4: WRITTEN PRODUCTION (CONTINUATION)

Topic: Writing (Continuation)

Duration: 10 Periods

Sub-Topic 3: Leisure and Entertainment

Specific Objectives	Content
The learner should be able to:	
• Name 5 major types of games played by Ugandans.	• 5 major types of games played by Ugandans and vocabulary related to leisure and entertainment
• list other entertaining events the Ugandans like apart from games.	• Other entertaining events the Ugandans like apart from games e.g. music
• discuss the challenges in budgeting for leisure in Uganda.	• The challenges in budgeting for leisure, for the whole family in Uganda
• explain how Germans encourage their women to take up sports.	• How Germans encourage their women to take up sports and the use of logical articulators
• discuss what factors bar Ugandan women from joining sports and games.	

Suggested Teaching/Learning Strategies

- Using brainstorming approach, the learners name 5 major types of games played by Ugandans, for example, football, rugby, netball, basket ball, volley ball.
- Using question and answer method, learners list other entertaining events Ugandans like apart from games, e.g. Music, drama, comedy, etc.
- Using discussion approach, learners discuss in groups the challenges in budgeting for leisure in Uganda e.g. poverty; lack of interest; the elderly say that games are for the youth; etc. Guide the learners to carry out the discussion in German.
- Using exposition approach, learners, with picture illustration, or statistical data, explain how Germans encourage their women to take up sports in large numbers, unlike Ugandan women.

- Using discussion method, learners discuss what factors bar Ugandan women from joining sports and games at a later age. For example, due to over feeding, they become too fat to compete meaningfully in any sporting activity; culturally they feel that sports make them lose dignity; etc.
- Brainstorm on the topic "leisure and entertainment" as you target the use of a given structure that is common in the passage you have given the learners to read.
- Discuss leisure and entertainment in Germany and give the learners individual written activity such as:
  - Writing an essay about the role of leisure to both Germans and Ugandans
  - Writing a commentary on leisure and entertainment
  - Writing a dialogue of two people planning a weekend outing (after reading an example given)
  - Writing a discussion on leisure and entertainment as an economic activity
  - Translating a relatively simple text on entertainment from German into English

Teaching/Learning Aids

- Textbooks with useful expressions (Redemittel) on various topics related to leisure and entertainment
- Texts on leisure and entertainment in Uganda and Germany
- Magazines and other publications on leisure and entertainment

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an essay on leisure and entertainment
- Writing commentary on texts related to leisure and entertainment
- Writing assignments on topics related to leisure and entertainment

ASPECT 5: GERMAN GRAMMAR (CONTINUATION)

Topic 3: Categorisation of Sentences in German (Continuation)

Duration: 8 Periods

Sub-Topic 5: Sentence Types (Continuation)

Specific Objectives	Content

The learner should be able to:
 • identify various types of clauses.
	• Kinds of clauses:
	   - main clause
	   - subordinate clause
	   - declarative
	   - interrogative
	   - exclamatory
	   - imperative

• construct sentences using specific clauses as required.	• Identification of sentences using specific clauses as required
• differentiate between main and subordinate clauses.	• Differences between main and subordinate clauses
• form sentences using various types of clauses.	• Formation of sentences in various types of clauses

Suggested Teaching/Learning Strategies

- Using exemplification approach, learners identify various types of clauses in a given sentence, for example,
  1. *Mein Bruder hat seine Ehefrau geschieden*, *weil sie* das Geld von *jemandem gestohlen* hat. (My brother divorced his wife because she stole somebody's money).
  2. *Ich hoffe*, dass euch das Essen **schmecken** *wird.* (I hope you will enjoy the meal.)
  3. *Er hatte mich angerufen*, weil er mich etwas **fragen** *wollte.* (He called me because he **wanted to ask** me something.)
  4. *Ich packe meinen Koffer*, weil ich morgen **verreisen** *werde.* (I am packing my suitcase because I **will go** on a trip tomorrow.)
  5. *Es tut mir leid*, dass ich nicht **helfen konnte**. (I am sorry that I *could* not **help**.)

6. *Ich kann heute Abend nicht weggehen*, weil ich **arbeiten** *muss*. (I cannot go out tonight because I have to **work**.)

Help the learners to know that:
- Full verbs crop up in their unconjugated forms, (bod words)
- Auxiliary verbs and modal verbs have to be conjugated (underlined, italic)
- Auxiliaries and modal verbs come after the full verb in German subordinate clauses.

- Using work-based learning approach, learners construct sentences using specific clauses as required, following the examples given. For example, the learners complete the clauses below:
  i)   …dass ich nicht helfen konnte. (… that I could not help.)
  ii)   …Ich muss arbeiten. (I have to work.)
  iii)   …weil ich arbeiten muss. (… because I have to work.)
  iv)   …Ich konnte nicht helfen. (I could not help.)
- Using brainstorming approach, the learners differentiate between main and subordinate clauses. Guide learners with examples to understand that a comma separates main clauses from subordinate clauses.
- Using group discussion approach, form sentences using various types of clauses. For example, main clause, subordinate clause, declarative, interrogative, exclamatory, imperative etc.
- Use a text from which learners can identify different types of clauses.
- Give group work assignments to the learners to learn how to solve a problem as a team.
- Use at times "Stationen" approach. Assign different groups separate tasks to present in the plenary or use problem based learning approach whereby, the teacher presents the problem and the learners solve it.
- Work-based learning approach can bring the teacher closer to the learners to learn from one another.
- Also ask learners to research on other clauses mentioned.
- Select a text in German from which learners can identify the clauses.
- Request them to give examples of these clauses, in their own words.

Practical Activities
- Provide texts to learners and let them identify the different sentence types.
- Let learners construct sentences under different clause types.
- Rearrange jumbled up sentences under their respective clause types.
- Identify types of clauses from a group of sentences put together.

Teaching/Learning Aids

- Grammar textbooks
- Internet resources
- Duden Grammatik

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Providing learners with sentences and letting them identify the types of clauses
- Identifying main and subordinate clauses in a sentence
- Answering objective questions
- Answering True or False question type

ASPECT 6: LITERATURE IN GERMAN AND SOCIO-CULTURAL STUDIES (CONTINUATION)

Topic 2: Socio-Cultural Studies (Continuation)

Duration: 6 Periods

Sub-Topic 3: Accepting Responsibility (Continuation)

Specific Objective	Content
• The learner should be able to analyse and literary appreciate texts.	• Ich habe getötet

Suggested Teaching/Learning Strategies

- Using discussion approach, the learners analyse texts and carry out literary appreciation on them. Guide the learners to discuss the theme, "Accepting Responsibility", to develop the necessary vocabulary and activate the subconscious knowledge about it. For example, the learners should be able to acknowledge that they have a responsibility in the community they live in.
- Prompt the learners' interest with a theme-related symbol e.g. a picture of community members working for the common goal.
- Use literary texts with which learners can practise.
- Give group work assignments.

Teaching/Learning Aids

- Literary texts
- Internet resources
- Duden Literatur

Assessment Strategies

Areas to be assessed in this sub-topic include:
- Writing an interpretation of the text
- Writing the message of the text
- Writing about the use of literary techniques in the individual texts
- Commenting on the structure and style

References

Deutsche Grammatik

Duden der deutschen Literatur

Internet resources using relevant web sites

Literatur Handbücher

Miteinander series

planet b1

Planet B1/2

sämtliche lesetexte der b1/b2 niveau auch aus dem internet

(www.hueber.de/downloads)

schritte international b1/b2.

Übungsgrammatik Deutsch   Helbig Buscher

www.nthuleen.com

Appendix

Time Allocation per Aspect

Class	Term	Aspects	No. of Periods
S5	I	Aspect 1: Oral Reception	20
		Aspect 2: Written Reception.............................	20
		Aspect 3: Oral Production.................................	28
		Aspect 4: Written Production...........................	16
		Aspect 5: German Grammar.............................	12
		Aspect 6: Literature In German And Socio-Cultural Studies	14
			110
	II	Aspect 1: Oral Reception (Continuation)	26
		Aspect 2: Written Reception (Continuation)	22
		Aspect 4: Wtitten Production.....................	14
		Aspect 5: German Grammar.....................	20
		Aspect 6: Literature In German And Socio- Cultural Studies.......................	16
			8
			106
	III	Aspect1: Oral Reception (Continuation)	16
		Aspect2: Written Reception (Continuation)	12
		Aspect 3: Oral Production (Continuation) ...	8
		Aspect 4: Written Production (Continuation)	8
		Aspect 5: German Grammar (Continuation)	8
			52
S.6	I	Aspect 1: Oral Reception (Continuation) ...	18
		Aspect 2: Written Reception ()................	20
		Aspect 3: Oral Production (Continuation) ...	8
		Aspect 5: Grammar (Continuation)	14
		Aspect 6: Literature In German And Socio- Cultural Studies	10
			64
	II	Aspect 1: Oral Reception (Continuation...	22
		Aspect 2: Written Reception (Continuation)	24

		Aspect 3: Oral Production (Continuation)	14
		......	30
		Aspect 5: Grammar (Continuation) …………	8
		Aspect 6: Literature In German And Socio-Cultural Studies	**100**
	III	Aspect 1: Oral Reception (Continuation)……	10
		Aspect 2: Written Reception(Continuation) …	6
		Aspect 3: Oral Production……………………	14
		Aspect 4: Written Production (Continuation)	10
		Aspect 5: German Grammar(Continuation)……	8
		Aspect 6: Literature In German And Socio-Cultural Studies (Continuation).	2
			50
		Total number of periods for 2 years	**482**

Uganda Advanced Certificate of Education

Latin

TEACHING SYLLABUS

Contents

Introduction

Latin may be classified as a dead language, not simply because it is no longer spoken but it is a language which is no longer changing within the norms of linguistic development. It has, however, changed into other Romance and Teutonic languages. The fact that no people have it now as their own language makes it merit the benefit of its stability and constancy.

Latin is a language which the Romans spoke many years ago. It was considered to be a language of the Latins who lived in the region of Latium, central Italy. The language spread with the expansion of the Roman Empire and later on with its official use in the Catholic Church.

In Uganda, Latin has remained a language learned by seminarians, although for a better learning of languages that drew their origin from Latin such as French, Spanish, Portuguese, English, German, etc, learning Latin should have been a must.

Aims and Objectives of Teaching Latin at Advanced Level

The aims and objectives of teaching Latin at A level is to develop in the learner:
- an understanding of the Latin language.
- the ability to read, understand, appreciate and respond to some Latin literature.
- an understanding of some of the elements of Roman civilisation.
- an analytical approach to language by seeing English in relation to a language of very different structure and by observing the influence of Latin on English.
- an awareness of the motives and attitudes of people of a different time and culture, while considering Rome's legacy to the modern world.
- a greater understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues.
- an excellent foundation for advanced study.
- **acquire a linguistic background to humanities and sciences** that have Latin as a core subject and use the language appropriately.
- **access knowledge written in Latin books** which have not been translated.
- **understand the structures of other languages** originating from Latin.

The Purpose of Teaching Latin

Latin is the mother of Teutonic languages such as English and German and Romance languages such as French, Spanish, etc. Most of these languages are offered in the school curriculum.

English has a special role as the medium of instruction and the official language of Uganda. Latin helps students to learn English words or vocabulary that have their origin from Latin language.

As a language of reference, Latin has gained stability and has consequently become a reliable source of coinage from which modern languages derive vocabulary especially in the science field.

The morphology of Latin trains the learner in skills of critical and analytical thinking. Such skills are basic for humanities like history, literature, linguistics, theology, philosophy, law and sciences like biology, chemistry, physics, information technology and military science.

The Purpose of this Syllabus

This syllabus is to assist the teacher prepare adequately for effective teaching and learning process.
It covers all the topics covered in Senior Five and Six and offers effective methodologies of handling the teaching/learning process. Several hints on presentation of content including topics, content outline, learning objectives, expected practical teaching methods/strategies types of documents have been suggested. At the end of each topic the learner is expected to be assessed to know whether the desired competences are attained, using the suggested strategies. The syllabus will act as a basic approach to guide the teacher in using the supportive documents appropriately and effectively.

In addition, an outline for learners with special needs is addressed with emphasis on these special groups to be adequately and professionally catered for in the teaching and learning situation at school.

The suggested strategies are not meant to limit the creativity and innovativeness of a teacher, but to act only as a guide. They are also meant to greatly help the new teachers and those who have been only drilling

learners to pass Uganda National Examinations Board (UNEB) examinations regardless of whether they have attained the expected competences or not. It is, therefore, necessary that the teacher plans, prepares, researches on each topic and uses his/her innovative skills to ensure that the learners attain mastery of the desired learning outcome.

Scheming one's work and preparation is a requirement for effective implementation of the syllabus. The teacher is asked to focus on innovative methods of presentation as effective tools for keeping the learners interested in the subject and catering for their individual differences for the learning process to be more or less inclusive, participatory and learner-centred.

The teacher should not take for granted the following special learning needs/cases as they may cause unpleasant results in the learning environment and process: gifted learners, slow learners, hearing handicap, visual and/or physical handicaps, behavioural disorders, mentally retarded, disadvantaged background, remote and rural or urban settings of the learners. Therefore, the special groups need to be adequately catered for in class at all cost through the provision of a variety of exercises of different types, the use of many teaching methodologies and a variety of teaching aids. It is necessary that the teacher identifies the weak and strong points of his/her learners early enough so that s/he helps them appropriately.

The Methodology

The syllabus aims to develop learners' ability to understand Latin, as well as the influence of Latin on modern European languages. This is done by comparing the structure of Latin with other languages. Learners also develop an analytical approach to language learning. That explains the reason why it should have been necessary for every learner aiming at specialising in languages to have a dose of Latin.

Candidates study Latin prose and verse literature in its social and historical context, and are encouraged to develop a personal response to what they read. This will develop an awareness of a different time and culture, and an appreciation of Rome's legacy to the modern world.

This implies that the teacher shall have to remind the learners on all the linguistic elements they learnt at O level in a more practical manner through the identification of these elements in a passage, including morphology and vocabulary. Morphology contains the following areas:

Linguistic Elements	The Description of the Elements
Nouns	The five declensions and irregular nouns *deus*, *bos*, *vis*, j*uppiter*, *domus*
Adjectives	of first, second and third declension
Comparison of adjectives	all regular examples, including those in –*illis*; irregular adjectives *bonus*, *malus*, *magnus*, *parvus*, *multus*, *pauci*
Comparison of adverbs	all adverbial equivalents of regular adjectives and the irregular adjectives given above; also *diu*, *prope*, *saepe*
Pronouns	*ego*, *tu*, *nos*, *vos*, *is*, *se*, *hic*, *ille*, *idem*, *ipse*, *qui*, *quidam*, *quis*, *aliquis*, *quisque*, *nullus*, *solus*, *totus*, *alius*, *alter*, *uter*, *neuter*
Verbs	all parts of regular and irregular verbs (except gerund, gerundive and the supine in –um and –u), including deponent, semi-deponent and defective verbs *odi*, *coepi*, *memini*, but only *inquit* from *inquam*
Prepositions	a) those with the accusative: *ante*, *apud*, *ad*, *circa*, *circum*, *contra*, *extra*, *infra*, *inter*, *intra*, *iuxta*, *ob per*, *post*, *praeter*, *prope*, *propter*, *supra*, *trans*, *ultra* b) those with the ablative: *a* (*ab*), *cum*, *de*, *e* (*ex*), *prae*, *pro*, *sine* c) those with the accusative and the ablative: *in*, *sub*, *su*
Cardinal numerals	1 to 1000; ordinal: 1st to 10th

Areas to generate vocabulary include:

1. Social life (patricians, plebeians, slaves, freedmen, Latins, foreigners, women in society)
2. Customs and daily life (dress, eating habits, education)
3. Socio-cultural

4. Sports
5. Army
6. Calendar
7. Leisure (colosseum, circus maximus, baths, ...)
8. Aqueducts
9. Agriculture
10. Economic (the Roman currency, coins)
11. Language
12. Arts
13. Religion
14. Environment

To aid the learners in critical analysis and translation of Latin literature, it is advisable to equip them in pronouncing, reading comprehension, and writing skills. Although listening and speaking skills may not be examined in the long run, they should be developed through discussions and interactions in class.

Time Allocation

As a principal subject, Latin shall be taught for **six** periods per week per class: three periods per week for language concept development such as pronunciation, reading and writing /translation skill development; three periods per week for literary texts study and Roman civilisation.

Evaluation Strategies

There are three separate assessment objectives:

A. Linguistic knowledge with understanding

Learners should be able to:
   i)   express, according to context, the meaning of linguistic elements (vocabulary, morphology and syntax).
   ii) express, according to context, the meaning of Latin sentences written in Latin word-order.
   iii) understand the details and general meaning of a passage of Latin.
   iv) translate a passage of Latin into English.
   v)   translate a passage of English into Latin.

B. Literary knowledge with understanding

Learners should be able to:

     i)   describe character, action and context.
     ii)   select details from the text.
     iii) explain meanings and references.
     iv) translate a portion of the text.
     v)   explain matters relating to the social and historical context.

C. Literary criticism with personal response

Learners should be able to:

     i)   analyse and evaluate style, tone and metre (where appropriate).
     ii)   make a reasonable personal response to the literature.
     iii) select evidence to make judgments on the social and historical context.

Paper 1 (2 Hours)

There are two sections in this paper:

- **In Section A**, candidates translate a passage of English prose into Latin.
- **In Section B,** candidates answer comprehension questions on a passage of Latin prose.

Paper 2 (**2 Hours)**

Candidates answer questions on the prescribed texts. Questions test their comprehension, translation and appreciation of the literature.
Candidates must answer all the questions.

Paper 3 (3 Hours)

This paper contains three sections (A, B, and C). A candidate must answer a total of 5 questions: From Section A, a candidate is expected to answer at least 2 questions. A candidate will have to answer at least one question from Section B, while Section C is optional. The candidate is free to choose the remaining 2 questions from any of the three sections.

In Section B, questions ask candidates to express reasoned opinions on matters relating to the social and historical context of the literature and/or the literature itself.

How to Use this Syllabus

This syllabus is composed of three major aspects: Latin linguistic knowledge with understanding, Literary knowledge with understanding, and Literary criticism with personal response.

The teacher may choose to teach aspect 1 (Latin linguistic knowledge with understanding) in the first term, aspect 2 (the prose) in the second term and aspect 3 (the play) in the third term. In this case, you have to take six periods per week per class for any chosen aspect for that particular term. If you choose to teach all the aspects concurrently, you have to take two periods per week per class for each of the aspects.

SENIOR FIVE

Aspect 1: Latin Linguistic Knowledge with Understanding

Overview

This aspect contains some grammatical elements already learnt at O level which may cause difficulties for the learner to understand the unprepared and the literature texts.

This aspect contains Latin morphology, grammar, syntax and vocabulary related to Roman civilisation.

Under this aspect, you should ensure that you create activities in class for the learners to:

- express, according to context, the meaning of linguistic elements (vocabulary, morphology and syntax).
- express, according to context, the meaning of Latin sentences written in Latin word-order.
- translate a passage in English into Latin and vice versa.
- understand the details and general meaning of a passage of Latin.
- understand unseen passages of Latin and translate them into English accurately and clearly.
- demonstrate a thorough knowledge of the prescribed texts and give an appreciative response to its literary qualities and linguistic elements.

Topic 1: Latin Accidence and Syntax

Duration: 60 periods

Overview

In this topic, learners understand and study smallest meaningful components of a language and know the way they are joined together to make a word. In this topic the learners revise the following parts of speech they studied in senior four: nouns, adjectives, adverbs, pronouns, verbs, adverbs, prepositions.

Guide the learners to put their major focus on:

1. Accidence

- Nouns of all standard types, together with *bos, domus, Iuppiter* and *vis*
- Adjectives of all standard types, from all three declensions, including dives, pauper and vetus
- Adverbs
- Comparison of adjectives and adverbs contained in the vocabulary list
- Pronouns and pronominal adjectives and related forms
- Verbs of all standard types from all conjugations in all moods, voices and tenses, together with deponent, semi-deponent, defective, irregular and impersonal verbs including the impersonal passive of intransitive verbs. (Knowledge of the imperative in –to, –tote is confined to memini and sum)
- Compound verbs of regular formation using all the common prefixes, including associated consonant and vowel changes, and where the prefix retains its normal meaning
- Cardinal numbers 1–1000 and ordinal numbers 1st – 10th
- Uses of prepositions

2. Syntax

- Standard patterns of case usage
- Negation
- Direct statement, question (including deliberative) and command
- Prohibitions, exhortations and wishes
- Uses of the infinitive (as subject, as complement, prolative, historic)
- Uses of the participle (including ablative absolute)
- Uses of the subjunctive (e.g. potential, generic)

- Comparison (including the ablative of comparison)
- Uses of the gerund and gerundive (including the gerundive of obligation)
- Constructions using *quominus* and *quin*
- Use of *dum* and *dummodo* to mean 'provided that'
- Subordinate clauses
- Indirect statement (including extended *oratio obliqua*), question, command and prohibition
- Description (relative clauses, including common uses with the subjunctive)
- Purpose (including uses of the gerund and gerundive)
- Result (including the use of the comparative with *quam ut*)
- Conditional
- Causal
- Temporal (definite and indefinite)
- Subordinate clauses within indirect speech
- Fearing, prevention and precaution
- Concessive
- Comparative

Under this topic, you help the learners through various methods to:
   a)   analyse the composition of Latin words, the structures and etymology of the parts of speech, acquire a linguistic background to humanities and sciences that have Latin as a core subject and use the language appropriately.
   b)   access knowledge written in Latin books which have not been translated.
   c)   understand the structures of other languages originating from Latin.

General Objective
By the end of the topic, the learner should be able to demonstrate a good grasp of Latin vocabulary, morphology and syntax.

Sub-Topic 1: Latin Nouns

Specific Objectives	Content
The learner should be able to: • identify different types of nouns. • create nouns from verbs. • use various types of nouns to describe the state of another noun (social life).	• Types of nouns • The five declensions and irregular nouns: *deus, bos, vis, luppiter, domus* • Table of endings of the five declensions

Suggested Methodology

• Choose a written document on Roman cultural activities, contemporary documents from respected authors, other authentic passages and literary texts with culture as a theme. Gauge the level of the Latin language in the documents such that it is within their level of understanding.
• Using guided discovery approach, guide the learners you have put in groups of 4 to read through the passage silently and identify the nouns found in the passage.
• Brainstorm the types of nouns. Then ask the learners to discuss the type of each one of these nouns. In the plenary session, different groups justify their grouping according to the type of nouns in the passage.
• Using examples, guide learners to create nouns from verbs. Brainstorm the 5 levels of declensions such that the learners recall the endings of the 5 declinations.
• Using imitation methods, guide the learners to describe the state of other nouns using a given type of noun.
• Using chalk and talk approach, give the learners reading comprehension skills, good reading habits, good pronunciation and the respect of punctuation.
• Using practical approach, train the learners to effectively use the dictionary and other support documents. This can be done through giving to the learners various forms of the nouns, adjectives and adverbs, the way they appear in the text and the way they can be seen in the dictionary.

Teaching and Learning Aids

- Photocopies of passages on Roman cultural activities to be used in class (equal to the number of the learners in the class)
- Pictures of cultural activities
- Video tape/ CD-Rom on the Roman cultural activities

Suggested Assessment Strategies

- Reading comprehension exercise on the passages on Roman cultural activities
- Exercise on the formation of the Latin nouns from adjectives

Sub-Topic 2: Latin Adjectives

Specific Objectives	Content
The learner should be able to: • identify different types of adjectives. • decline adjectives in the three degrees (positive, comparative and superlative). • use various types of adjectives to describe the state of a noun, and Roman cultural events (apposition). • explain how the adjectives agree in gender and the number of the nouns they precede.	• Types of adjectives • All regular adjectives including those ending in –ilis • Adjectives of first and second declensions. • Adjectives of third declension • Adjective agreement

Suggested Methodology

- Using observation approach, the learners should observe in groups different types of adjectives, discuss their differences and categorise them according to their groups. This can also be done through the observation of the endings of the adjectives.
- Using exemplification approach, guide learners through examples, in their various groups on how to decline adjectives in the three degrees: (positive, comparative and superlative). In case you feel that the examples do not help learners to understand the declination principles, explain to them using talk and chalk approach the guiding principles of declination of adjectives to supplement the examples.

- Gives exercises on noun-adjective agreement in gender, number and case, such as rewriting the sentences, translation of simple English sentences into Latin, filling with blank spaces, etc.
- Using translation approaches, explain the rules used for adjective agreement with the nouns in gender, number and case. For instance, give a sentence in English where there is an adjective and a noun agreeing with each other. Ask the learners to translate it in Latin. Ask the learners to compare the two sentences to detect the agreement of adjective with the noun. Then give a Latin passage for the learners to read in groups for identification of adjective agreement with nouns and ask each group to present their findings to the rest of the class.

Teaching and Learning Aids
- List of the endings of verbs when conjugated in different modes and tenses
- Tables of rules of conjugation

Assessment Strategy
- Identifying different types of adjectives
- Declining adjectives in the three degrees (positive, comparative and superlative)
- Using various types of adjectives to describe the state of a noun, and Roman cultural events (apposition)

Sub-Topic 3: Comparison Using Adjectives

Specific Objectives	Content
The learner should be able to:	
• compare an action or the state of something using adjectives.	• Comparison of adjectives (positive, comparative, superlative) e.g. irregular examples like ***bonus, malus, magnus, parvus, multus, pauci***
• identify the vocabularies related to Roman cultural settings.	• Vocabulary reflecting cultural events and settings in Roman social cultural practices e.g. - ***Comitia – elections*** - ***Duovirum- two presidents***
• Compare democratic practices	• Comparison of democratic

Specific Objectives	Content
in Roman cultural society to the one in your country.	tendencies in Roman culture with what is in our country

Suggested Methodology

- Using comparison approach, help learners to state the differences between two or more actions, and state of affairs using Latin adjective.
- Using discussion method, learners should identify in a passage in Latin the vocabularies related to Roman cultural settings and use the vocabularies as they use Latin e.g. *Comitia –* elections*; Duovirum-* two presidents
- Using discussion, let the learners give examples of various types of adjectives e.g. irregular adjectives such as *bonus, malus, magnus, parvus, multus, pauci.*
- Using debate approach, ask the learners to compare democratic practices in Roman cultural society to the one in their country.

Sub-Topic 4: Forming Adverbs

Specific objectives	Content
The learner should be able to: • form adverbs from adjectives.	• Formation of adverbs: adverbs that can be formed from verbs in Latin: *velle, voluntarie, amare, amanter, rideo, ridicule, rigeo, rigenter*
• categorise adverbs.	• Categories of adverbs: e.g. adverb of: 　- manner, (*bene, male, insane from insanus*) 　- time, (*serus, sero; tarde from tardus*) 　- cause 　- aim (*voluntarie* from *voluntarius*)
• derive adverbs from qualifying adjectives.	• Adverbs derived from qualifying adjectives (e.g. bonus, malus...) to express manner, *(bene, male, insane from insanus*)
• identify examples of good manners of Roman people in a passage in Latin.	• Good manners of the Roman people

Suggested Methodology

- Using brainstorming approach, the learners should form adverbs from verbs, example, ***velle => voluntari; Amare => amanter, ride=>ridicule, rigeo=> rigenter***
- Using discussion approach, the learners should categorise the adverbs with examples, for example, adverbs of:
    - manner, (***bene, male, insane from insanus.***)
    - time, (***serus, sero; tarde from tardus***...)
    - cause
    - aim (***voluntarie from voluntaries***)
- Help the learners through giving simple examples, to use various categories of adverbs to express manner, time, cause, and aim.
- The learners, using group work approach, should derive adverbs from qualifying adjectives after identifying the difference between the appearance of a Latin adverb and a Latin qualifying adjective. (e.g. bonus, malus...) to express: manner, (***bene, male, insane from insanus***).
- Using brainstorming approach, learners should identify examples of good manners of Roman people in a passage in Latin and compare them with the good manners of current manners among Ugandan societies, for example, table manners.

Teaching /Learning Materials

- Pictures of Romans expressing good manners
- Chart of sentences in Latin expressing manners
- A chart of categories of adverbs
- Copies of passages about Roman culture and mannerism

Suggested Assessment Strategies

- Translate a text about mannerism or cause or aims
- Rewriting a passage in Latin as the learner fills the blank spaces with the appropriate adverb/adjective
- Translating Latin texts into English

Sub-Topic 5: Comparing using Adverbs

Specific Objectives	Content
The learner should be able to: • compare different types of adverbs and adverbial equivalent to adjectives. • use various vocabulary reflecting Roman cultural events and socio- cultural practices to describe (orally first, and in writing later), the state, actions and events (e.g. the manner of living in society).	• Comparison of adverbs, all adverbial equivalents of regular and irregular adjectives given above • Vocabulary reflecting Roman cultural events and socio-cultural practices

Suggested Methodology
• Using discussion approach, the learners should compare adverbs and all adverbial equivalents of regular and irregular adjectives, examples, ***bonus and bene; celer and celeriter; acer and acriter. See also diu, diutius, diutissime; prope, propitious, propissime; saepe, saepius, saepissime***
• Using observation approach, the learners should understand the rules of using the vocabulary in a sentence through examples in a similar passage and use their own words to make similar sentences.
• In plenary, you correct the sentences where necessary.

Teaching/Learning Aids
• Pictures of objects used in Roman culture that are in the passage
• Illustrations of some sentences in which the adverbs can be found
• Pictures of objects/persons that create ideas to the learners to make independent sentences
• Chart to show regular and irregular adjectives

Suggested Assessment Strategies
• Identifying irregular/regular adjectives from a text
• Filling in the blank spaces in a contextual passage
• Matching an adverb with the adjective from which it is derived

- Making a sentence in a given context (Roman culture) using a given adjective
- Translating some sentences containing adjectives and adverbs

Topic 2: Parts of Speech (Pronouns, Verbs and Numerals)

Duration: 10 Periods

General Objective

By the end of the sub-topic, the learner develops effective reading skills to understand Latin texts and recalls the content.

Sub-Topic 1: Pronouns

Specific Objectives	Content
The learner should be able to: • identify the different types of pronouns from a text.	• Pronouns *ego*, *tu*, *nos*, *vos*, *is*, *se*, *hic*, *ille*, *idem*, *ipse*, *qui*, *quidam*, *quis*, *aliquis*, *quisque*, *nullus*, *solus*, *totus*, *alius*, *alter*, *uter*, *neuter*
• apply the pronouns to avoid repetition.	• Applications of the Latin pronouns
• identify vocabulary on sports and use them in short sentences.	• Vocabulary on sports
• describe at least one of the Roman sports.	• Appreciation of Roman sports

Methodology

• Using group discussion approach, the learners should underline all the nouns in the passage and fill a table that has columns of different types of pronouns. The learners should identify the different types of pronouns such as, personal pronouns, indefinite pronouns, demonstrative pronouns, possessive pronouns, etc.
• Using observation approach, the learners should apply the pronouns to avoid repetition following the examples they observed in the passage.

- Using brainstorming approach, the learners should identify vocabulary on sports and use them in short sentences to express their love for the sports.
- Using games approach, the learners should describe at least one of the Roman sports in the game below: the first learner tells one adjective and throws the ball to another learner; the learner catches the ball and uses that adjective to describe a sport of his/her interest and says another adjective and throws the ball to another learner and so on.

Teaching/ Learning Aids
- Chart of the list of games and sports
- Picture/video of some Roman sports
- Chart of sentences to express love for something
- Chart of descriptive adjectives
- Picture of certain players of certain games

Suggested Assessment Strategies
- Filling in blank spaces in a contextual passage with pronouns
- Replacing underlined expressions with appropriate vocabulary
- Describing sports in Roman culture and comparing them with current popular sports

Sub-Topic 2: Differences between Regular and Irregular Verbs

Specific Objectives	Content
The learner should be able to:	
• differentiate regular from irregular verbs.	• Differentiation of verbs: - all parts of regular and irregular verbs - the *gerund, gerundive* and the *supine* in –***um*** and –***u*** - deponent, semi-deponent
• identify defective verbs.	• Defective verbs "***odi, coepi, memini, ait***". But only "**inquit**" has "**inquam**" in the present tense.
• form compound verbs.	• Compound verbs like ***inire*** from ***in+ire; conferre*** from ***cum+ferre***

Specific Objectives	Content
	etc. - Irregular verbs **like ire, esse, posse, velle, nolle, male, ferre, fieri...** - Regular verbs like *amo, habeo, lego, audio...* - Impersonal verbs like *licet, miseret, interest, pudet, taedet, piget decet...* - Verbs of fearing like *timeo, vereor...*
• use participles. • use of impersonal verbs. • identify the verbs of fear.	• Participles • The Roman army

Suggested Methodology

- Using brainstorming methods, the learners should give the characteristics of regular and irregular verbs and ask the learners to give examples of regular and irregular verbs as they differentiate regular from irregular verbs.
- Using discussion methods, the learners should identify examples of defective verbs from a passage following the two or three examples you will have given them.
- Using observation approach, the learners, after having observed the structures of compound verbs, shall form compound verbs from other words, especially in a short sentence.
- Using discovery method, the learners should identify the participles in a passage and use these participles in short sentences, copying the structure seen in the passage.
- Using discussion in groups, the learners should give examples of impersonal verbs as they use them in very short sentences in present tenses and other tenses they can manage.
- Guide the learners to use words of fear to describe the character of the Roman army.
- Answer questions of understanding about the passages Roman army and their characteristics.

Teaching/Learning Aids

- Photocopies of the passages used in the lesson
- Pictures illustrating the meaning of some of the compound verbs
- Chart of participles
- Chart of derivative verbs

Suggested Assessment Strategies

- Completing a sentence with a verb in a participle where necessary
- Underlining participles in a passage
- Forming a compound verb and using it in a sentence one is translating from English into Latin
- Using irregular verbs in a sentence
- Using regular verbs in sentences

Sub-Topic 3: Types of Verbs

Specific Objectives	Content

The learner should be able to:
 • make correct sentences in Latin using:
  - regular and irregular verbs.
  - deponent verbs.
  - semi-deponent and defective verbs.
  - compound verbs.
  - verbs of fear.
  - participles.
 • use conjunctions governing the clauses.
	• Sentences in Latin with:
	  - regular and irregular verbs
	  - deponent verbs
	  - semi deponent and defective verbs
	  - compound verbs
	  - verbs of fear
	  - participles
	 • Identification of conjunction governing clauses:
	  - *ut, cum, si, dum, utinam*
	  - *unus, duo, tres...*
	  - *primus, secundus, tertius*

• find the equivalents of defective verbs.	• Equivalents of defective verbs in a sentence
• Form combined words (preposition + verbs).	• Combination of Latin words (preposition + verbs)

Suggested Methodology

- Using brainstorming approach, the learners should identify examples of various types of verbs from a passage, through observation approach and following examples of the sentences in the passage, they will write similar passages in Latin.
- Using discussion approach, guide the learners to get the equivalents of these conjunctions in English and compare their use in English with what is in Latin for real understanding purposes and eventually identify the rest of the conjunctions later using the same type of passage on Roman army.
- Using discussion methods, let the learners match the defective verbs to their equivalences and make sentences with the equivalent verbs in a different context.
- Using discovery approach, learners should identify phrases in which there is combination of verbs with conjunction, and try to make similar combinations as you correct their sentences.

Teaching/Learning Aids

- Pictures that can aid the learners to make correct sentences in Latin
- The illustrations of how the conjunctions govern the clauses
- A chart of the list of conjunctions in categories

Suggested Assessment Strategies

- Joining two sentences using conjunctions
- Writing short sentences correctly on a given theme and translating them in English. Such sentences should contain:
  - deponent verbs
  - semi deponent verbs
  - defective verbs
  - compound verbs
  - verbs of fear
  - participles
- Completing sentences with a given type of verb and conjugating the verb correctly.

Sub-Topic 4: Clauses

Specific Objective	Content
The learners should be able to: • re-use the clauses.	• Re-using of clauses: e.g. - final - causal - temporal - conditional - consecutive
• describe the agriculture in the Roman period.	• Vocabulary related to agriculture in Roman period

Suggested Methodology

- Using observation approach, the learners should identify the different types of clauses from the passage e.g. final, temporal, conditional and consecutive; and take note of the differences between the clauses. They should also identify the vocabulary related to agriculture in the Roman period.
- Using the group discussion method, the learners, following the examples in the passage and with the help of the pictures provided to them, should re-use the clauses in a given context.
- Using illustration, the learners should describe the kind of agriculture that was undertaken in the Roman period and compare it with what we are doing in agriculture in Uganda today.

Teaching/Learning Aids

- Pictures about the agriculture in the Roman period
- CDs, films and charts that illustrate the clauses mentioned in this sub-topic
- Real objects that can allow learners to re-use the clauses

Suggested Assessment Strategies

- Writing a passage using the clauses appropriately
- Writing a composition on agriculture using appropriate vocabulary

Sub-Topic 5: Translation Skills

Specific Objectives	Content
The learner should be able to:	
• translate passages in a given context using appropriate skills.	• Skills of translation: direct translation
• get the equivalent of the vocabulary related to leisure in English.	• Vocabulary related to leisure
• translate sentences about leisure.	• Leisure (*Colosseum, circus maximus, baths*)

Suggested Methodology

- Using brainstorming approach, the learners should tell what one has to do in order to come up with a good translation; and give examples of sentences translated using this translation skill e.g. using direct translation, indirect translation, word by word translation, etc.
- Using discovery approach, the learners, based on the effective use of bilingual dictionary, should discover the meaning of certain words of leisure such as *Colosseum, circus maximus, baths* etc.

Teaching and Learning Aids

- The bilingual dictionary
- Pictures of certain materials that can help the translation
- Computer (Google translation through the internet)

Suggested Assessment Strategies

- Translating a text from English to Latin
- Translating a text from Latin to English
- Giving the equivalent of a given English expression into Latin

Topic 3: Parts of Speech- (Prepositions and Cases)

Duration: 10 Periods

General Objective

By the end of the topic, the learner should be able to identify different cases as governed by different prepositions.

Sub-Topic 1: Prepositions

Specific Objectives	Content

The learner should be able to:
• identify in Latin sentences prepositions with:
  - the accusative.
  - the ablative.
	• Prepositions:
	  - ***those with the accusative: ante, apud, ad, circa, circum, contra, extra, infra, inter, intra, iuxta, ob, per, post, praeter, prope, propter, supra, trans, ultra, in, sub, super***
	  - those with the ablative: ***a (ab), cum, de, e (ex), prae, pro, sine, coram, in sub, super***
	 Note: Those with the accusative and the ablative: *in, sub, super post and ante* can be used adverbially if it comes last or in the middle of a sentence

Suggested Methodology

• Using discovery approach, guide the learners to underline in a short passage the prepositions with accusatives such *as ante, apud, ad, circa, circum, contra, extra, infra, inter, intra, iuxta, ob, per, post, praeter, prope, propter, supra, trans, ultra, in, sub, super,* and ask them to make their own sentences using the same. For example, "***Caecilius est in tabula***"- In a structure which is *(NOM + **est** + Q (*prepositional phrase).

- Using observation approach, guide the learners to compare the list of prepositions with ablative such as "*a (ab), cum, de, e (ex), prae, pro, sine, coram, in sub, super*" with what they identify in the passage.

Teaching/Learning Aids
- Manila with examples of sentences with prepositions containing accusatives and ablatives
- Pictures that can inspire the learners to make sentences as they use preposition with accusatives, ablatives in a given context.

Assessment Strategies
- The learners should be assessed on how to appropriately identify and use prepositions with accusatives.

Sub-Topic 2: Differences between Ablative and Accusative

Specific Objectives	Content
The learner should be able to: • differentiate prepositions of ablative from those of accusative. • give examples of ablative and accusative prepositions.	• Differences between ablative and accusative • Examples of ablative and accusative prepositions

Suggested Methodology
- Using comparative approach, guide the learners to give properties of ablatives and accusatives and discuss their differences in groups.
- Using brainstorming approach, guide learners to identify ablative and accusative prepositions from a list of examples. Ask the learners to put the examples in separate tables. Give them a passage in Latin at their level of understanding and ask them to underline the examples of ablative and accusative prepositions.

Teaching and Learning Aids
- Pictures that illustrate examples of the use of ablative and accusative prepositions.
- List of examples of prepositions used with ablatives and accusatives.

Suggested Assessment Strategies

- The learners should be assessed on the translation of passages containing ablative prepositions and accusative prepositions.

Sub-Topic 3: Use of Prepositions

Specific Objectives	Content
The learner should be able to: • use prepositions with accusative and ablative in a Latin sentence. • translate passages containing accusative and ablatives in a given context. • give some examples of prepositions that are neither ablative nor accusative.	• Uses of prepositions with accusatives • Uses of prepositions with ablative • Equivalent of the concept of ablative and accusative in English • The list of prepositions

Suggested Methodology

- Using observation approach, guide the learners to observe from Latin passages ways of using the prepositions with accusatives. Then using discussion approach, guide the learners to compare the following information on accusatives with what they have observed in the passage:

  - The accusative is used to answer the question 'how long' when it pertains to either time or space. For example,
    i) *Graeci bellum Troianum decem annos pugnavit* (The Greeks fought the Trojan war for ten years)
    ii) *Exercitus centum stadia* (The army marched for a hundred stades)
  - An exclamation would normally be made using 'o' + vocative case. You can, however, exclaim in Latin using the accusative, when expressing emotion or thought, for example,
    i) *In Catilinam ! o tempora! o mores!*

ii) *o me miserum! Woe is me! me infelicem! Unlucky me! o manum Paridis levem! Oh left hand of Paris! o curas hominum! Oh cares of men!*

- The accusative is used after a range of prepositions, which usually imply forward motion.

- Using brainstorming approach, guide the learners to give the information on ablatives as follows:
  - The ablative is generally translated into English with a preposition in a prepositional phrase. It is used in many ways in Latin, both with and without prepositions. It can be tricky to figure out the best way to translate a given Latin ablative.
  - There are 3 basic forms of the ablative case:
    i) The ablative proper
    ii) The instrumental
    iii) The locative
  - Some prepositions in Latin take the accusative case as a complement; others take the ablative. The following are prepositions that take the ablative:

"From" prepositions	"With" prepositions	"Place" prepositions
a, ab = from, away from *e, ex* = from, out of *de* = from, down from, concerning, about	*cum* = with, together with *sine* = without	*in* = in, on *sub* = under *pro* = for

- Using computer software for translation, guide the learners to translate into English the Latin passages containing ablative and accusative cases.
- Using exemplification approach, help the learners to identify the type of accusative used in each sentence.
  1*. immo vero etiam in senatum venit*
  2. videtis intestinam aliquam cotidie perniciem rei publicae Molientem
  3. Panem nostrum cotidianum da nobis hodie
  4. et rursus puerum quaerendo audita fatigat
  5. dividimus muros et moenia pandimus urbis

Teaching/Learning Aids
Write the tables below on a manila paper and avail them in the classroom.

Table 1: Prepositions governing the accusative

Ad	motion	to	*ad senatum ambulare* to walk to the Senate
adversus		against	
Ante	position	in front of, before	*carrum ante equum ponere* to put the cart before the horse
Apud	position	at, among	
Circiter		about	
Circum		around	*milites circum transfugam stabant* the soldiers stood around the deserter
cis, citra	position	on this side of	
Contra		against	*contra condus pugnare* to fight with the shopkeepers
Erga	motion	toward	
Extra	position	outside	*extra casam pugnaverunt* they fought outside the house
In	motion	into, onto, on	*saxum in casam iacere* to throw the rock into the house
Infra	position	below	
Inter	position	between, among	*inter amicos sto* I stand among friends
Intra	position	within	
Juxta	position	near	
Ob	cause	because of	
Per	motion	through	

Post	position	behind, after	*equum post carrum ponere* to put the horse after the cart
Praeter		beyond, past	
Prope	position	near	
Propter	cause	because of	*post hoc ergo propter hoc* after it thus because of it (logical fallacy)
secundum	position	next to	
Sub	motion	under	
Super	position	over	
Supra	position	above, over	*pontis supra aquam territum* a bridge over fearful water
Trans	motion	across	*ventus trans flumen flat* the wind blows across the stream
Versus	motion	toward	
Ultra		beyond	

Table 2: Prepositions governing the ablative

a, ab, abs	agent	by	*ab Aenea esus* eaten by Aeneas
	time	since, after	*a censu natus* born after the census
	motion from	from	*a domu veniens* coming from home
	cause	from, out of	*ab augerio territus* frightened by augury
cum	accompaniment	with	*cum Marco edi*

			I ate with Mark
de	motion from	down from	*de caelo descendere* to fall from the sky
	subject	about, concerning	*liber de Caesare* a book about Caesar
e, ex	source	from, out of	*de danista ex infernis affligi* to be injured by the money lender from hell
in	position	in, on	*in saxo sto* I am standing on the rock
prae	position	before	*cum prae Caesare Clintone steti, mihi ad Texam ablegavit* because I stood before President Clinton, he banished me to Texas
pro	position	in front of, for	*pro vobis venio, post vos stare* I come before you to stand behind you
sine	accompaniment	without	*amor sine spe* love without hope
sub	position	below, under	*aqua sub ponte* water under the bridge

Assessment Strategies

- Assess the learners on the translation of Latin passages containing ablative and accusative cases.

Topic 4: Syntax – In Writing Skills

Duration: 30 periods

Overview

In this topic, the learner should be able to demonstrate the ability to write grammatically and logically correct Latin sentences. This should be through knowing the relationship between the nouns, verbs, pronouns and adjectives in a sentence. Secondly, in this topic, the learner should acquire the necessary vocabulary about social services. As they write about such topical issues, they should apply dative and ablatives, partitive genitives and prolative verbs, skills of asking questions in Latin, commands and prohibitions, clauses with indicatives and other related content.

Sub-Topic 1: Syntax

Specific Objectives	Content
The learner should be able to: • identify the relationship between nouns, verbs, pronouns and adjectives in a sentence. • use the vocabulary in relation to social services such as education, health, road construction and maintenance, water, transport. • translate a text about social services in Roman setting.	• The relationship between nouns, verbs, pronouns and adjectives in a sentence • Vocabulary in relation to social services such as education, health, road construction and maintenance, water, transport • Social services in Roman setting

Suggested Methodology

- Using exemplification approach, help the learners to understand the differences between Latin word order and English word order in a sentence.
- Using brainstorming approach, help the learners to explain in Latin, the order of the words is less important than the ending in terms of determining how each word functions in the sentence. A Latin sentence can be written **subject first** followed by **the verb**, followed by **the**

object, just as in English. This form of sentence is referred to as **SVO**. The Latin sentence can also be written in a variety of other ways, but the meaning does not change:

Examples:

1. *Puella canem amat.* SOV (The girl loves the dog)
2. *Canem puella amat.* OSV (The girl loves the dog)
3. *Amat puella canem.* VSO (The girl loves the dog)
4. *Amat canem puella.* VOS (The girl loves the dog)
5. *Canem amat puella.* OVS (The girl loves the dog)
6. *Puella amat canem.* SVO (The girl loves the dog)

- Using observation approach, the learners identify that the ending on the nouns tells their roles in the sentence. For example, the first noun, *puella* 'girl,' is a singular noun in the nominative case, so it is the subject. The second noun, *canem* 'dog,' has an accusative singular ending, so it is the object. The verb has a third person singular verb ending so it goes with the subject of the sentence.
- Using discovery approach, in a passage about the social services in Roman Empire, let the learners identify the roles of some key words in the sentence. Select the words yourself to guide the learners understand how the syntax works in Latin.
- Using pictures, illustrate some key social services in Roman Empire to guide the learners to discuss in groups, the vocabularies related to the illustrations and get the equivalent of these vocabularies in English. Each group in plenary present their translated version of the passage and the rest of the class reacts.

Teaching/Learning Aids

- Pictures illustrating social services like schools, hospitals, water supply
- Table showing various endings of words in Latin according to their functions

Suggested Assessment Strategy

- The learners should be assessed on the translation from Latin to English of passages on the social services in the Roman Empire

Sub- Topic 2: Translation Skills

Specific Objectives	Content
The learner should be able to: • translate into Latin passages describing the place, situating events, objects and people in time and space.	• Translation into Latin the concept of: - case usage - agent and instrument - place - time - space - price and value
• use the vocabulary on social life of the Roman people and of the Italians today. • translate a passage on Roman people.	• Vocabulary on social life of the Roman people and of the Italians today • The Roman people in comparison with Ugandans today

Suggested Methodology

- Using faithful translation method, the learners translate a passage about the social life of the Roman people and of the Italians today. Through discussions, guide the learners to appropriately translate the concepts of:
  - case usage
  - agent and instrument
  - place
  - time
  - space
  - price and value
- Using discussion method, identify the vocabulary on social life of the Roman people and of the Italians today from a passage, or pictures, or a film, or any other artistic art pieces. In groups, make contextual sentences using such vocabularies identified.
- Using intensive reading approach, underline the words related to the Roman people. Discuss their function in the text through the observation of their endings, and then translate in groups the passage. In plenary, members present their translation passage on a manila paper for others to react to. Guide the reaction and ask the learners to correct the errors accordingly.

Teaching and Learning Aids

- Bilingual dictionary (Latin- English dictionary)
- List of vocabulary related to Roman people

Assessment Strategy

The areas to be assessed in this sub-topic include:
- translation of documents about Roman people from Latin to English, using the cases appropriately

Sub-Topic 3: Dative and Ablatives

Specific Objectives	Content
The learner should be able to:	
• use verbs with dative and ablative in a Latin sentence.	• Verbs used with dative and ablative
• apply infinitives used with prolative verbs in a sentence.	• Application of infinitives used with prolative verbs in a sentence
• conjugate verbs used with dative and ablative.	• Verbs used with dative and ablative
• translate texts on tourist sites in Roman environment (vocabulary on social life: leisure, sports and tourism).	• Tourist sites in Roman environment (vocabulary on social life: leisure, sports and tourism)

Suggested Methodology

- Using brainstorming approach, the learners state the verbs that usually have a dative indirect object such as:,
  - saying: *Imperā tor rem senā toribus explicā vit.* (The emperor explained the situation to the senators.)
  - showing: *Imperā tor rem senā toribus monstrā vit.* (The emperor showed the senators the problem.)
  - giving: *Senā torē s consilium imperā torī dedē runt.* (The senators gave the emperor advice.)

- entrusting*: Senā torēs rem imperā torī mandā vē runt.* (The senators entrusted the matter to the emperor.)
- Using discussion method, the learners distinguish between ablatives of agent "with" and "by". For example, *"Fenestra saxī fracta est"* and *"Fenestra ā puerī fracta est".* Guide them to identify the preposition **ā,** a people word, and the passive verb that goes with the preposition.
- Using discovery approach, guide the learners to identify infinitives used with prolative verbs in a sentence.
- Using exemplification approach, the learners conjugate verbs used with dative and ablative following the table below:

Dictionary lookup word (Ind. Present 1.sg.): cēdō			
Active		**Passive**	
Infinitive: cĕdere **Present participle:** cēdēns; cēdéntis **Future participle:** cessúrus **Gerund:** cēdéndum **Gerundive:**cēdéndus		**Infinitive:** cĕdere **Perfect participle:** cessum	
Indicative **Present** cēdō cēdis cēdit cĕdimus cĕditis cēdunt	**Conjunctive** **Present** cēdam cēdās cēdat cēdămus cēdătis cēdant	**Indicative** **Present** cēdor cĕderis cĕditur cĕdimur cēdíminī cēdúntur	**Conjunctive** **Present** cēdar cēdăris cēdătur cēdămur cēdăminī cēdăntur
Imperfect cēdĕb m cēdĕbās cēdĕbat cēdēbămus cēdēbătis cēdĕbant	**Imperfect** cēderem cēderēs cēderet cēderĕmus cēderētis cēderent	**Imperfect** cēdēbar cēdēbăris cēdēbătur cēdēbămur cēdēbăminī cēdēbántur	**Imperfect** cēderer cēderĕris cēderĕtur cēderĕmur cēderĕminī cēderĕntur
I Future cēdam cēdēs		**I Future** cēdar cēdĕris	

cēdet		cēdĕtur	
cēdĕmus		cēdĕmur	
cēdĕtis		cēdĕminī	
cēdent		cēdéntur	

Perfect	**Perfect**	**Perfect**	**Perfect**
cessī	césserim	cessus sum	cessus sim
cessístī	ésseris	cessus es	cessus sīs
cessit	césserit	cessus est	cessus sit
cessimus	cessérimus	cessī sumus	cessī sīmus
cessístis	cesséritis	cessī estis	cessī sītis
cessĕrunt	césserint	cessī sunt	cessī sint

Pluperfect	**Pluperfect**	**Pluperfect**	**Pluperfect**
césseram	cessíssem	cessus eram	cessus essem
césserās	cessíssēs	cessus erās	cessus essēs
césserat	cessísset	cessus erat	cessus esset
cesserămus	cessissĕmus	cessī erāmus	cessī essēmus
cesserătis	cessissētis	cessī erātis	cessī essētis
césserant	cessíssent	cessī erant	cessī essent

II Future		**II Future**	
césserō		cessus erō	
césseris		cessus eris	
césserit		c ssus erit	
cessérimus		cessī erimus	
cesse ritis		cessī eritis	
césserint		cessī erunt	

Imperative			
I	**II**		
cēde	cĕditō		
	cĕditō		
cĕdite	cēditŏte		
	cēdúntō		

Verbs conjugated like cēdō

abscedo, *accedo*, *antecedo*, *cedo*, *concedo*, *decedo*, *discedo*, *excedo*, *incedo*, *intercedo*, *praecedo*, *procedo*, *recedo*, *secedo*, *succedo*,

- Using communicative translation approach, the learners translate texts on tourist sites in Roman Empire, (vocabulary on social life: leisure, sports and tourism).
- Guide the learners to identify vocabulary related to leisure, sports and tourism, and with the help of bilingual dictionary and through discussion, the learners identify the contextual meaning of the words.

Teaching /Learning Aids
- Bilingual dictionary
- Pictures of objects related to sports, leisure and tourists' activities
- Table of translation methods
- Table of conjugation

Assessment Strategies
The areas to be assessed include:
- The contextual translation of texts containing dative and ablative cases
- Use of vocabulary related to leisure, sports and tourism

Sub-Topic 4: Partitive Genitives and Prolative Verbs

Specific Objectives	Content
The learner should be able to:	
• identify the partitive genitives in a Latin passage.	• Identification of partitive genitive
• conjugate the prolative verbs.	• Conjugation of prolative verbs

Suggested Methodology
- Using brainstorming approach, the learners should identify the partitive genitives in a Latin passage. Guide the learners to understand that another common use of the genitive case is called the partitive genitive. This use shows something of which a part is taken. For example, in the phrase "a cup of sugar," "sugar" would be in the genitive because it is the something of which a "cup" is taken.
  For example, *Pars exercitū s extrā urbem manē bat.* (Part of the army stayed outside the city.)
- Clarify with examples that at times what is partitive in English is not partitive in Latin and vice versa. In English you can say, "all the people" or "all of the people" and it means the same thing. In Latin, you could

say only *omnēs hominēs*. The Latin word *nihil* (nothing) uses a partitive genitive, so *nihil cibī* literally translates as "nothing of food," meaning "no food."(Dr. Richard E. Prior)

The comparative of the adjective **multus**! In the singular, **plūs** is a third declension neuter noun (**plūs, plū ris, n.** — more) and always takes a partitive genitive. Plūs cibī literally says "more of food" meaning "more food." The English word "more" can use a partitive or not; in Latin it is always partitive.

- Using group discussion, learners after underlining many prolative verbs (prolative infinitives) in a Latin passage, come up with their own definition of what prolative infinitives are as follows: "A prolative infinitive is the name given to an infinitive used after a verb that takes the infinitive as its object." For example, in the sentence *'possum ire'*- 'I am able to go', **'ire'** would be the prolative infinitive. Guide the learners to give more examples of such verbs:
  - *debeo*
  - *possum*
  - *soleo*
  - *audio*
  - *festino*
  - *incipio*
  - etc...
- Clarify that prolative infinitives are used after such verbs as can, try, wish, etc. to carry out the meaning of a verb which is otherwise incomplete.
- Infinitive must never be used after verbs of hope, promise, verbs of threatening, or swearing, verbs of asking and promising.

Teaching/Learning Aids
- Pictures, models and photographs illustrating prolative verbs
- Table of prolative infinitives
- A list of prolative genitives

Assessment Strategy
The areas to be assessed should include:
- identification of partitive genitives in a latin sentences
- conjugating prolative verbs
- translating passages containing prolative verbs and partitive genitives

Sub-Topic 5: Asking Questions

Specific Objectives	Content

The learners should be able to**:**
 • identify different ways of asking questions.
	• Ways of asking questions:
	   - direct questions, including –**ne, nonne, num** and
	   - interrogative pronouns, adjectives and adverbs

• apply interrogative pronouns in asking direct questions.	• Application of interrogative pronouns in asking direct questions

Suggested Methodology

- Using exemplification approach, the learners should identify different ways of asking questions from a passage such as *ne, nonne, num.*
- Through discussion, guide the learners to conclude that in Latin there are *3 ways* of asking a *question* to get a *yes or no* answer, and they are the following:
  - *Verb + -ne.* Adding -ne to the end of the verb placed at the beginning of the sentence will make it a question. *Venitne?* (Is he coming?)
  - *Nōnne:* Placing *nōnne* at the beginning of the sentence implies the speaker expects an answer of yes: *Nōnne venit?* (He is coming, isn't he?)
  - *Num*: Placing num at the beginning of the sentence implies the speaker expects an answer of no: *Num venit*? (He isn't coming, is he?)
- Guide the learners through discussion to identify question words like: Interrogative pronouns, adjectives and adverbs

- **quis** - who?
- **quid** - what?
- **qui / quae / quod** - which?
- **uter / utra / utrum** - which? (of two)
- **cur / quare / quamobrem / quapropter / quid** - why?
- **ubi** - where?
- **quo** - where to?
- **qua** - which way? by which route?
- **qualis** - what sort of? how?
- **quam** - how? to what degree?
- **quam diu** - for how long?
- **quantus** - how big? how great?
- **quantum** - how much? (often with partitive genitive)

- **unde** - where from?
- **quando / ubi** - when?
- **quomodo / quemadmodum** - in what way? how?

- **quanto** - by how much? for how much?
- **quot** - how many?
- **quotus** - which in number? which in order? (e.g., hora quota est?)
- **quotiens** - how often?

- Using exemplification approach, let the learners ask contextual questions following the example bellow:

English Questions	Latin Questions
- Where is he?	- *Ubi est?*
- What is this?	- *Quid est illud?*
- Why are you sad?	- *Cur es maestus?*
- How do you want to pay?	- *Quomodo vis solvere?*
- Can I come?	- *Possumne venire?*
- Is he sleeping?	- *Est is quietus?*
- Do you know me?	- *Agnoscisne me?*
- Do you have my book?	- *Habesne meos libros?*
- How big is it?	- *Quantum est?*
- Can I help you?	- *Possumne adiuvare te?*
- Can you help me?	- *Potesne adiuvare me?*
- Do you speak English?	- *Loquerisne britannice?*
- How far is this?	- *Quot distat hoc?*
- What time is it?	- *Quota hora est?*
- How much is this?	- *Quanti emitur?*
- What is your name?	- *Quod nomen est tibi?*
- Where do you live?	- *In quo loco habitas?*

Teaching and Learning Aids

- Pictures illustrating questions
- A chart of question words on manila
- Audio sound on a CD pronouncing questions words
- A photocopy of a passage containing questions in Latin

Assessment Strategies

Assess the learners on the following areas:

- Use of *ne*, *nonne*, *num* to make interrogative sentences
- Translating from English to Latin passages containing interrogative sentences

Sub-Topic 6: Commands and Prohibitions

Specific Objectives	Content
The learner should be able to**:**	
• command someone to do something.	• Use of: - direct command (2nd person) - indirect command with prolative infinitive (verbs) always requiring an infinitive
• write a notice to prohibit someone from doing an unlawful act.	• Prohibitions using *noli*, *nolite* - indirect statement - prolative verbs: possum, queo, nequeo, debeo, nolo (*also audeo*)
• discuss relationships among people.	• Social life: relationships

Suggested Methodology

- Using role play approach, the learners command someone to do something in Latin. You guide in practicing the pronunciation of sentences giving direct commands.
- Using group discussion, the learners come up with a list of locally made rules for their class and agree on words to use to write laws in Latin, for example,
  - prohibitions using *noli*, *nolite*
  - indirect statements
  - prolative verbs: *possum, queo, nequeo, debeo, nolo* (also *audio)*
- Using brainstorming approach, the learners in groups discuss dos and don'ts in the society and compare them with the ones that were in Roman communities.
- Guide the learners to translate Latin texts on dos and don'ts in a society.

Teaching and Learning Aids

- Pictures of lawbreakers and the law they break
- List of common laws broken in Uganda today
- List of commands in our society
- List of prolative verbs

Assessment Strategies

The areas to be assessed should include:
- Translation of Latin texts where there is prohibitions
- Use of prolative verbs in a sentence
- Translating passages on Roman taboos

Sub-Topic 7: Clauses with Indicatives

Specific Objectives	Content
The learner should be able to: • make sentences using temporal clauses with indicative in present tense. • identify concessive clauses in a given Latin text. • make sentences with concessive clauses. • compare using comparative clauses with indicative.	• Temporal clauses with indicative (including *dum* with the present tense) • Concessive clauses with indicative (*quamquam, etiamsi*) • *concessive clauses: quamquam, etiamsi, quamvis, cum* • Comparative clauses with indicative

Suggested Methodology

- Using discussion method, ask the learners to identify the temporal clauses with indicative (including dum with the present). For example,
  - *Cum plus subjunctive*
    When used in the imperfect or pluperfect subjunctive, cum can mean when, since, or although (i.e. can be temporal, causal, or concessive). This is the most common usage of cum; when used with the present subjunctive, cum can only mean 'since' or although' (e.g*. quae cum ita sint*).

  - Cum plus indicative

'When' in the present or future (note use of future perfect where English would have present: cum venerit, respondebit).

Simultaneous events in the past (or those where cum is matched with tum or a similar word in the main clause). E.g. When I was living in London I had a cat; *sex libros de re publica tum scripsi cum gubernacula rei publica tenebam.*

Inverted cum: when the cum clause contains the main part of the sentence: e.g.

- o I was walking along minding my own business when a bus swerved at me, or
- o *...cum lecti iuuenes, Argiuae robora pubis.*
- o *ausi sunt uada salsa cita decurrere puppi.*

'Whenever', especially with pluperfect in cum clause and imperfect in main clause, or perfect in cum clause and present in main clause e.g. *cum in balneum ivi, me lavo. Ubi, ut, post(ea)quam, simul atque / ac, ut primum, cum primum* (meaning variously when, after, as soon as)

- Guide the learners to follow the examples above to make their own sentences.

- Using observation approach, guide the learners to identify in a Latin passage the words in Latin that introduce concessive clauses such as *quamvis* ("although"), *ut*, *licet*, *etsi*, *tametsi*, *etiam si*, *quamquam*, and *cum*. Help the learners to make sentences like "*et mihi cedet Amor, quamvis mea vulneret arcu pectora, iactatas excutiatque faces*" meaning *"*And love will yield to me, *even if* he wounds my breast with (his) bow and shakes (his) brandished torches."

- Using discovery approach, help the learners realise that comparative adverbial clauses are used in the comparison of two things (usually with a comparative adjective or adverb). For example,
  With "quam" - *Marcus fortior est quam Quintus,* "Marcus is braver than Quintus (is brave)"; Marcus and Quintus are being compared.

- Guide the learners with examples to understand that the two things being compared will be in the same case. There is also usually a comparative adjective to raise the expectation of the "quam clause". Another example: *numquam iuvenem fortiorem vidi quam Henryum,* "Never have I seen a braver young man than Henry".

- Help the learners understand that "quam" + a superlative form (usually immediately preceding the superlative form acts as an intensifier): for example,

- *celerrimus,* "fastest" or "very fast"; *quam celerrimus*, "as fast as possible.
- *celerrime*, "most quickly*"; quam celerrime*, "as quickly as possible".

Teaching and Learning Aids

- Pictures that can guide the learners to make comparative statements
- List of words in Latin that introduce concession clauses
- Examples of temporal clauses

Assessment Strategy

Areas to be assessed include:

- Translation of passages containing comparisons from English to Latin
- Use of temporal, concessive and comparative clauses in sentence construction

Sub-Topic 8: Translating Information on Environment

Specific Objectives	Content
The learner should be able to: • translate Latin texts on environnemental degradation. • list translation skills. • use vocabulary on environmental degradation to make sentences that can prohibit practices leading to environnemental degradation.	• Vocabulary related to environnemental degradation • Translation skills • Vocabulary on environmental degradation

Suggested Methodology

- Using group discussion approach, let the learners identify terminologies related to environmental degradation from a passage in Latin, pictures, films, songs, etc. Guide them to get their equivalent terminologies in English. You can use bilingual dictionaries, or the internet to help yourself.

- Using discussion approach, let the learners identify what a translator should do to achieve a good translation. Give an exemplar translated text to the learners indicating what is good with the text so that they

take note of the characteristics of a good translated text. For example, a good translation:

- should convey the meaning and the music of the source language.
- needs to be very accurate with the language and gives proper weight to stylistic features.

A translator should note the following:

- Translate meaning not words!
- Rely on your wits and savvy, which can prove to be helpful when translating a difficult text
- Ask a specialist or a native speaker to proofread your translation so that it sounds natural
- Never accept a project which you know is not within your abilities
- Skills and translation expertise come with time - remember it!
- Language nuances do matter when making a professional translation
- A good translation is worth taking time for!
- The way documents are organised in one country may not be understood in another
- Emulate the original style of the author, be it humorous, wordy, with colloquial or scientific language, etc.

- Using discussion approach, guide the learners to match a list of Latin words related to environmental degradation to the practices of people leading to these words. And then guide the learners to discover other word to join the two words to make a sentence that discourages environmental degradation. For example, "Your driving permit is not a polluting permit."

Teaching and Learning Aids

- Passage on environmental degradation
- Picture illustrating environmental degradation
- A photocopy of an exemplar translated text with the photocopy of the original text

Assessment Strategy

- Translating a text on environmental degradation from Latin to English
- Writing posters in Latin to abolish practices that cause environmental degradation
- Differentiating good translation from a bad translation

Sub-Topic 9: Subordinate Clauses

Specific Objectives	Content
• The learner should be able to identify subordinate clauses in a Latin sentence.	• Types of subordinate clauses

Suggested Methodology

- Using examples, let the learners give a subordinate clause, for example, "*Vir, **cui** nomen Ioannes est, ad ecclesiam venit.*" The man, *whose* name is John, went to church.
- Help the learners using brainstorming approach to understand that a subordinate clause begins with an *indicator word* (relative pronoun, certain propositions, conditional si, etc.) and ends with its own verb. Once a sentence has digressed into such a clause, it cannot return to the main action of the sentence until the clause is finished. Remind the learners that they will NEVER find the main verb of a sentence located between the indicator and verb of a subordinate clause.
- Help the learners through observation to note that the subordinate clause begins with *cui* and ends with *fuit.* These two words serve to bracket the clause, and separate the idea for the reader. *Commas* are commonly used to indicate such clauses as well, but Latin does not require them. Therefore, help the learners to recognise the clause without punctuation, as such clauses will often provide their own punctuation, being bracketed by the clause indicator, and the verb.

Teaching and Learning Aids

- A list of relative pronoun, certain propositions, conditional si, etc., that act as indicator word to subordinate clause
- Pictures that can help learners to make subordinate clauses

- A list of sentences containing subordinate clauses

Assessment Strategy

The areas to be assessed include:
- Translation of sentences containing subordinate clauses
- Identification of indicator words of a subordinate clause

Sub-Topic 10: Indirect Commands

Specific Objectives	Content
The learner should be able to: • give indirect command with *ut* and *ne*. • ask indirect questions. • use purpose and result clauses.	• Indirect command with *ut* and *ne* • Indirect questions • Purpose and result clauses

Suggested Methodology

- Using discussion approach, the learners underline indirect commands in a Latin passage. With examples, guide the learners to note that indirect statements follow verbs of saying, knowing, thinking and perceiving with the subject of the statement in the accusative case and the verb an infinitive:
  Exempli Gratia - Dicit Marcum ambulare ad ludum - He says that Marcus is walking to school.
- Using observation approach, let the learners note that indirect questions involve a reported question such as they ask **what** is happening. The first part They ask is in the indicative mood and the indirect question what is happening is in the subjunctive: for example, *Rogant quid accidat.*
- Give the table below to the learners to help them identify introductory words to indirect questions:

Introductory words to indirect questions

Rogant . . .	They ask . . .
quid acciderit	**what** happened
quis adveniat	**who** is arriving
cur clamares	**why** you were crying

ubi milites sint	**where** the soldiers are
quando redeamus	**when** we are returning
quot servos habeam	**how many** slaves I own
quomodo senatus adloquaris	**how** you address the senate

- With examples, help the learners observe that *indirect commands* are also reported statements such as "*They told him not to speak*." The direct command would be "*Don't speak*!" The indirect command will be in the subjunctive: example, *Dixerunt ne loqueretur* – "*They told him not to speak.*"
- Guide the learners to underline introductory words that recognise an indirect command such as: moneo, impero, hortor, rogo, mando, etc.
- Using discussion approach, guide the learners to conclude that indirect command is introduced by verbs of ordering, advising, requesting, permitting, contriving and urging, all of which can "indirectly" relate what was expressed in direct speech using the imperative mood.
- Give examples for the learners to observe that "ut" introduces a negative fearing clause; ne introduces a positive one. For example,
  - *Timuimus nē lupus puerīs comederet. (*We were afraid that the wolf *would* gobble the boys up.)
  - *Timuimus ut puerī lupum effugerent.* (We were afraid that the boys *wouldn't* escape from the wolf.)
  - *Timuimus nē lupus puerīs comederet.* (We were afraid. *Don't let* the wolf gobble the boys up!)
  - *Timuimus ut puerī lupum effugerent.* (We were afraid. *Let* the boys escape from the wolf!)

Note: Instead of *ut* to introduce a negative clause, *nē … non* is sometimes found.
- Using discovery approach, help the learners to discover that the purpose clauses are negated by *ne*; result clauses by *ut* plus a negative.
- Avail to the learners the table below to get the differences between negative purpose and negative result.

	Negative Purpose	**Negative Result**
that *Û* not	*ne*	***ut***—non
that *Û* no one	*ne quis*	*ut*—nemo

| that Û nothing | *ne quid* | *ut—nihil* |
| that Û never | *ne umquam* | *ut—numquam* |

- Using discovery approach, the learners discover that purpose clauses are also called "final" clauses because the clause indicates the end (finis) in sight for the action in the main clause. *Result* clauses are also called "consecutive" clauses because the clause indicates what follows (*consequi)* either actually or naturally from the action in the main clause.

Teaching and Learning Aids
- Table of introductory words to indirect questions made on manila paper
- Conjugation table for verbs of fear
- Pictures illustrating fear for something
- A list of verbs expressing fear

Assessment Strategy
- Translating Latin passages containing indirect command from Latin to English
- Using *"ut"* and "*ne*" to express to introduce a negative fearing clause
- Using introductory words to express indirect questions

Sub-Topic 11: Expression of Fear

Specific Objectives	Content
The learner should be able to: • express fear using causes of fear. • translate texts on environnemental protection. • conjugate the words of fear (2nd conjugation/deponent).	• Clauses of fearing • Words related to environmental protection • Conjugation of the verbs of fear *like Timeo, vereor timeo, timere, timui*, -- (2nd conjugation) *metuo, metuere, metui, metutum* (3rd conjugation) *vereor, vereri, veritus sum* (2nd conjugation/deponent)

Suggested Methodology

- Using discussion approach, the learners compose sentences expressing fear following the structure below:

  timeo/metuo/vereor + ut/ne + subjunct. Verb, knowing that *ne*="that may/will/would/might"; *ut*="that may not/will/would/might *not*". For example,
  - *Metuo ne hodie grammaticus non me interroget.*
    I fear that the teacher may fail to call on me today.
  - *Timeo ne cadat.*
    I fear that he may/will fall (i.e., I hope he does NOT fall)
  - Timeo *ut* cadat = I fear that he may/will not fall (i.e., I hope that he DOES fall).
  - *Caesar consensum Gallorum timuit.*
    Caesar feared the union of the Gauls. (Fear of what might happen can be expressed in a simple sentence with no subordinate verb clause).
  - *Timebant silvam intrare.*
    They were afraid to enter the forest.

Note: An infinitive can be used where one is stating a fact.

- Using observation approach, the learners identify from an English passage about environment words that express environmental protection and look for their meaning in Latin in a bilingual dictionary. Or else, write the words in two different columns, words in English in one column, words in Latin in another. Let learners match the words according to their meaning. Guide them to build meaning around these words in Latin in relation to environmental protection. For example,

  Pollution => My fear is that bush burning may pollute our environment.

- Using brainstorming approach, the learners should follow the table below to conjugate the words of fear as follows;
  - *Timeo, vereor timeo, timere, timui, -- (***2nd conjugation***)*
  - *metuo, metuere, metui, metutum (3rd conjugation)*
  - *vereor, vereri, veritus sum* (2nd conjugation/deponent)

Conjugation Table

	Indicative	Conjunctive
Person	**Present**	**Present**
1st person singular	*timeō*	*timeam*
2nd person singular	*timēs*	*timeās*
3rd person singular	*timet*	*timeat*
1st person plural	*timĕmus*	*timeămus*
2nd person plural	*timĕtis*	*timeătis*
3rd person plural	*timent*	*timeant*

Teaching and Learning Aids

- Conjugation table drawn on manila paper
- Pictures of environmental protection activities
- Pictures of what can create fear
- Passages about fearful events

Assessment Strategy

- Translating into Latin passages on fearful events, actions, etc. using verbs expressing fear, clauses of fear and properly conjugating these verbs.
- Translating into Latin, expressions related to environmental protection.
- Writing Latin sentences using clauses of fear

Sub-Topic 12: Subjunctive Clauses

Specific Objectives	Content
The learner should be able to:	
• express conditions with subjunctive.	• Expression of conditional sentences with subjunctive
• express causal clauses with subjunctive.	• Expression of causal clauses with subjunctive
• use temporal clauses with subjunctives.	• Temporal clauses with subjunctives
• translate sentences having concessive clauses with subjunctive, for example, - a word that expresses	• Concessive clauses with subjunctive *(quamvis, licet, cum, etiamsi):* - A word that expresses

Specific Objectives	Content
condition (*si, nisi*). - expressions that justify causes (*cum).* - expressions of time (*cum*).	condition (*si, nisi*) - Expressions that justify causes (*cum)* - Expressions of time (*cum*)

Suggested Methodology

- Using brainstorming approach, let the learners give examples of ways to express conditions in English, for example, If I were……, Had I……., etc. Tell the learners that in Latin, conditional statements are expressed with *si* or *nisi*. Remind the learners that in Latin, one can recognise a conditional statement by the use of *si*, meaning "if." There are also conditional statements which use indicative verbs, and mixed conditionals in which part of the conditional statement is in the subjunctive, and part is in the indicative. In groups, ask the learners to identify expressions of conditions in a Latin passage by underlining phrases starting with "*si*" or "*nisi"*. In the plenary process, guide the learners to identify other sentences that may begin with si, but may not express conditions. Following the examples identified, guide the learners to write similar conditional statements on their own.
- Using exemplification approach, guide learners to identify expressions of causal clauses with subjunctive from Latin passages. Explain to the learners that a cum causal clause, signaled by *cum*, is translated as 'since' or 'because.' It states the cause for the action of the main verb. For example,
  - *Cum prima luce profecti essemus, iam defessi eramus =* Since we had set out at dawn, we were now tired.
  - *Cum in periculo non iam essent, deis gratias egerunt =* Because they were no longer in danger, they thanked the gods.
- You can also explain with examples that "cum" also expresses other ideas, for example,
  - "*Cum"* circumstantial is a dependent clause where the word *cum* is translated 'when' or 'while' and explains the circumstances of the main clause. When *cum* is causal, it is translated as since or because and explains the reason for the action of the main clause.
  - "Cum" concessive clause, signaled by *cum*, translated as 'although,' in the dependent clause and *tamen*, usually, in the main clause and translated as 'nevertheless' or 'still': i.e.
    - *Cum aeger sit, tamen laborare in animo habet =* Although he is sick, he still plans to work.

- o *Cum in periculo non iam essent, tamen timuerunt =* Although they were no longer in danger, they were nevertheless afraid.
- Using comparative approach, help the learners to observe the structures of temporal clauses with subjunctives and compare it with temporal clauses with indicative.
- Guide the learners to take note of *cum* plus subjunctive that expresses time, for example,
  - When *cum* is used in the imperfect or pluperfect subjunctive, it can mean "when", "since", or "although" (i.e. can be temporal, causal, or concessive). This is the most common usage of *cum*; when used with the present subjunctive, cum can only mean 'since' or although' (e.g. *quae cum ita sint*).
  - When we mean "although," the temporal clause is introduced by:
    - o *quamuis* (usually + subj): can also be used with individual words (*quamuis fortis, tamen effugit*)
    - o *etsi, tametsi, etiamsi* (with either indicative or subjunctive)
    - o *licet* + subjunctive
    - o *cum* + subjunctive
- Using semantic translation approach, let learners translate a Latin passage containing concessive clauses with subjunctive (*quamvis, licet, cum, etiamsi*) and Latin sentences containing:
  - words that express condition (*si, nisi*).
  - expressions that justify causes (*cum*).
  - expressions of time (*cum)*.
- First, guide the learners to identify, through discussion, words that have similar meaning in both languages of translation (source language) SL and (translated language) TL. Secondly, guide learners through examples to discover expressions of concession, condition, cause, and time. Lastly guide the learners to put the translated text into a context similar to the one in the Latin passage.

Teaching and Learning Aids
- List of clauses that go with cum
- Pictures that can generate conditions, concession and cause
- A photocopy of a text translated from Latin to English that expresses condition or cause, or concession or time with a subjunctive.

Suggested Assessment Strategy

- The areas to be assessed include translation of Latin passages containing words that express condition (*si, nisi),* expressions that justify causes (*cum*), expressions of time (*cum*)
- Writing conditional sentence or sentences expressing time, cause and concession with subjunctive

Aspect 2: Literary Knowledge with Understanding

PART 1: PROSE

Overview

In prose composition *or* unprepared translation and comprehension, learners should:

- be familiar with the language of authors of the 1st Century BC and the 1st Century AD;
- be able to recognise, analyse and/or deploy, as appropriate, the *accidence* and syntax listed in gloss less commonly occurring forms of accidence or particularly complex or uncommon syntactical structures.

There is no defined vocabulary list for this unit. The passage for unprepared translation and comprehension will be taken from a named author or genre. This part builds on the linguistic competence developed at O level, but requires understanding of more complex linguistic structures and a greater sensitivity to literary idioms, developed through wider reading of texts over the full length of the Advanced level.

In the period of 5 years, an unseen prose author will be prescribed, e.g. Livy.

Prescribed Literature

Learners should be able to:

- demonstrate knowledge, an understanding and an appreciation of Latin texts within their literary, social and historical contexts as appropriate;
- demonstrate an understanding of Latin literary techniques;
- evaluate evidence and draw conclusions using appropriate reference or quotation;
- produce personal responses to Latin literature showing an understanding of the Latin text.

The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author.

Topic 1: Introduction to Prose

Duration: 30 Periods

General Objective

By the end of the topic, the learner should be able to develop a critical and analytical mind to make an informed judgment on issues pertaining to real life.

Sub-Topic 1: Introduction to Prose

Specific Objectives	Content
The learner should be able to: • define prose. • tell the biography and work of the author. • identify the form of the prose.	• Definition of prose • The biography of the author • The form of the prose

Suggested Methodology

- Using brainstorming approach, let the learners give suggested definitions of prose having seen some copies of prose passages. Guide them to constitute the correct definition of prose through the highlights on the characteristics of a prose in a comparative way with the definition of poetry. For example, prose is any written matter that is expressed in ordinary language as opposed to poetry that uses rhymes, meters, and imagery to convey ideas and emotions. Derived from the Latin word '*prôsa*', prose literally transforms into 'straight-forward'.
- Using exposition approach, let the learners tell the biography and the work the author has done. Help them to tell the biography by displaying pictures of the author chronologically on the wall for them to follow the stories on the author. Such a story should be told in English.
- Using observation approach, let learners observe many different forms of prose and in groups describe each form and take note of each type. For instance, any article that you find in a magazine is a prose narrative. Further, the latest science fiction you read is a prose. In fact, prose can be a novel, essay, short story, drama, fable, fiction, folk tale, legend, biography, hagiography, literature, myth, saga, theme, or tragedy.

Teaching and Learning Aids

- Copies of different types of prose

Assessment Strategy

- Identification of prose
- Description of a prose
- Comparison of prose and poetry
- Different types of prose

Sub-Topic 2: Comprehension of the Prose

Specific Objectives	Content
The learner should be able to: • constitute the meaning of some linguistic elements of interest in the prose. • identify the nature of the word in the passage, e.g. numeral adjectives (1-1.000). • explain the function of the word in their context. • justify the use of some tenses in the passage.	• Definitions of some words in the prose in relation to the context • The nature of words in a sentence for example numbers • The function of words in a sentence • Justification of some tenses

Suggested Methodology

- Using discussion method, in groups learners discuss the cases, clauses, the meaning of the vocabulary in a given sentence, the syntax used by the author to constitute the meaning of a given paragraph of the prose. Help them with the Latin-English dictionary to look for the meaning of the words. In plenary, guide them to ensure that the translation they have come up with is correct.
- Using discovery approach, learners identify numbers written in words in the passage. Guide them through reminding them of numbering they did in O level and help them using brainstorming to count using the context of the passage up to 1,000.
- Using exemplification approach, learners compare the endings of certain words in the prose to identify their function in the sentence. They can be used in ablative case, accusative case, dative case, etc. Help the learners to identify the function of a word a learner might not know

the meaning so that he/she depicts the meaning of the passage of the prose.
- Using observation approach, let the learners identify in which tense a word in a prose text is conjugated. Give the learners a similar verb conjugated in the same tense to observe its form when conjugated in a given person. For example, verbs of fear are *vereor, vereri, veritus sum,* etc. (in infinitive form). When conjugated in present indicative, third person plural, *"vereo"* becomes "*verent".* Other verbs that can be conjugated like "*vereo"* with the same endings in present indicative in third person plural *are abhorreo, absorbeo, absterreo, aceo, adhibeo, adiaceo, admisceo, admoneo, adoleo, albeo, appareo, arceo, areo, assoleo, aveo, caleo, calleo, candeo, careo, censeo, coerceo, cohibeo, collibeo, colluceo, commisceo,* etc. so comparison approach can guide learners to understand a Latin word very easily.

Teaching and Learning Aids
- The conjugation table of selected verbs
- Pictures to illustrate the verbs on the list above
- Table of numbers from 1-1000

Assessment Strategy

The areas to assess include:
- Demonstration of knowledge, an understanding and an appreciation of Latin texts within the learners' literary, social and historical contexts as appropriate
- Translation of Latin text into English

Sub-Topic 3: Figurative Styles

Specific Objectives	Content
The learners should be able to: • identify what figurative style are used in the prose and why.	• Figurative styles used in the prose e.g. comparison, metaphor, symbolism, personification, idioms, proverbs, comparison, emphasis, effect, hyperbole, rhetoric questions, irony)...
• relate the content to current life.	• Relationship between the content of the prose and current

Specific Objectives	Content
• identify what the Roman cultural elements are in the prose passage (Roman culture and civilisation).	life issues • Relevant Roman cultural elements in the prose: e.g. Roman names, sciences, philosophy, education system, religion

Suggested Methodology

- Using discussion approach, let the learners identify what figurative styles that a writer has used in a given prose by underlining them. Let them follow examples of figurative styles you might have underlined in another prose. For example,
  - hyperbole
  - simile
  - metaphor
  - imagery
  - personification
  - interior monologue
  - irony, etc.

- Help the learners as they try to interpret the contextual meaning of the figurative styles they have underlined in the passage.
- Using a debate approach, the learners discuss the content of the prose as they relate it to the current life. Guide the debate if they go astray.
- Using brainstorming approach, the learners underline words that are related to Roman culture, for example, Roman names, sciences, philosophy, education system, religion, sculpture, music, etc.
- Ask the learners to research on the importance of these elements and ask the group leaders to report their findings to class in the following Latin lesson.

Teaching and Learning Aids

- List of figurative styles
- A list of topics of debate
- Pictures of local cultural elements that can be compared with Roman cultural elements in the prose

Assessment Strategy

- Demonstration of an understanding of Latin literary techniques
- Evaluation of evidence and drawing conclusions using appropriate references or quotations
- Production of personal responses to Latin literature showing an understanding of the Latin text

Sub-Topic 4: Linguistic Content of the Prose

Specific Objectives	Content
The learner should be able to: • demonstrate a good grasp of Latin vocabulary, morphology and syntax in the prose. • demonstrate thorough knowledge of the prescribed texts and give an appreciative response to its literary qualities.	• Vocabulary (Latin lexical elements that hinder understanding): - vocabulary related to Roman civilisation in the passage and their equivalent in English - grammar (Grammatical elements that hinder understanding) - expressions of interest - morphological and syntax structures that hinder understanding • Literary qualities of a text e.g. the imbedded meaning, rhetoric aspects, emphatic expressions, etc

Suggested Methodology

- Using group discussion, the learners define selected vocabulary in the prose by either giving their synonyms or describing them and underlining, or else they match the words to some definitions given in a given column on the same sheet. The learners can brainstorm the meaning of other vocabulary or expressions in the same prose that block the understanding of the passage. Such expressions may include the following:

- vocabulary related to Roman civilisation in the passage and their equivalent in English
- grammatical elements that hinder understanding
- expressions of interest that can enrich the learners' linguistic knowledge
- morphological and syntax structures that hinder understanding

- Using question and answer approach, the learners constitute the elements in the prose such as **character**, **plot**, **setting**, **theme**, and **style**. To reveal the five elements, ask the question "**who**" to get the character of the prose, plot is the "**what**", setting is the "**where"** and **"when",** and style is the "**how**" of the prose. When the learners answer all these questions, they have the knowledge of the prescribed texts.

Teaching and Learning Aids
- Pictures illustrating the five elements above
- Pictures in relation to Roman civilisation

Assessment Strategy

Areas to be assessed include:
- standard patterns of case usage in the prose
- the knowledge of accidence, syntax and vocabulary required for the prescribed author
- knowledge of the character, the plot, the setting, the theme, and the style of the prose

Sub-Topic 5: Biography of the Author of the Prose

Specific Objectives	Content
• The learner should be able to relate the biography of the prose to its content.	• The biography of the author (his lifestyles, what he has done, his beliefs, etc.)

Suggested Methodology
- Using question and answer approach, the learners relate the biography of the author to the content of the prose. The learners through research generate answers to questions like, Who is the author of such and such? Where and when was s/he born? Where did s/he live? What did s/he study? Why did s/he choose to write about such a theme? etc. Learners

in plenary present their findings about the author and discuss how the lifestyle of the author influences his/her writing.
- Using discussion approach, the learners identify words that indicate that the author is one of the characters of the prose.

Teaching and Learning Aids

- Pictures that show the life of the author
- List of the work the author has done
- The picture of the house s/he lived in
- The map of the country on which the home town of the author is marked

Assessment Strategy

- Evaluating evidence and drawing conclusions using appropriate references or quotations from the prose
- Producing personal responses to Latin literature showing an understanding of the Latin text

Sub-Topic 6: The Themes Developed in the Prose

Specific Objectives	Content
The learner should be able to: • state who is talking in the passage, to whom and about what? • describes characters in the passage and their intentions. • describe the relationship between the characters and the philosophy they believe in.	• The characters talking in the prose and the person(s)/thing(s) they are talking to in the particular parts of the prose • Characters and their characteristics in the passage • The relationship between the characters

Suggested Methodology

- Using brainstorming approach, let the learners state who is talking in the passage, to whom and about what, after reading the passage thoroughly. Guide the learners to understand that through the characteristics of the people in the prose, the character of the Romans has been revealed.

- Using discussion approach, let the learners discuss the characters according to their actions in the prose in comparison with the character of Ugandans today.
- Using discussion approach, the learners analyse through the actions of the characters, their belief. For example, those who pray are believers in one God; those who do not want to hear about God are atheists; those who think that time has come for them to enjoy believe in epicurism, etc. Using research approach, learners state more 2 or 3 other ideologies people subscribe to such as patriotism, socialism, capitalism, etc.
- Guide the learners to conclusively deduce from the setting of the prose, through discussion method such that in the process they understand that the theme is the broad idea, message, or lesson of a story.

Teaching and Learning Aids
- List of ideologies
- Picture of people behaving in a given way due to their belief
- Pictures illustrating the characteristics of certain characters of the prose

Assessment Strategy
- Justifying with quotations that the theme of a given prose is this or that, through the analysis of the characters of a given prose

Sub-Topic 7: The Characterisation

Specific Objectives	Content
The learner should be able to:	
• define what characterisation and character are and list the charaters of a given prose.	• Definition of characteristics
• state the types of characters in a given prose.	• Types of characters in the passage
• describe the characters of a given prose and the relationship between them.	• The relationship between the characters in a given prose

Suggested Methodology

- Using brainstorming approach, learners define <u>characterisation</u> as one of the five elements of fiction, along with plot, setting, theme, and writing style; A <u>character</u> is a participant in the story, and is usually a person, but may be any persona, identity, or entity whose existence originates from a fictional work or performance.
- Using discussion approach, the learners identify different types of characters, for example,
  - **Point-of-view character**: the character by whom the story is viewed. However, the point-of-view character may or may not also be the main character in the story.
  - Protagonist: the main character of a story
  - Antagonist: the character who stands in opposition to the protagonist
  - Minor character: a character that interacts with the protagonist. They help the story move forward.
  - Foil character: a (usually minor) character who has traits in aversion to the main character
- With the help of this definition, learners through discovery, identify the characters of a given prose.

Teaching and Learning Aids

- A list of characters in books learners know very well, for example, Okwonko in "Things Fall Apart", Camara Laye in "African Child", Ferdinant Oyono, in "The Life of a Boy", etc.
- Pictures of characters of a given prose
- Copy of a passage expressing protagonist/antagonist/ minor character, etc.

Assessment Strategy

- Identification of the characters of a prose
- Justification of the belief of a character through the person's actions in a passage

Sub-Topic 8: The Mood of the Prose

Specific Objectives	Content
The learner should be able to:	
• identify the mood portrayed in the passage.	• The mood of the prose (Is it joyous, tragic, humorous, angry, sad?)
• appreciate the impression the prose gives to the readers.	• General impressions the prose gives to the readers

Suggested Methodology

- Using brainstorming approach, the learners define the mood as "The atmosphere that pervades a literary work with the intention of evoking a certain emotion or feeling from the audience." Remind them that in drama, mood may be created by sets and music as well as words; in poetry and prose, mood may be created by a combination of such elements as setting, voice, tone and theme. The moods evoked by the more popular short stories such as the killing of Gadafi, tend to be gloomy, horrific, and desperate."
- Using discussion approach, the learners read the passage and highlight or underline images (sight, sound, touch, taste, smell, simile, metaphor, and personification) in the passage. Once they have all read and highlighted, write some of the underlined words on cards or manila paper as volunteers share examples, highlight the copy for them.
- Ask some prompting questions about the character's situation to get the discussion going. Some questions you may ask are:
  - What's the character's situation?
  - What's the character going through emotionally?
  - What's the setting like?
  - What's the mood of the setting?
- At this point, they should consult their mood words so that they have a range of answers. Most of them may say something like, "bleak," "barren," depressing," "enthusiast.' Once you have made a list of their answers, ask them which image works the hardest to create the mood. As students volunteer ideas, ask each of them "why?" This forces them to think critically about how the image works and gets them into the analysis stage of thinking. Answers may vary, but they should be analysing how the images in the prose passage contribute to mood.

Teaching and Learning Aids

- List of images written on manila
- Pictures of people in various moods
- An exemplar passage expressing moods

Assessment Strategy

- Identification of the moods in a given prose
- Analysis of the significance of a given mood in a prose

Sub-Topic 9: Situation of the Story in Time and in Space

Specific Objectives	Content
The learner should be able to:	
• situate the story in time.	• Description of the time when the story took place (indicators of time)
• situate the story in space.	• The place where the story took place (indicators of place)

Suggested Methodology

- Using brainstorming approach, learners define setting and out of their definitions, guide them to arrive at a definition similar to this: "Setting is the place and time of a story." With examples, help them to understand that the setting is often a real place, but may be a fictitious city or country within our own world; a different planet; or an alternate universe, which may or may not have similarities with our own universe. Sometimes setting is referred to as **milieu**, to include a context (such as society) beyond the immediate surroundings of the story.
- Using question and answer approach, the learners identify the setting of a given prose through questions like: Where is the story taking place? Why? At what time of the day/month/season/year? Expecting them to give indicators of time, when the coq is crawling, when the sun is measuring the depth of water…
- Using brainstorming approach, the learners underline all the words that indicate place in the prose. Through discussion, the learners deduce the place where the story of the prose took place. They even

refer to pictures related to the story as a clue to tell the setting of the prose.

Teaching and Learning Aids

- Picture that can reveal hints on the lieu of the stories in the prose
- List of prepositions of place used in the prose
- Pictures indicating clues on time in the prose

Assessment Strategy

- Description of the time when the story took place (indicators of time)
- Description of the place where the story took place (indicators of place)
- Identification of words used by the author to express a given setting

Sub-Topic 10: Translation of Unseen Latin Texts

Specific Objectives	Content
The learner should be able to: • understand unseen Latin passages. • translate accurately and clearly the unseen Latin passages into English .	• The meaning of unseen Latin passages • Translation of unseen Latin passages

Suggested Methodology

- Using brainstorming approach, learners give the definition of selected words in context. During the plenary, guide the learners to disagree on some definitions that do not follow the context in which the words have been used in the prose. Continue asking what this expression means. Why do you say that? etc.
- Using discussion approach, the learners discuss the challenging expressions in the text and translate the passage into English.

Teaching and Learning Aids

- List of grammatical rules governing the use of cases
- Bilingual dictionary (Latin-English dictionary)

Assessment Strategy

- Use of grammatical expressions to make Latin sentences
- Translating unseen Latin passages into English

Sub-Topic 11: Cultural Elements in the Prose

Specific Objectives	Content
The learner should be able to: • identify cultural elements in the prose. • compare Roman culture to his or her culture. • discuss issues affecting the current society in the passage.	• Cultural elements (Roman civilisation revealed in the passage) (language, arts, symbols, dress, habits, expressions...) • Comparison of Roman culture to his or her own culture • Issues affecting the current society in the passage

Suggested Methodology

- Using observation approach, the learners identify cultural elements in Roman culture found in a Latin prose, such as feeding, philosophy, clothing, architecture, language, visual art, governance, etc.
- Using discussion approach, the learners compare Roman culture with our own culture, using expressions of comparison. For example, comparative clause with "*sim*".
- Using comparative approach, the learners describe the Roman culture in their own way, but must justify their descriptions. For example, if a learner says that according to the story in the prose, Roman culture was barbaric; as evidence s/he must be able to say that they were treating very badly their slaves. At the same time the learner must compare that with our people today, especially the relationship between the rich and poor in our society today.

Teaching and Learning Aids

- Pictures illustrating Roman culture
- Pictures illustrating our culture
- Passages about some of our cultures

Assessment Strategy

- Analysing the impact of Roman culture on current communities in the world
- Lessons learnt from the Roman culture for our development

Sub-Topic 12: Analytical Study of the Prose

Specific Objectives	Content
• By the end of this sub-topic, the learner should be able to analyse critically a prescribed text.	• Analysis of the form of the prose e.g., features of a prose (common and distinctive features)

Suggested Methodology

- Using discussion approach, let the learners analyse critically a prescribed text, e.g. analyse common and distinctive features, analyse the form of the prose, formal and informal styles, point of view, protagonist and antagonist, etc. For every analysis, guide the learners to give evidence and go outside the text and relate the passage to other documents logically.

Teaching and Learning Aids

- Pictures of the protagonist and the antagonists
- Examples of points of view
- Copies of prose following formal and informal styles

Assessment Strategy

- Area to assess in this sub-topic includes critical analysis of the form and style of the prose with evidence.

PART 2: PLAYS

Overview

In this part, the learners should be able to demonstrate creative thinking to appreciate the value of drama for their aesthetic and imaginative growth and development of a critical and analytical mind to make an informed judgment.

The learners have to choose one play and understand it in totality.

Topic 1: Introduction to Roman Plays

Duration: 30 Periods

Overview

In this topic, the learners should know and be able to speak about the following:
- Roman history
- Roman theatre
- Roman festivals
- Forms of Roman theatre:
    - Roman comedy
    - Roman tragedy
- Roman dramatic theory
- Roman theatre design
- Roman actors
- theatre at the end of the Empire

Sub-Topic 1: Introduction to Plays

Specific Objectives	Content

The learner should be able to:
• give a historical background to Roman drama.
	• Historical background to Roman drama
	   - origin of Roman drama
	   - genres preferred by Romans
	   - themes Roman drama started with

• name some authors of Latin plays.	• The first Roman dramatists (writers of Roman drama in Latin)

Suggested Methodology

- Using question and answer approach, the learners identify the following from a passage after having read it properly with understanding:
    - Where Roman drama originates from and in which year, and period of time
    - What genres Roman writers preferred most

- Which themes Roman drama started to promote
- Common techniques used in Roman drama
- Who the first Roman dramatists were (writers of Roman drama in Latin)

Teaching and learning aids

- Picture of the amphitheatre in Roman empire
- Picture of some Roman drama writers

Assessment strategy

- Description of different genres of Roman play
- Justification of the choice of themes in Roman drama
- Description of the beauty of Roman drama

Sub-Topic 2: Characteristics of Roman Theatre in Golden Age

Specific Objectives	Content

The learner should be able to:
 • identify the characteristics of Roman theatre.
 	
 • give three major influences on Roman theatre.
 	
 • state Roman festivals.
 	
 • give the forms of Roman theatre.
	• The characteristics of Roman theatre
	 •
	 • Three major influences on Roman theatre, for example
	   - Greek drama
	   - Etruscan influences – emphasised circus - like elements
	   - *Fabula Atellana – Atellan farces* (Atella was near Naples)
	 • Roman festivals, e.g. those held in honor of the gods, but much less religious than in Greece (**Ludi Romani** – 6th Century B.C), held in September (*the autumn*) and honored Jupiter
	 • Forms of Roman festivals e.g. Roman drama*, pantomime*, mime

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Suggested Methodology

- Using question and answer approach, the learners identify the characteristics of Roman theatre e.g. borrowed Greek ideas, less philosophical, encompassed more than drama: acrobatics, gladiators, jugglers, athletics, chariots races, *naumachia* (sea battles), boxing, *venationes* (animal fights), entertainment tended to be grandiose, sentimental, diversionary, actors / performers were called "*histriones*".
- Using brainstorming approach, the learners give three major influences on Roman theatre e.g, - Greek drama; Etruscan influences – emphasised circus-like elements*; Fabula Atellana – Atellan farces (Atella* was near Naples).
- Using research approach, the learners search for information on Roman festivals and present it in the plenary. Write down their findings like those held in honour of the gods, but much less religious than in Greece (**Ludi Romani** – 6th Century B.C) and others held in September (the autumn) that was for honouring Jupiter. Five others: *Ludi Florales* (April), *Plebeii* (November), *Apollinares* (July), *Megalenses* (April), Cereales had no particular season.
- Using observation approach, the learners give the forms of Roman theatre after observing various forms and describing each one of them in groups. One of the groups describes Roman drama; another one describes pantomime, and another one mime. Of course others will give comedy and tragedy, but guide them to understand these are some of the genres of play.

Teaching and Learning Aids

- Picture of Roman theatre
- Pictures of some people in the attires of Roman drama
- Copies of documents on Roman theatre

Assessment strategies

- The knowledge of the characteristics of Roman theatre
- Understanding of how the foreign influences impacted on the evolution of Roman theatre
- Stating the reasons for which Romans acted their plays
- Appreciating that Roman theatre dated long time

Sub-Topic 3: Characteristics of Roman Theatre in the Period of Medieval

Specific Objectives	Content
The learner should be able to: • tell how Roman drama evolved in medieval period. • describe various types of drama during medieval period e.g. liturgical drama (drama inside the church, drama outside the church), medieval staging, the medieval drama, the religious plays, medieval secular plays). • give reasons for the decline of medieval theatre.	• Evolution of drama in medieval period • Types of drama during medieval period e.g. liturgical drama (drama inside the church, drama outside of the church), medieval staging, the medieval drama, the religious plays, medieval secular plays) • Reasons for the decline of medieval theatre.

Suggested Methodology

- Using question and answer approach, the learners describe what transpired after the fall of Rome in 600's A.D., (a period known as the "**dark ages.")** e.g.
    - Much political turmoil – no reliable political structure
    - The Church was the only stable "government"
    - Christian ceremonies, where the theatre seems to have been "reborn"
    - Crusades helped bring other cultures e.g. medieval theatre, to Europe
    - Drama within the service, played by altar boys
- Using brainstorming approach, the learners describe various types of drama during medieval period e.g. liturgical drama after having observed pictures of the actors and read about each of the types e.g. (drama inside the church, drama outside the church), medieval staging, the medieval drama, the religious plays, medieval secular plays)
- Using discussion approach, the learners give reasons for the decline of medieval theatre such as:
    - Increased interest in classical learning – affected staging and playwriting

- Social structure was changing – destroyed feudalism and "corporate" nature of communities
- Dissension within the church led to prohibition of religious plays in Europe (Queen Elizabeth, the Council of Trent, 1545-1563 – religious plays outlawed)

Teaching and Learning Aids

- List of activities the church was doing as a government
- Pictures of what happened during political turmoil
- Examples of religious plays
- Pictures of people acting on medieval theatre
- Films of dissension in the church
- Copies of stories on medieval history

Assessment Strategy

- identifying what factors contributed to the evolution of medieval theatre
- stating how the fall of Rome affected the evolution of Roman theatre
- giving the type of Roman drama that persisted throughout medieval period
- stating which factors contributed to the decline of medieval theatre

Topic 2: Critical Analysis of a Roman Play in Latin

Duration: 27 Periods

Overview

In this topic, learners should:
- demonstrate knowledge, an understanding and appreciation of a Latin play within their literary, social and historical contexts as appropriate. This includes translation of the Latin text into English.
- demonstrate an understanding of Latin literary techniques.
- evaluate evidence and draw conclusions using appropriate references or quotations.
- produce personal responses to Latin literature (Latin play) showing an understanding of the Latin text of a play.

Note

- The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author.
- Learners are expected to prepare one play. Approximately 225 lines will be set from each set text. The set texts will be examined for three years.
- The selection of the prescribed text shall change after every 5 years, from the beginning of a given academic year.
- The following are some of the examples of play books in Latin that can qualify to be prescribed:

    o Ovid, *Metamorphoses VIII*. 6-121, 125 (exige poenas)-235 ed. AS Hollis (OUP) ISBN 9780199135264.
    o Cicero, *In Catilinam I*. 1–19 (... *adhibere non posit*) ed. H Gould & J Whiteley (BCP) ISBN 082920140.
    o Cicero, *In Verrem II*. 1. 53–69 (*aspendum vetus oppidum ... pepercissent*).

Sub-Topic 1: Introduction to the Play

Specific Objectives	Content
The learner should be able to: • talk about the author's lifestyle. • give contextual meaning of the title of the play. • relate the title to the play. • demonstrate thorough acquisition of the knowledge of the text through listening, reading. watching, recalling of acts and scenes of the play.	• The biography of the writer • The contextual meaning of the title • Relationship between the title and the play • Definition of the terminologies related to plays • The relevance of the title to the thematic content of the play

Suggested Methodology

- Using research approach, the learners should research about the author of the play they are learning, read widely about his/her life, and report their findings to the whole class. Display their findings/ results and give them time to discuss their differences and similarities. Guide them when they go astray. Their findings must include:

  - The date of birth and death, if possible
  - The work done by the author
  - The private life of the author

- Using discussion approach, the learners give the contextual meaning of the title of the play through group discussion. Write the key words of every group down and ask them to agree on the right context in consensus.

- Using brainstorming approach, help the learners to appreciate that the heading of the play has figurative meaning or literal meaning or ironical meaning in relation to various scenes and acts of the play. Every learner could be asked to tell what the heading means for him/her. Respect the view of every learner but ask them to relate their answers to some parts of the play that are unfolding progressively.

- Using memorisation and dramatisation approach, the learners demonstrate a thorough acquisition of the knowledge of the text through listening, reading, watching, recalling of acts and scenes of the

play. Here, pick some few skills the learners have to acquire, like miming, gesture, etc. Ask the learners to repeat after you.

Teaching and Learning Aids
- CDs of the play
- Pictures of some actors
- List of books written by the author who wrote the play you are studying

Assessment Strategy
- Summarising the biography of the author
- Relating the lifestyle of the author to the content of the play
- Relating the title of the play to the context of the play

Sub-Topic 2: Characters of the Play

Specific Objectives	Content
The learner should be able to: • identify the characters of the play. • describe the characteristics of the characters.	• Identification of the major and minor characters of the play • Characteristics of the characters (dressings, their intentions, their actions, their physiques, the tone of different characters in the dialogue, etc)
• establish the relationship between the different characters in the play. • identify the forces that drive the characters to act the way they do. • discuss the roles played by the characters in the play.	• Relationships between the characters • The forces driving the characters to behave the way they do, e.g. love, jealousy, drugs, anger, etc • The roles of the characters e.g. go between

Suggested Methodology
- Using brainstorming approach, the learners identify the characters in every act of the play and establish what their roles are in a given act.

- Using discussion approach, the learners describe the characters using appropriate adjectives, verbs, nouns and expressions to give the impressions these actors reflect in a given act.
- Using question and answer approach, the learners establish the relationship between the different characters in the play as a form of description of the actors. This can also help the learners to understand why a particular actor behaves in a given way with another actor in the same play.
- Using discussion approach, learners identify why the actors act the way they do in the play. Guide them to appreciate whether it is love, or hatred, jealousy or greed, selfishness or generosity, drug influence or anger, etc. that drives someone to behave the way he/she does.
- Using discussion approach, the learners discuss the roles played by the characters in the play.

Teaching and Learning Aids
- Pictures of the characters
- Pictures of some costumes used in the play
- A list of some driving forces in the society
- CD of the play if possible

Assessment Strategy
- Description of the characteristics of the characters of the play
- Establishing the relationship between the different characters in the play
- Identifying why the characters act the way they do in a given act of the play
- Discussing the roles played by the characters in the play

Sub-Topic 3: Story/ Plots of the Scenes

Specific Objectives	Content
The learner should be able to: • identify different atmospheres of the scenes of the play (key events in the play). • discuss the characteristics of each scene.	• Different atmospheres of the scenes of the play (key events in the play) • Characterisation of the scenes, (relationships between actions, objects)

Suggested Methodology

- Using discussion approach, the learners identify what sub-themes are developed through which means used by the actors. Are they using humour? Satire? Mimicry? Expressions that that are like the case of mistaken identity? Guide them to justify their answers with evidence drawn from the passage of the play.
- Using discussion, the learners discuss the characteristics of each scene e.g. developments of plot: rising actions, complications, crisis, anticlimax, falling actions, aftermath, resolutions, etc. If they have difficulties in identifying these characteristics, ask them to read the particular scene or else they view the film once again. For each group, you give a task to look for a given task and they harmonise their answers in the plenary as they write them down.

Teaching and Learning Aids

- List of terminologies relevant to play
- CD of the play
- Pictures of some actors demonstrating gestures that can make people either laugh, or cry, or get angry

Assessment Strategy

- Description of the main ideas of the scenes relating them to the title of the play
- Discussion of the acceptability of the ideas that transpired in a given scene

Sub-Topic 4: Themes of the Play

Specific objectives	Content
The learner should be able to: • identify what themes have been developed in the play in general. • give his/her views on the appropriateness of the thematic content of the play in relation to Roman culture.	• The themes of the play e.g. jealousy, justice, education, nature, egoism, money, love • The content of the play reflecting Roman culture

Suggested Methodology

- Using discussion approach, the learners identify what themes have been developed in the play in general. Guide them to list the sub-themes in the various acts and examine them through discussion. For example, a scene where there is hanger, poor health, poor dressing, ignorance and poor housing facilities, sums up to poverty.
- Using brainstorming approach, learners give their views on the appropriateness of the thematic content of the play in relation to Roman culture. Using matching exercise, the learners connect with a line certain thematic contents put in one column with certain elements of Roman cultural acts put in another column.

Table Showing Reflection of Roman Culture in the Play

Roman cultural elements	Thematic content of a play
• Idolatry • Slavery • Belief in many gods • Good governance • Philosophy of stoicism	• Exploitation of man by man • Belief in life after death • Going to the witch doctors to look for healing

Teaching and Learning Aids

- Text on Roman culture
- Pictures illustrating certain cultural content
- Pictures illustrating Roman cultural context

Assessment Strategy

- Identifying themes of a play
- Relating the themes to the content of Roman culture

Sub-Topic 5: The Conflicts in the Play

Specific Objectives	Content
The learner should be able to: • identify the conflicts in the play through the words expressing disagreements. • make appropriate judgment of the techniques used to come out of the conflicts.	• The conflicts, bottlenecks, difficulties • Judgment of the actions to overcome the conflicts

Suggested Methodology

- Using analytical approach, the learners identify words or actions (mimes or gestures) in the play that demonstrate conflicts such as disagreements, wrangles, wars, quarrels, etc. Guide the learners to find out the causes of the conflict.
- Using debate approach, learners appreciate ways of making appropriate judgments or the techniques used to come out of the conflicts. Guide the learners to come up with their own judgements on the kind of procedures used to bring an end to the conflicts in the play.

Teaching and Learning Aids

- Pictures of people in the conflict
- Pictures of conflict resolution
- Pictures of the impacts of conflicts

Assessment Strategy

- Assessment of the causes of conflicts between two parties in the play
- Assessing the impact of the conflicts in the play
- Identification of conflict resolution strategies used in the play

Sub-Topic 6: Analysis of the Language Used

Specific Objectives	Content
The learner should be able to: • identify the tones of different characters in the dialogue through the language they use in a given moment. • explain what developments are taking place in characters throughout the play according to their kind of language.	• The language used to paint the tone of the play • The actors and their developing characteristics that are seen in the use of a specific language

Suggested Methodology
- Using question and answer approach, the learners identify why the actors use a given tone in the dialogue or monologue and this is through the analysis of the language they use in a given moment. For example, some languages are sarcastic; others are quarrelsome, or abusive, consoling, vulgar, embarrassing, etc.
- Using analytical approach, the learners discuss the direction an event is taking in a play. For example, abusive language is tending towards fighting, convincing language leads to reconciliation.

Teaching and Learning Aids
- Pictures that may provoke a certain type of language use
- List of tones people use in their hopes, e.g. coerce, oppressive, Romantic, daring, etc.

Assessment Strategy
- Indicating the tone used in a play by a given actor and tell what the actor in question is driving at a given time
- Relating a list of words to a tone and justifying the answer with examples from the play

Sub-Topic 7: The Genre of the Play

Specific Objectives	Content
The learner should be able to: • identify the genre of the play. • discuss how the play served to shape the lives of the society of the time.	• The genres of drama • The relevance of the play e.g. teaching morals, warning against bad practices in the society, transporting culture from generation to generation, criticising vices in the society

Suggested Methodology

- Using brainstorming approach, the learners give various genre of the Roman drama, e.g.
  - The comedy
  - Tragedy
  - Tragic-comic
  - Mellow-drama
  - Fasces, etc.
- Guide the learners to give distinctive features of each of the plays by showing them where the features in question have been used in the play they are studying. If the features are not found in the play at hand, you give other passages from other plays as an example of each of the genres.
- Using discussion method, the learners appreciate that satire; for example, can shape the lifestyle of the people who fear to be criticised. Eulogy encourages people to value virtues.
- Using observation approach, the learners examine the skills the author used in the play to model the character of the Roman society.

Teaching and Learning Aids

- List of characters of Roman people that needed change
- The pictures of Roman community actions that were criticised by the common man in Roman Empire
- DCs of comedy
- CDs of tragedy
- Copies of extracts of tragic-comics

Assessment Strategy

- Identification of genres used in a play
- Appreciation of the appropriateness of the use of styles in a play to change a given society

Sub-Topic 8: The Setting of the Play

Specific Objectives	Content
The learner should be able to:	
• identify the place in which the play is taking place.	• Location of the scenes of the play in the space, e.g. room, weather during the time the play was acted, town/village, kitchen or sitting room
• identify the timing of the play.	• Location of the play in an appropriate timing e.g. during the period of Jesus, at night, post independence, evening, colonial times

Suggested Methodology

- Using question and answer approach, the learners understand that setting of a play is the time and location in which a story takes place.
- Using discovery approach, the learners discover the places of a specific scene in the play, through reading and underlining the names of places found in the play. Guide them in their discussion to agree on which of the places has a relationship with the place where the play is taking place.
- Using discovery approach, the learners discover words and expressions of time found in the play. Such words may relate to seasons. For example, expressions like "I was born when bushes were burning all over"; "He arrived when the cocks where crawling", etc. These expressions indicate time when some event took place. Help the learners to easily identify such expressions in a play to tell the setting of the play.

Teaching and Learning Aids

- List of expressions referring to place
- List of expressions, actions, gestures, pictures referring to time

- Pictures that relate to the play in terms of its origin
- Pictures of people relating to the play in terms of its origin

Assessment Strategy
- Identification of the place in which the play is taking place
- Identification of the time in which the play was acted (the period of time in which the play was referring to)

Sub-Topic 9: Techniques Used to Impact on the Readers

Specific Objectives	Content
The learner should be able to: - give the techniques used by the author to communicate the massages to the readers using this play to impact on the spectators. - discuss the tone of the play.	- Techniques used in the play e.g. asides, chorus, songs, imagery, irony, satire, sarcasm, soliloquy, monologue, etc. - Tone of the play (emotional developments in the play)

Suggested Methodology
- Using question and answer approach, the learners identify what the actors have done to make the spectators either laugh or cry, grow annoyed or happy, feel ashamed or pick courage, etc. as they watch the play. When learners give their answers, write them down and ask them to substantiate their answers with examples. Put the learners in twos and ask one of them to do or say something, and record what they have said or done in one column, and then the reaction it has generated in the listener is recorded in another column. Show the list of some techniques to the learners on manila paper and ask the learners to tick the technique similar to the one they have used in their group, or else they add their technique on the list it is unique.
- Using brainstorming approach, the learners understand that **tone** is the mood that the author establishes within the story (emotional developments in the play). Using discussion approach, the learners in groups examine certain words in the play that impact on the audiences/readers to determine the tone of the play. For example, abusive words in the play lead to chaotic tone.

Teaching and Learning Aids

- Pictures of a person that suggests a given tone that exists in a play
- List of tones

Assessment Strategy

- Identification of the tones in a given play

SENIOR SIX

Aspect 3: Literary Criticism with Personal Response

PART 1: VERSE (ROMAN POETRY)

Overview
In this part, the learners should read, understand, appreciate and analyse a range of aesthetic, ethical, linguistic, political, religious and social issues written in Latin.

Topic 1: Introduction to Roman Verses

Duration: 30 Periods

Sub-Topic 1: Linguistic Content of the Verse

Specific Objectives	Content
The learner should be able to: • identify and use Latin vocabulary, morphology and syntax in the verse.	• Vocabulary in the verse(lexical elements that hinder understanding, their denotation/ connotations; grammatical elements that hinder understanding; morphological and syntax structures that hinder understanding)
• analyse the poetic elements of unseen Latin verses.	• Poetical elements that stop the understanding
• translate the verses into English accurately and clearly.	• Translation of the verses into English

Suggested Methodology
• Using question and answer approach, the learners identify Latin vocabulary, morphology and syntax in the verse that they do not

understand, and brainstorm on their contextual meaning in English. Guide them in groups to use the words as they translate the whole sentence in which the vocabulary is found.

- Using discovery approach, learners discover the contextual meaning of poetical elements that stop the understanding of the verse. Such elements can be:
  - o Onomatopoeia
  - o Synecdoche
  - o Understatement
  - o Irony

  - o Setting
  - o Tone
  - o Metonymy
  - o Hyperbole

  - o Metaphor
  - o Free verse
  - o Flashback, etc.

- Ask the learners to research on how the above words can bar the learners from getting the hidden meaning of the verse.
- Using group discussion approach, learners translate the verses into English. Guide them to translate the meaning of the whole line, not using word by word approach, but using semantically translation approach.

Teaching and Learning Aids
- Pictures that can illustrate expressions of interest in the verse
- Examples illustrating certain figurative styles
- Pictures that can help the learners to understand the setting and the plot of the verse

Assessment Strategy
- Translation of the verse
- Critical analysis of the content and the form of the verse

Sub-Topic 2: Access to the Meaning of the Text

Specific Objectives	Content
The learner should be able to: • describe what happened in the verse (the plot of the verse).	• Subject matter - detailed description of the actions, places and events in the verses
• appreciate the literary elements of the prescribed texts. • observe the rhyme.	• The literary elements used in the verse(language styles) • The rhyme (combined words for metric purposes)

Suggested Methodology

- Using question and answer approach, the learners describe the plot of the verse from the beginning up to the end proceeding with the questions Who? What? Where? Why? Which? How? as you use the teaching aids available to help learners to access the meaning.
- Using discussion approach, the learners appreciate the literary elements used by the author of the prescribed texts to bring out meaning. Examples of meaning can be passed through comparison, and then the author uses similes, metaphors, metonymy, personification, etc. The author may like to exaggerate an issue. He/she may use hyperbole similes; metaphor, ellipse, repetition, etc. Guide the learners to dig out the hidden meanings in figurative styles.
- Using observation approach, the learners analyse the rhyme of the sounds as they repeat some of the words that follow each other in a particular pattern (assonance or alliteration). Explain with examples, the 2 words for the learners to understand rhythm.

Teaching and Learning Aids

- Examples of lines of the verse where there is assonance/alliteration
- A list of figurative styles that are relevant for verses

Assessment Strategy

- Giving contextual explanation to a line, or stanza, or of a certain particular expression of value to the verse being studied
- Appreciating the messages passed through the use of figurative styles in the verses
- Translating the meaning not the words of a stanza or two of a verse.

Sub-Topic 3: Thematic Content of the Verses

Specific Objectives	Content
The learner should be able to: • identify the themes of the verses. • discuss the themes of the verses.	• The themes • Discussion of the themes in line with the life issues in the society

Suggested Methodology

- Using brainstorming approach, the learners bring out the main ideas in each line of the stanzas of the verse by explaining the linguistic, figurative and cultural elements therein. Guide them through questions; Who? What? Where? Why? etc, to come up with meaningful ideas. Write down all the answers, and to verify the contradictions in the answers, ask the learners to read again and again the verse. In plenary, learners will then identify universal themes, specific themes and the major issues/concerns in the verse.
- Using debate approach, learners discuss the theme to analyse positive and negative sides of the theme in relation to the Roman Empire.

Teaching and Learning Aids

- Pictures to illustrate the ideas in the verse
- List of themes developed in Roman literature
- Copies of the verses

Assessment Strategy

- Identification of main ideas in the verse
- Generation of the main theme of the verse
- Justification of the theme in relation to Roman culture

Sub-Topic 4: The Messages of the Verses

Specific Objectives	Content
The learner should be able to:	
• discover the message conveyed by the writer of the verses to the readers.	• The message conveyed by the verses to the readers
• interpret the experiences presented in the verses.	• Interpretation of the experiences presented in the verses

Suggested Methodology

- Using brainstorming approach, the learners constitute the main ideas in stanzas of the verse and summarise the main ideas to come up with the

messages got from the verse. Write down the messages from various groups and through discussion, the learners come up with one main message.

- Using discussion approach, the learners analyse the experiences of the characters of the verse presented therein. Guide the learners to analyse these experiences in relation to real life. This will help the learners to appreciate whether the verse is written from the point of view of realists, or fantasists, or prophetess, etc.

Teaching and Learning Aids
- List of the kind of messages one can derive from a literary texts
- Pictures of the characters of the verse

Assessment strategy
- Deriving the message of the verse
- Getting the point of view of the writer

Sub-Topic 5: The Form and the Structure of the Verses

Specific Objectives	Content
The learner should be able to: • describe the structures (the shape/appearance) of the verses. • appreciate the beauty of the poetical forms. • identify different forms of verses.	• Poetical forms (stanzas, verses, meter, rhythm, rhyme) • Poetical arrangements of words in a line, arrangements of the lines into stanza, and rhythmic patterns, the ways in which a verse is written down on the page • Forms of verses: narrative verse, dramatic verse, free verse, conventional form e.g. epics, lyric, sonnet, elegy, ode

Suggested Methodology
- Using group discussions, the learners identify what characterises stanzas, verses, meter, rhythm, rhyme in poetry, and how they

contribute in the description of a poem. Use examples of poems to help the learners to identify those elements.

- Using discussion approach, the learners appreciate the beauty of the poetical forms of verse as they identify poetical arrangements of words in a line, arrangements of the lines into stanza, and rhythmic patterns, the ways in which a verse is written down on the page. For example, some poems are written carrying the form of the object/animal/person they are talking about. In other verses, the ending of the line follows a certain pattern, etc. Guide the learners to analyse all the patterns in the poem. In some poems there may be the development of the pattern of thoughts in the verse; the rhythm and rhyme in relation to the meaning of the verse; the sound related may lead to the formation of assonance and alliteration (repetition of vowels and consonants respectively), refrain, onomatopoeia, etc. Guide the learners to appreciate all these.

- Using exemplification approach, the learners identify if the verses are narrative verse, dramatic verse, free verse, conventional form e.g. epic, lyric, sonnet, elegy, ode...

Teaching and Learning Aids

- The list of definitions of terms related to poetry
- Copies of various types of poems

Assessment Strategy

- Identification of the forms of a verse
- Appreciation of the beauty of a poem
- Justification of a given style used in the poem under study

Sub-Topic 6: Characters of the Verses

Specific Objectives	Content
The learner should be able to: • identify who is/are the speaker(s) in the verse. • establish the relationship between the speakers. • discuss the objectives of the talk in the verses.	• The speakers in the verses • The relationship between the person speaking and the person/thing he/she is speaking to • Objectives of the discussion in the verses

Specific Objectives	Content
• analyse the differences/ similarities of the tones of the two people discussing.	• The differences of the tones, voices of different people discussing depending on their mood, the relationship between them, the atmosphere of the discussion, etc

Suggested Methodology

- Using brainstorming approach, the learners identify who is speaking in given stanzas as they observe the personal pronouns used in the line, names of people, parental relationships, etc.
- Using discussion approach, the learners appreciate the values of what the speaker has said in relation to the cultures of Roman people. Are they educative, what lessons have they drawn from the talk?
- Using question and answer, the learners justify why a given style is used in the poem under study. Guide them to identify the differences of the tones, voices of different people discussing depending on their mood, the relationship between them, the atmosphere of the discussion so that they can characterise the personalities in the verse.

Teaching and Learning Aids

- Pictures that can show the characteristics of a person
- Copy of verses that show the character of a person e.g. adjectives - polite, humble, welcoming, hostile, gentle, honest, cunning, etc. Nouns - a miser, a liar, a hypocrite, etc.

Assessment Strategy

- Characterisation of the people involved in a verse
- Appreciation of the values of what they say in relation to Roman culture
- Description of the state of mind of the characters of the verses
- Analysis of the atmosphere in the verse that affects the readers

Topic 2: Understanding of Unseen Verses

Duration: 30 Periods

Overview

In this topic, the content to be treated includes:
- Background information about the verses
- Interpretation of distinctive features of poetry
- Understanding of:
  - the language used - formal or informal
  - the information about the author
  - content of the poem
  - characters
  - the themes
  - specific styles e.g. metaphor, assonance and alliteration
  - the rhythms and meter

The learner should have the understanding of the background information about the verses they study. They should also be able to have the ability to interpret common and distinctive features of the verse. This should help them to understand the verses so that they can translate some parts of them in a way intelligibly related to the original meaning of the verse.

Sub-Topic 1: Skill of Detailed Understanding of Verses

Specific Objectives	Content
The learner should be able to: • identify whether the language used in the verse is formal or informal. • give the meaning of the prescribed texts.	• The language used - formal or informal • Background information about the poem given

Suggested Methodology

- Using discovery approach, the learners identify elements of formal language, for example, language used in a sermon, in a political speech, in a lecture, in a letter, in poetry, etc. Guide the learners to also identify

the elements of informal language. Examples of domains where informal language takes place include instructions to subordinates, conversation with family and friends, portrayal of "real" life in a soap opera, etc.
- Using discussion information, learners should give the answers on
    - the content of the poem
    - characters
    - the themes
    - specific styles e.g. metaphor, assonance, alliteration
- Using practical approach, learners acquire skills of reading:
    - study reading
    - note taking
    - critical reading
    - recognisig attitudes and tone
    - distinguishing facts from opinions
- Using practical approach, learners acquire skills of recalling.

Teaching and Learning Aids
- Copies of a passage written in formal language
- Copies of passages written in informal language

Assessment Strategy
- Giving the message passed by the verse
- Giving one's opinion on given issues in the verse

Sub-Topic 2: Translation of Unseen Verses

Specific Objectives	Content
The learner should be able to: • grasp the basics of the language in the verses. • translate the verse in a way that it can intelligibly be related to the original meaning it carried in Latin following a technique familiar to them. • analyse, critically, the prescribed verses.	• The basics of the language in the verses • Translation techniques e.g. (In mimetic form, analogical form, extraneous ('deviant') form) • Linguistic and literary analysis

Suggested Methodology

- Using the exemplification approach, the learners give examples of the linguistic structures used in the verse several times to demonstrate their understanding of the structure.
- Using discussion approach in groups, the learners identify linguistic and literary issues of interest like figurative styles, thematic issues related to Roman culture or related to the structure of the verse and discuss how effectively they have conveyed the massage intended by the author.
- Using an appropriate translation method, the learners translate technical documents from Latin to English. Guide the learners to translate nothing, but the meaning of the sentences, not the word.

Teaching and Learning Aids

- Pictures that may illustrate a linguistic content in the verse
- Copies of translated passages that can guide the learners to copy translation skills

Assessment Strategy

- Translating an unseen verse
- Responding to comprehension questions on literary questions of the verse
- Responding to structured questions derived from the passage

Sub-Topic 3: Understanding Prescribed Verses

Specific Objectives	Content
The learner should be able to:	
• Read and understand prescribed texts and background questions.	• The biography of the author e.g." Augusine" (The work of Augustine, his lifestyle, his beliefs, etc.)
• apply recalling skills to recall perfectly the subject matter treated.	• Reading skills of poems and recalling skills
• translate the prescribed verse.	• Translation skills

Suggested Methodology

- Using discussion approach, learners discuss the questions you give them on the prescribed verse and answer them according to their own understanding. In plenary, they harmonise their answers. Guide them when they go astray as you write their answers on the board.
- Using practical approach, the learners apply the reading skills such as,
  - deciphering the script
  - recognising vocabulary
  - picking out key words, such as those identifying topics and main ideas.
  - figuring out the meaning
  - recognising grammatical word classes such as nouns, adjectives, verbs, adverbs, interjections, etc.
  - detecting sentence constituents, such as subject, verb, object, prepositions, etc.
- Using practical approach, the learners translate the meaning of one stanza of a verse into English. Guide them when they are misguided by the bad choice of wrong meaning of some words in the dictionary.

Teaching and Learning Aids

- Bilingual dictionary (English-Latin)
- Copies of the questions on the passage to be read
- List of reading skills

Assessment Strategies

- Translation of parts of prescribed verse into English
- Answering of the questions about understanding the passage

PART 2: PROSE

Topic 1: Seen Prose Passages (Prescribed Literature)

Duration: 15 Periods

Overview

In these seen prose passages, the learners should appropriately demonstrate a greater understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues in the passages identified and prescribed for this study.

General Objectives

By the end of the topic, the learner should be able to:

- demonstrate knowledge, an understanding and an appreciation of Latin texts within their literary, social and historical contexts as appropriate.
- demonstrate an understanding of Latin literary techniques.
- evaluate evidence and draw conclusions using appropriate reference or quotation.
- produce personal responses to Latin literature showing an understanding of the Latin text.

The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author.

Learners are expected to prepare **one** prose set text. Approximately 300 lines will be set from each set text. The set texts will be examined for 5 years. Thereafter, another set will be prescribed.

For example, the prose set texts up to 2015 will be:

- Tacitus, *Annals XV*. 20–23, 33–45 ed. N Miller (BCP) ISBN 1853994340
- Sallust, *Bellum Catilinae*, 14–29 ed. P McGushin (BCP) ISBN 090651519X.

Sub-Topic 1: Biography of the Author

Specific Objective	Content
• By the end of this topic, the learner should be able to demonstrate a deep knowledge of the biography and work of the author.	• The biography of the author e.g. "Augustine" (The work of Augustine, his lifestyle, his believers, etc.)

Suggested Methodology

- Using research approach, the learners gather information on the author in groups and come to share with the rest of the members of the class during the plenary in the classroom. Guide the learners by giving them some questions on what they are supposed to search for.

Teaching and Learning Aids

- Copies of guiding questions for research
- Pictures related to the author's life

Assessment Strategies

- Assessment of the influence of the author's life on the content of the verse he/she has written
- Identification of how the points of view of the author are reflected in the verse
- Identification of areas in the verse that reflect the character of the author

Sub-Topic 2: The Language of the Author

Specific Objectives	Content
The learner should be able to: • compare the styles used by different authors with any other author they know. • identify factors affecting the language of the author.	• Comparison of the language (the styles) used by the author with the language of other authors • Factors affecting the authors' life during the time of writing the

Specific Objectives	Content
• analyse the impact of the language used in the book on the readers.	book, reflected in the prose • The impacts of the author's language on the readers

Suggested Methodology
- Using discussion approach, the learners analyse the language of the author in the prose whether it is sarcastic, convincing, prophetic, provocative, ironical or controversial, etc. Guide them to substantiate their answers with examples.
- Using discussion approach, the learners identify words that reflect on the author's characters in the prose, for example, greed, just because he was not fed well while he was young. Or he/she may be generous because he/she grew up in a religious family, etc.
- Using brainstorming approach, the learners identify expressions used by the author in the prose. For example ask the learners whether the expressions make them laugh or cry, grow angry or happy, etc. and then they justify their answers with examples from the passage.

Teaching and Learning Aids
- Pictures of people provoked by something
- CD in which someone is expressing the feeling

Assessment Strategy
- Justifying the author's use of words on a particular issue
- Indicating the impact of the words used by the author and justifying his/her reaction

Sub-Topic 3: Roman Cultural Elements in Prose

Specific Objective	Content
The learner should be able to: • identify the Roman cultural elements in the passage, e.g. aesthetic, ethical, linguistic, political, religious and social issues. • analyse the relevance of the Roman cultural elements in the passage to the nation building (Roman culture and civilisation). • compare the Roman cultural values to the current life in our societies.	• The meaning of the vocabulary related to Roman cultural elements • Wars, government system, citizenship, etc • Comparison of Roman cultural values with Ugandan cultural values, e.g. kingdoms, religion, marriage, etc

Suggested Methodology

• Using discovery approach, the learners identify Roman cultural elements in the passage, e.g. aesthetic, ethical, linguistic, political, religious and social issues and discuss their importance to a nation building in groups, and in plenary they share the outcome of their discussion with the rest of the class. Guide them where necessary.

• Using discussion approach, the learners in groups analyse how relevantly Roman people used their cultural elements to the nation building (Roman culture and civilisation).

• Using discussion, learners compare the Roman cultural values with Ugandan cultural values, e.g. kingdoms, religion, marriage, etc.

Teaching and Learning Aids

• Pictures illustrating Roman culture
• Videos/films/CDs on Roman culture
• Picture/videos/CDs on Uganda cultural activities

Assessment Strategy

- Identifying Roman cultural elements from the prose and comparing them with Ugandan culture
- Analysing how the Roman cultural practices contributed to their nation building

Sub-Topic 4: The Setting of the Stories in the Prose

Specific Objectives	Content
The learner should be able to: • situate the story in time. • locate the story in space.	• Location of the story of the prose in time basing on the indicators of time e.g. at night, in summer/winter, during the invasion of the neighbouring country, etc • Location of the story in space e.g. In a town/ a village, in the palace, in a foreign country, at home, in a work place, the front line, water, etc

Suggested Methodology

- Using question and answer approach, the learners appreciate the time of the story in the prose as they identify expressions of time in the play, for example, locating the story of the prose in time basing on the indicators of time e.g. at night, in summer/winter, etc., during the invasion of the neighbouring country, etc.
- Using discussion approach, the learners identify in which place the scene took place and give as evidence the preposition of place, names of places, and expressions referring to a given place, for example, in a town/ a village, in the palace, in a foreign country, at home, in a work place, in the front line, in water, etc

Teaching and Learning Aids

- The pictures of the town, village, people, etc, involved in the prose
- List of preposition of place

Assessment Strategy

- Areas to be assessed in this sub-topic include identifying the place and time of the stories in the prose with the help of the expressions used by the author.

Sub-Topic 5: Themes of the Prose

Specific Objectives	Content
The learner should be able to: • identify the themes and sub-themes of the prose. • discuss the themes in relation to Roman life.	• The themes of the prose derived from the story in the prose, the characteristics of the characters • Relationship between the themes and the Roman culture

Suggested Methodology

- Using discussion approach, the learners identify the themes and sub-themes of the prose from paragraph to paragraph. Write the sub-themes down on the board and guide the learners to summarise them into one major theme.
- Using discussion approach, learners relate the themes to the Roman sort of life. For example, if the theme is marriage, guide the learners to evaluate the Roman marriage in light of what the prose said and ask the question, "To what extent does the marriage in the prose measure up to the Roman type of marriage?"

Teaching and Learning Aid

- Passages on Roman culture
- Pictures on Roman culture

Assessment Strategy

- Deducing a theme from a passage
- Discussing the theme in relation to Roman life

Topic 2: City Life in Roman Italy

Duration: 15 Periods

Overview

In this topic, learners should put their focus on history, society and values. The topic is also concerned with art, archaeology, architecture and literature.

Learners should be familiar with the cities like Pompeii, Herculaneum, Ostia, etc, through a study of written sources and material evidence. Learners must be familiar with the basic plans of the cities and specific houses, public buildings and funerary monuments as specified below.

Learners should be prepared to answer commentary questions on stimulus material from the list of prescribed material, for example, historical, social and cultural context.

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge and an understanding of:
- the historical context of the cities; their development including their decline and, where relevant, destruction and resultant preservation.
- prominent individuals, groups, events and institutions of Pompeii, Herculaneum and Ostia.
- social identity and the different social classes within the cities.
- the definition of social identity through public buildings and inscriptions in public places, through funerary monuments, and through domestic space (including gardens) and decoration.
- use of domestic space (including gardens) and the extent to which schemes of decoration reflect this.
- changing use of domestic space over time.

Prescribed material, for example,
- Pompeii with specific reference to:
    - House of Menander (I.x.4)

- House of Octavius Quartio (II.ii.5 – aka House of Loreius Tiburtinus) House from Region VII. Ins. Occ. 12–15 with fish amphorae mosaics (Umbricius
- Scaurus) (Cooley & Cooley F91 + H20–29)
- Eumachia Building (Cooley & Cooley E41)
- Tomb of Eumachia (Cooley & Cooley G15–19)
- Tomb G. Munatius Faustus (Nocera Gate) (Cooley & Cooley G38–47a)
- Naevolia Tyche (Munatius Faustus) (Cooley & Cooley G47b)
- Amphitheatre (Cooley & Cooley D1–7)
- Painting of the Amphitheatre Riot, House of Actius Anicetus (I.iii.23) (C&C D37)
- Temple of Isis (Cooley & Cooley E3–8)
- Temple of Jupiter (Capitolium) (Cooley & Cooley E9–13 + J 40)
- Ostia with specific reference to:
  - Garden Houses, including the House of the Dioscures
  - House of Apuleius
  - House/Insula of Diana
  - Baths of Mithras, including the imagines clipeatae and Mithraeum
  - Baths of the Forum
  - Piazza of the Corporations (Piazza delle Corporazione)
  - Great Warehouse (Grandi Horrea)
  - Fire fighters' barracks (Caserma dei Vigili)
  - Harbours of Claudius & Trajan at Portus

Note: Such prescribed materials should change after every given number of years as prescribed by NCDC.

Sub-Topic 1: History of Roman City

Specific Objectives	Content
The learner should be able to: • give the historical context of the cities; their development including their decline and, where relevant, destruction	• The historical context of the cities; their development including their decline and, where relevant, destruction and

Specific Objectives	Content
and resultant preservation. • describe prominent individuals, groups, events and institutions of Pompeii, Herculaneum and Ostia.	resultant preservation • Prominent individuals, groups, events and institutions of Pompeii, Herculaneum and Ostia

Suggested Methodology
- Using question and answer approach, learners identify from a text the historical context of the cities such as how the town started, what conditions favoured their development including their decline and, where relevant, destruction and resultant preservation.
- Using discussion approach, the learners can describe with adjectives, nouns, verbs, etc, prominent individuals, groups, events and institutions of Pompeii, Herculaneum and Ostia; or any other Roman town in a prescribed text.

Teaching and Learning Aids
- Maps of the Roman towns under study
- Pictures of the towns
- The picture of the people of interest, CDs, films, sculptures showing the activities in Roman towns

Assessment Strategy
- Narrating the history of the cities; their development including their decline and, where relevant, destruction and resultant preservation
- Describing prominent individuals, groups, events and institutions of Pompeii, Herculaneum and Ostia

Sub-Topic 2: Social Classes in the Roman Cities

Specific Objectives	Content
The learner should be able to: • identify the social identity and the different social classes within the cities. • give the definition of social identity through public buildings and inscriptions in public places, through funerary monuments, and through domestic space (including gardens) and decoration.	• Social identity and the different social classes within the cities • The definition of social identity through public buildings and inscriptions in public places, through funerary monuments, and through domestic space (including gardens) and decoration

Suggested Methodology
• Using discovery approach, learners identify the social identity and the different social classes existing within the cities in Roman towns.
• Using discussion approach, the learners identify social identity, through the interpretation of writings in public buildings and inscriptions in public places, through funerary monuments, and through domestic space (including gardens) and decoration.

Teaching and Learning Aids
• Pictures of public buildings, public places, funerary monuments, and domestic space (including gardens) and decoration
• Copies of documents about public buildings, public places, funerary monuments, and domestic space (including gardens) and decoration in Roman towns

Assessment Strategy
• Writing about the social identity and the different social classes within the cities in Roman towns

- Giving interpretation of social identity of the Romans through the analysis of public buildings and inscriptions in public places, funerary monuments, and domestic space (including gardens) and decoration

Sub-Topic 3: The Use of Domestic Space

Specific Objectives	Content
The learner should be able to: • tell how the domestic spaces (including gardens) are used and the extent to which schemes of decoration reflect this. • indicate how the use of domestic space was changing over time.	• Use of domestic space (including gardens) and the extent to which schemes of decoration reflect this • Changing use of domestic space over time

Suggested Strategy
- Using brainstorming approach, the learners, after reading the prose about domestic space in Roman cities, tell how the domestic spaces (including gardens) were used and the extent to which schemes of decoration reflected this use.
- Using illustration, practically the learners indicate with diagram, the changing use of domestic space over time. Guide the learners to represent every period of time with a new colour.

Teaching and Learning Aids
- Pictures illustrating the domestic space in Roman towns
- Copies of passages on domestic space in Roman Empire

Assessment Strategy
- Telling a story on how the domestic spaces (including gardens) were used and the extent to which schemes of decoration reflect this
- Indicating how the use of domestic space was changing over time

PART 3: PLAY

Topic 1: Virgil and the World of the Hero

Duration: 20 Periods

Overview

The main focus of this topic is on literature, society and values through the study of a play. The topic is also concerned with history, politics and religion. Learners should read the prescribed books selected from, for example, *Aeneid*: Books 1, 2, 4, 6, 7, 8, 10 and 12; and *Iliad*: Books 6, 18, 22 and 24, or any other prescribed books.

Passages for commentary may be taken from any of the prescribed books.

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge and an understanding of the following areas:

- the composition of both epics (Virgil and the World of the Hero)
- plot
- narrative techniques including speeches and repetition
- descriptive techniques including similes and imagery
- characterisation
- themes within the epics including heroism, honour and reputation, family, women, the role of the gods, the power of fate, the portrayal of war, moral values and the role of Aeneas in Rome's imperial destiny in the political, social, historical and cultural context.

Sub-Topic 1: The Biography of the Author of the Play

Specific Objectives	Content
The learner should be able to: • describe the lifestyle of the author.	 • The lifestyle and the work of the author • The Characters of the author

Specific Objectives	Content
• describe the characters of the author.	

Suggested Methodology
- Using question and answer approach, the learners, in groups, describe the lifestyle of the author using adjectives, nouns and comparative verbs.
- Using discussion approach, the learners describe the character of the author according to his writings.

Teaching and Learning Aids
- Pictures concerning the life of the author
- CDs, films, pictures illustrating the character of the author

Assessment Strategy
- Description of the lifestyle of the author
- Description of the character of the author

Sub-Topic 2: The Setting and the Plot (Scenes and Acts) of the Play

Specific Objectives	Content
The learner should be able to:	
• analyse how the composition of the epics is done.	• The composition of both epics
• describe the plot of both epics.	• The plot of the play

Suggested Methodology
- Using discussion approach, the learners analyse how the composition of the epics was done, e.g. the language used, the target group the play was to face/ attack, how it is made to impact on the spectators, etc.
- Using exemplification approach, the learners describe the plot of both epics, as they see how another plot has been described.

Teaching and Learning Aids

- A film/ CDs/ pictures related to the play

Assessment Strategy

- Analysis of how the composition of the epics is done
- Description of the plot of both epics

Sub-Topic 3: Figurative Styles Used in the Play

Specific Objectives	Content
The learner should be able to: • tell which narrative techniques including speeches and repetition have been used by the actors and actresses in the play. • identify how descriptive techniques, including similes and imagery have been used in the play.	• The narrative techniques including speeches and repetition • The descriptive techniques including similes and imagery

Suggested Methodology

- Using discussion approach, the learners tell which narrative techniques are in the play. For example, it could be speeches and repetition used by the actors and actresses in the play, etc.
- Using discovery approach, the learners identify how descriptive techniques, including similes and imagery, have been used in the play.

Teaching and Learning Aids

- List of the figurative styles
- Pictures that can direct the creation of narration styles

Assessment Strategy

- Telling which narrative techniques, including speeches and repetition, have been used by the actors and actresses in the play

- Identifying how descriptive techniques, including similes and imagery, have been used in the play

Sub-Topic 4: Characterisation and Themes of the Play

Specific Objectives	Content
The learner should be able to: - characterise the actors and actresses of the play. - identify what themes are developed within the epics.	- Characterisation of the actors and actresses of the play - Themes within the epics including: heroism, honour and reputation, family, women, the role of the gods, the power of fate, the portrayal of war, moral values and the role of Aeneas in Rome's imperial destiny. Political, social, historical and cultural context

Suggested Methodology

- Using brainstorming approach, in groups, the learners characterise the actors and actresses of the play, according to their costumes, according to their physical and moral appearances.
- Using discussion approach, the learners identify what themes are developed within the epics as they analyse the sub-themes.

Teaching and Learning Aids

- Pictures of the actors and actresses
- List of adjectives, nouns, verbs, etc that can be used to characterising a person

Assessment Strategy

- Characterisation of the actors and actresses of the play
- Identification of themes developed within the epics

Topic 2: Virgil's Relationship to the Regime of Augustus

Duration: 10 Periods

Overview

In this topic, learners should show an awareness of Virgil's relationship to the regime of Augustus and the political and historical background in which the *Aeneid* was written.

Prescribed Material

In this case, learners may use any complete translation of the texts. Translation will be taken from books like: *Virgil* and *Aeneid* translated by D West (penguin); *Homer*, *Iliad* translated by M. Hammond (Penguin), etc.

A list of recommended reading is published in the Classical Civilisation Teacher Support Booklet.

Sub-Topic 1: Virgil's Relationship to the Regime of Augustus

Specific Objective	Content
The learner should be able to tell the indicators of the relationship between Virgil and the regime of Augustus.	Virgil's relationship to the regime of Augustus

Suggested Methodology

After reading about Virgil and Augustus, using discovery approach, the learners indicate significant signs that show the relationship between Virgil and Augustus.

Teaching and Learning Aids

- Passages about Virgil and Augustus

- Pictures and videos about Virgil and Augustus

Assessment Strategy

Translating written documents on the relationship between Virgil and Augustus from Latin to English

Sub-Topic 2: Political and Historical Background of *Aeneid*

Specific Objectives	Content
The learner should be able to:	
• narrate the political background in which the *Aeneid* was written	• Political background in which the *Aeneid* was written
• tell the historical background in which the *Aeneid* was written.	• Historical background in which the *Aeneid* was written

Suggested Strategy

- Using exposition approach, the learners narrate the story about the political background in which the *Aeneid* was written, with the help of picture illustration of the background.
- Using question and answer approach, the learners tell the historical background in which the *Aeneid* was written..

Teaching and Learning Aids

- Pictures reflecting the political background of *Aeneid's* writing

Assessment Strategy

- Writing a narrative story explaining historical/ political background of the play.

PART 4: THE NOVEL

Topic 1: The Use and Abuse of Power in Roman History

Duration: 18 Periods

Overview

This topic builds on the skills that learners have acquired in previously learnt topics. Learners will be expected to use the skills they have acquired in handling original sources at A level and refer to these sources where appropriate. The principal focus of this unit is on the investigation of historical themes through the evaluation and interpretation of original sources in context.

General Objective

By the end of this topic, the learner should be able to:

- demonstrate knowledge and an understanding of specified themes through relevant and appropriate literary, documentary and material evidence.
- support their arguments through the use of appropriate original sources.

Learners must choose one of the following options:

1. The Fall of the Roman Republic 81–31 BC

The thematic focus of this option is the way in which key events and key individuals in Roman politics led to the fall of the Republic and brought about one-man rule.

Learners will be expected to have read a selection of appropriate original sources on the following topics, and to refer to them in supporting their answers:

- the changing distribution of power during this period;
- the importance of institutions and individuals (including Sulla, Pompey, Crassus, Caesar, Cicero, Cato, Clodius, Catiline, Antony, Octavian);

- the challenges made by these individuals and factions to the authority of the Senate, and the various responses to emergencies;
- the means by which politicians in this period achieved success;
- the development of violence and fraud as a political tool in Rome;
- the developing importance of military and provincial commands in the Roman political system;
- the social and economic effects of conflict on the Roman world.

2. The Invention of Imperial Rome 31 BC–AD 96

The thematic focus of this option is the way in which the establishment of the principate transformed the government and the appearance of the city of Rome and its place as the centre of the empire with focus on the reigns of Augustus, Tiberius, Gaius, Claudius, Nero, Vespasian, Titus and Domitian. Learners will be expected to have read a selection of appropriate original sources on the following topics, and to refer to them in supporting their answers:

- issues of succession and the establishment of dynasties;
- the development of the imperial cult during the reign of the emperors (including Augustus, Gaius, Claudius, Nero, Vespasian, Domitian);
- the rebuilding of Rome as the capital of the Empire and the use of art and architecture in imperial self-representation;
- panem et circenses: the relations of the emperors with the senators, equestrians and ordinary people at Rome;
- the administration of the city of Rome;
- the changing face of Rome: the transformation of the social, moral and religious life of Rome as the capital of the Empire.

3. Ruling the Roman Empire AD 14–117

The thematic focus of this option is Rome's relations with the provinces of the empire. Learners will be expected to have studied a range of original sources on the following topics, and to refer to them in supporting their answers:

- attitudes to imperial rule in the eastern and western provinces, including active resistance and the maintenance of local or regional identities;

- the social and economic effects on provinces of incorporation within the Empire, including the question of 'Romanisation';
- the differing image of the emperor in the eastern and western provinces, including the imperial cult;
- the governance and administration of the Empire including the role of senators, equestrians and the army;
- frontier and defensive policies within the Empire.

A list of appropriate original and secondary sources is published in the Ancient History Teacher Support Booklet

Sub-Topic 1: The Fall of the Roman Republic 81–31 BC

Specific Objectives	Content
The learner should be able to: • tell how the changing of distribution of power during this period contributed to the fall of Roman republic between 81-31 BC. • discuss the importance of institutions and individuals such as Sulla, Pompey, Crassus, Caesar, Cicero, Cato, Clodius, Catiline, Antony, Octavian). • discuss the challenges made by these individuals and factions to the authority of the Senate, and the various responses to emergencies.	• The changing distribution of power during this period • The importance of institutions and individuals (including Sulla, Pompey, Crassus, Caesar, Cicero, Cato, Clodius, Catiline, Antony, Octavian) • The challenges made by these individuals and factions to the authority of the Senate, and the various responses to emergencies

Suggested Methodology

- Using brainstorming approach, learners tell how the changing of distribution of power during this period contributed to the fall of the Roman republic between 81-31 BC.
- Using discussion approach, learners in groups, discuss the importance of institutions and individuals such as Sulla, Pompey, Crassus, Caesar, Cicero, Cato, Clodius, Catiline, Antony, Octavian), especially in the Roman republic between 81-31 BC.
- Using discussion approach, learners discuss the challenges made by these individuals and factions to the authority of the Senate, and the various responses to emergencies

Teaching and Learning Aids

- Pictures of the important people in this history
- CDs on Roman political governance
- Pictures showing the fall of the Roman Empire

Assessment Strategy

- Discussion of the effects of the change of the distribution of power on the Roman Empire
- Discussion of the importance of institutions and individuals (e.g. Sulla, Pompey, Crassus, Caesar, Cicero, Cato, Clodius, Catiline, Antony, Octavian) in Roman governance history
- Discussion of the challenges made by these individuals and factions to the authority of the Senate, and the various responses to emergencies

Sub-Topic 2: Efforts Made by the Romans against their Fall from 81-31BC

Specific Objectives	Content
The learner should be able to:	
- indicate the means by which politicians in this period achieved success.	- The means by which politicians in this period achieved success
- explain how the Romans used	- The development of violence

Specific Objectives	Content
the development of violence and fraud as a political tool in Rome. • illustrate with examples the developing importance of military and provincial commands in the Roman political system. • discuss the social and economic effects of conflict on the Roman world.	and fraud as a political tool in Rome • The developing importance of military and provincial commands in the Roman political system • The social and economic effects of conflict on the Roman world

Suggested Methodology
- Using question and answer approach, learners indicate the means by which politicians in the Roman Empire in this period in time achieved success.
- Using discussion approach, learners explain how Romans used the development of violence and fraud as a political tool in Rome. Guide the learners to give examples to illustrate their answers.
- Using brainstorming approach, learners illustrate with examples, the developing importance of military and provincial commands in the Roman political system.
- Using discussion approach, learners discuss the social and economic effects of conflict on the Roman world. Guide the learners to give examples to illustrate their answers.

Teaching and Learning Aids
- Pictures of the Roman army in action
- Passages about the Roman army
- Pictures showing developments in the Roman Empire

Assessment Strategy
- Translating Latin texts into English

- Indicating the means by which politicians in this period achieved success
- Explaining how Romans used the development of violence and fraud as a political tool in Rome of 50 years from 81-31BC
- Illustrating with examples of developing systems and the importance of military and provincial commands in the Roman political system
- Discussing the social and economic effects of conflict on the Roman world between 81-31BC

Sub-Topic 3: The Invention of Imperial Rome 31 BC–96AD

Specific Objectives	Content
The learner should be able to: • outline issues of succession and the establishment of dynasties. • state how the imperial cult developed during the reign of the emperors (like Augustus, Gaius, Claudius, Nero, Vespasian, and Domitian). • describe how Rome as the capital of the Empire was rebuilt and how art and architecture was used in imperial self-representation.	• Issues of succession and the establishment of dynasties • The development of the imperial cult during the reign of the emperors (including Augustus, Gaius, Claudius, Nero, Vespasian, Domitian) • The rebuilding of Rome as the capital of the empire and the use of art and architecture in imperial self-representation

Suggested Methodology

- Using brainstorming approach, learners outline issues of succession and the establishment of dynasties after they will have read a passage on the issue in advance.
- Using question and answer approach, learners state how the imperial cult developed during the reign of the emperors (like Augustus, Gaius, Claudius, Nero, Vespasian, and Domitian).

- Using discovery approach, learners identify words that they can use in the description and describe how Rome, the capital of the Empire, was rebuilt and how art and architecture were used in imperial self-representation.

Teaching and Learning Aids
- Passage on the establishment of dynasties in Roman Empire
- Pictures related to Roman cults
- Picture of newly built Rome

Assessment Strategy
- Outlining issues of succession and the establishment of dynasties
- Stating how the imperial cult developed during the reign of the emperors (like Augustus, Gaius, Claudius, Nero, Vespasian, and Domitian)
- Describing how Rome as the capital of the Empire was rebuilt and how art and architecture was used in imperial self-representation
- Translating documents from Latin to English in this context

Sub-Topic 4: The Administration of the City of Rome

Specific Objectives	Content
The learner should be able to: • explain the relations between the emperors, the senators, equestrians and ordinary people at Rome (Panem et Circenses). • discuss how the administration of the city of Rome was done. • describe how Rome was changing face, for example, the transformation of the social, moral and religious life of Rome as the capital of the Empire.	• The relations of the emperors with the senators, equestrians and ordinary people at Rome • The administration of the city of Rome • The changing face of Rome: the transformation of the social, moral and religious life of Rome as the capital of the Empire

Suggested Methodology
- Using brainstorming approach, the learners explain how the relations between the emperors, the senators, equestrians and ordinary people were in Rome (*Panem et Circenses*).
- Using discussion approach, learners discuss how the administration of the city of Rome was done.
- Using group discussion approach, learners describe how Rome was changing face, for example, the transformation of the social, moral and religious life of Rome as the capital of the Empire.

Teaching and Learning Aids
- Pictures of the Roman emperors
- List of the leaders of Roman towns

Assessment Strategy
- Explanation of how the relations between the emperors, the senators, equestrians and ordinary people at Rome (*Panem et Circenses*)
- Discussion of how the administration of the city of Rome was done
- Description of how Rome was changing face, for example, the transformation of the social, moral and religious life of Rome as the capital of the Empire
- Translation from Latin to English of Latin documents in the above context

Sub-Topic 5: Ruling the Roman Empire AD 14–117

Specific Objectives	Content
The learner should be able to: • describe the attitudes of Romans to imperial rule in the eastern and western provinces, including active resistance and the maintenance of local or regional identities. • discuss how the social and economic impacts affect the provinces of incorporation within the Empire, including the question of 'Romanisation'. • describe how the image of the Roman emperor was portrayed in the eastern and western provinces and how it was differing from, for example, the imperial cult.	• Attitudes to imperial rule in the eastern and western provinces, including active resistance and the maintenance of local or regional identities • The social and economic effects on provinces of incorporation within the Empire, including the question of 'Romanisation' • The differing images of the emperor in the eastern and western provinces, including the imperial cult

Suggested Methodology

- Using discussion approach, the learners describe the attitudes of Romans to imperial rule in the eastern and western provinces, including active resistance and the maintenance of local or regional identities.
- Using discussion approach, learners, in groups, discuss how the social and economic impacts affect the provinces of incorporation within the Empire, including the question of 'Romanisation'.
- Using discussion method, the learners describe how the image of the Roman emperor was portrayed in the eastern and western provinces and how it was differing from, for example, the imperial cult.

Teaching and Learning Aids
• The picture of the emperor of 14-17AD

Assessment Strategy
• The description of the attitudes of Romans to imperial rule in the eastern and western provinces, including active resistance and the maintenance of local or regional identities
• The discussion of how the social and economic impacts affect the provinces of incorporation within the Empire, including the question of 'Romanisation'
• The description of how the image of the Roman emperor was portrayed in the eastern and western provinces and how it was differing in, for example, the imperial cult

Sub-Topic 6: The Governance of the Roman Empire

Specific Objectives	Content
The learner should be able to: • outline the procedures of the governance and administration of the Empire including the role of senators, equestrians and the army. • indicate the frontier and defensive policies within the Empire.	• The governance and administration of the Empire including the role of senators, equestrians and the army • Frontier and defensive policies within the Empire

Suggested Methodology
• Using brainstorming approach, learners outline the procedures of the governance and administration of the Roman Empire including the role of senators, equestrians and the army. They should first read intensively on the topic in advance before the brainstorming.

- Using practical map reading approach, learners indicate the frontiers on the then map of Roman Empire and outline the defensive policies within the Empire.

Teaching and Learning Aids
- The map of Roman Empire
- Passages on Roman Empire

Assessment Strategy
- Comparing the procedures of the governance and administration of the Roman Empire with our own kind of democracy
- Outlining the role of senators, equestrians and the army in Roman Empire
- Indicating the frontier and defensive policies within the Roman Empire
- Translating documents of the Roman administration

PART 2: PROSE (CONTINUATION)

Topic 1: Seen Prose Passages (Prescribed Literature)

Duration: 15 Periods

Overview

In these seen prose passages, the learners should demonstrate a greater understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues in the passages identified appropriately and prescribed for this study.

General Objective

The learner should be able to:
- demonstrate knowledge, an understanding and an appreciation of Latin texts within their literary, social and historical contexts as appropriate.
- demonstrate an understanding of Latin literary techniques.
- evaluate evidence and draw conclusions using appropriate reference or quotation.
- produce personal responses to Latin literature showing an understanding of the Latin text.

The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author. Learners are expected to prepare **one** prose set text. Approximately 300 lines will be set from each set text. The set texts will be examined for 5 years. Thereafter, another set will be prescribed.
For example, the prose set texts up to 2015 will be,
- Tacitus, *Annals XV*. 20–23, 33–45 ed. N Miller (BCP) ISBN 1853994340
- Sallust, *Bellum Catilinae*, 14–29 ed. P McGushin (BCP) ISBN 090651519X

Sub-Topic 1: Biography of the Author

Specific Objectives	Content
• The learner should be able to demonstrate deep knowledge of the biography and work of the author.	• The content to be treated under this topic includes the biography of the author e.g. "Augustine" (The work of Augustine, his lifestyle, his believes, etc.)

Suggested Methodology

• Using research approach, the learners gather information on the author in groups and come to share with the rest of the members of the class during the plenary in the classroom. Guide the learners by giving them some questions on what they are supposed to search for.

Teaching and Learning Aids

• Copies of guiding questions for research
• Pictures related to the author's life

Assessment Strategies

• Assessment of the influence of the author's life on the content of the verse he/she has written
• Identifying how the points of view of the author are reflected in the verse
• Identifying the areas in the verse that reflect the characters of the author in the verse

Sub-Topic 2: The Language of the Author

Specific Objectives	Content
The learner should be able to: • compare the styles used by different authors with any other author they know. • identify factors affecting the language of the author.	• Comparison of the language (the styles) used by the author with the language of other authors • Factors affecting the author's life during the time of writing the

Specific Objectives	Content
• analyse the impact of the language used in the book on the readers.	book, reflected in the prose • The impacts of the author's language on the readers

Suggested Methodology
- Using discussion approach, the learners analyse the language of the author in the prose whether it is sarcastic, convincing, prophetic, provocative, ironical or controversial, etc. Guide them to substantiate their answers with examples.
- Using discussion approach, the learners identify words that reflect the author's characters in the prose, for example, greed, just because he was not fed well while he was young. Or he/she may be generous because he/she grew up in a religious family, etc.
- Using brainstorming approach, the learners identify expressions used by the author in the prose. For example, ask the learners whether the expressions make them laugh or cry, grow angry or happy, etc. and then justify their answers with examples from the passage.

Teaching and Learning Aids
- Pictures of people provoked by something
- CD in which someone is expressing the feeling

Assessment Strategy
- Justifying of the author's use of words on a particular issue
- Indicating the impact of the words used by the author and justifying his/her reaction

Sub-Topic 3: Roman Cultural Elements in Prose

Specific Objectives	Content
The learner should be able to: • identify the Roman cultural elements in the passage, e.g. aesthetic, ethical, linguistic, political, religious and social issues. • analyse the relevance of the Roman cultural elements in the passage to the nation building (Roman culture and civilisation). • compare the Roman cultural values to the current life in our societies.	• The meaning of the vocabulary related to Roman cultural elements • Wars, government system, citizenship, etc • Comparison of Roman cultural values with Ugandan cultural values, e.g. kingdoms, religion, marriage, etc

Suggested Methodology

- Using discovery approach, the learners identify Roman cultural elements in the passage, e.g. aesthetic, ethical, linguistic, political, religious and social issues and in groups discuss their importance to a nation building and in plenary, they should share the outcome of their discussion with the rest of the class. Guide them where necessary.
- Using discussion approach, the learners in groups analyse how relevantly Roman people used their cultural elements to nation building (Roman culture and civilisation).
- Using discussion, learners compare the Roman cultural values with Ugandan cultural values, e.g. kingdoms, religion, marriage, etc.

Teaching and Learning Aids

- Pictures illustrating Roman culture
- Video/films/CDs on Roman culture
- Picture/vidéos/CDs on Uganda cultural activities

Assessment Strategy

- identifying Roman cultural elements from the prose and compare them with Ugandan culture
- Analysing how the Roman cultural practices contributed to their nation building

Sub-Topic 4: The Setting of the Stories in the Prose

Specific Objectives	Content
The learner should be able to: • situate the story in time.	• Location of the story of the prose in time basing on the indicators of time e.g. at night, in summer/winter, during the invasion of a neighbouring country, etc.
• locate the story in space.	• Location of the story in space e.g. in a town/ a village, in the palace, in a foreign country, at home, at a work place, at the front line, in water, etc.

Suggested Methodology

- Using question and answer approach, the learners appreciate the time of the story in the prose as they identify expressions of time in the play, for example, locating the story of the prose in time basing on the indicators of time e.g. at night, in summer/winter, during the invasion of the neighbouring country, etc.
- Using discussion approach, the learners identify in which place the scene happened and give as evidence the preposition of place, names of places and expressions referring to a given place. For example, in a town/ a village, in the palace, in a foreign country, at home, at a work place, in the front line, in water, etc.

Teaching and Learning Aids

- Pictures of the town, village, people, etc, involved in the prose
- List of prepositions of place

Assessment Strategy

- Identifying the place and time of the stories in the prose with the help of the expressions used by the author

Sub-Topic 5: Themes of the Prose

Specific Objectives	Content
The learner should be able to: - identify the themes and sub-themes of the prose. - discuss the themes in relation to Roman life.	- The themes of the prose derived from the story in the prose, the characteristics of the characters - Relationship between the themes and the Roman culture

Suggested Methodology

- Using discussion approach, the learners identify the themes and sub-themes of the prose from paragraph to paragraph. Write the sub-themes down on the board and guide the learners to summarise them into one major theme.
- Using discussion approach, learners relate the themes to the Roman sort of life, for example if the theme is marriage, guide the learners to evaluate the Roman marriage in light of what the prose said and ask the question to what extend the marriage in the prose measure to the Roman type of marriage?

Teaching and Learning Aid

- Passages on Roman culture
- Pictures on Roman culture

Assessment Strategy

- Deducing a theme from a passage
- Discussing the theme in relation to Roman life

Appendices

Appendix 1: Table Showing Translation Methods

S/N	Translation Methods	Meaning
1	Word-for-word translation	The SL word order is preserved and the words translated by their most common meanings. Cultural words are translated literally. The main use of this method is either to understand the mechanics of the source language or to construe a difficult text as pre-translation process.
2	Literal translation	The SL grammatical constructions are converted to their nearest TL equivalents but the lexical items are again translated out of context. As pre-translation process, it indicates problems to be solved.
3	Faithful translation	It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical deviation from SL norms. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.
4	Semantic translation	It differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text, compromising on meaning where appropriate so that no assonance, word play or repetition jars in the finished version. It does not rely on cultural

S/N	Translation Methods	Meaning
		equivalent and makes very small concessions to the readership. While `faithful' translation is dogmatic, semantic translation is more flexible.
5	Adaptive translation	This is the freest form of translation mainly used for plays and poetry: themes/ characters/ plots preserved, SL culture converted to TL culture & text is rewritten.
6	Free translation	It reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original.
7	Idiomatic translation	It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms.
8	Communicative translation	It attempts to render the exact contextual meaning of the original in such a way that both language and content are readily acceptable and comprehensible to the readership

Appendix 2

References Books for Latin Language

Topics Discussed	Written Assignment Due	Latin Author For Discussion
Basics of Latin prose		English samples
Indirect discourse	Exercise 4A	Caesar
Relative clauses	Exercise 6A	Cicero
Expressions of purpose and result	Exercise 11A	Sallust
Independent uses of the subjunctive	Exercises 14A and 15A	Livy
Indirect questions	Exercise 19A	Tacitus
Expressions of mood and mode	Exercise 22A	TBA
Pronouns	Exercise 24A	Apuleius
SPRING BREAK	---	---
Participles	Exercises 45A, 46A	Ammianus Marcellinus
Ablative Absolute	Exercise 52A	Augustine
Conditional sentences	Exercise 53A	Ennodius

Causal clauses and expressions	Exercises 57A and 59A	Vulgate Bible
"*Qui* clauses"	Exercise 61A	Chancery style
Review of strategies	Exercises 63A and 64A	Erasmus

Appendix 3: Terminologies that Can Help the Teacher to Understand Literature

1. **Allegory**
   A symbolic narrative in which the surface details imply a secondary meaning. Allegory often takes the form of a story in which the characters represent moral qualities. The most famous example in English is John Bunyan's *Pilgrim's Progress*, in which the name of the central character, Pilgrim, epitomises the book's allegorical nature. Kay Boyle's story "Astronomer's Wife" and Christina Rossetti's poem "Up-Hill" both contain allegorical elements.

2. **Alliteration**
   The repetition of consonant sounds, especially at the beginning of words. Example: "Fetched fresh, as I suppose, off some sweet wood." Hopkins, "In the Valley of the Elwy."

3. **Antagonist**
   A character or force against which another character struggles. Creon is Antigone's antagonist in Sophocles' play *Antigone*; Teiresias is the antagonist of Oedipus in Sophocles' *Oedipus the King*.

4. **Aside**
   Words spoken by an actor directly to the audience, which are not "heard" by the other characters on stage during a play. In Shakespeare's *Othello*, Iago voices his inner thoughts a number of times as "asides" for the play's audience.

5. **Assonance**
   The repetition of similar vowel sounds in a sentence or a line of poetry or prose, as in "I rose and told him of my woe." Whitman's "When I Heard the Learned Astronomer" contains assonantal "I's" in the following lines: "How soon unaccountable I became tired and sick, / Till rising and gliding out I wandered off by myself."

6. **Catastrophe**
   The action at the end of a tragedy that initiates the denouement or falling action of a play. One example is the *dueling* scene in Act V of *Hamlet* in which **Hamlet** dies, along with *Laertes*, King Claudius, and Queen Gertrude.

7. **Catharsis**

   The purging of the feelings of pity and fear that, according to Aristotle, occur in the audience of tragic drama. The audience experiences catharsis at the end of the play, following the catastrophe.

8. **Character**

   An imaginary person that inhabits a literary work. Literary characters may be major or minor, static (unchanging) or dynamic (capable of change). In Shakespeare's *Othello*, Desdemona is a major character, but one who is static, like the minor character Bianca. Othello is a major character who is dynamic, exhibiting an ability to change.

9. **Characterisation**

   The means by which writers present and reveal character. Although techniques of characterisation are complex, writers typically reveal characters through their speech, dress, manner, and actions. Readers come to understand the character Miss Emily in Faulkner's story "A Rose for Emily" through what she says, how she lives, and what she does.

10. **Chorus**

    A group of characters in Greek tragedy (and in later forms of drama), who comment on the action of a play without participation in it. Their leader is the choragos. Sophocles' *Antigone* and *Oedipus the King* both contain an explicit chorus with a choragos. Tennessee Williams's *Glass Menagerie* contains a character who functions like a chorus.

11. **Climax**

    The turning point of the action in the plot of a play or story. The climax represents the point of greatest tension in the work. The climax of John Updike's "A & P," for example, occurs when Sammy quits his job as a cashier.

12. **Comedy**

    A type of drama in which the characters experience reversals of fortune, usually for the better. In comedy, things work out happily in the end. Comic drama may be romantic, characterised by a tone of tolerance and geniality, or satiric. Satiric works offer a darker vision of human nature, one that ridicules human folly. Shaw's *Arms and the Man* is a romantic comedy; Chekhov's *Marriage Proposal* is a satiric comedy.

13. **Comic Relief**
    The use of a comic scene to interrupt a succession of intensely tragic dramatic moments. The comedy of scenes offering comic relief typically parallels the tragic action that the scenes interrupt. Comic relief is lacking in Greek tragedy, but occurs regularly in Shakespeare's tragedies. One example is the opening scene of Act V of *Hamlet*, in which a gravedigger banters with Hamlet.

14. **Complication**
    An intensification of the conflict in a story or play. Complication builds up, accumulates, and develops the primary or central conflict in a literary work. Frank O'Connor's story "Guests of the Nation" provides a striking example, as does Ralph Ellison's "Battle Royal."

15. **Conflict**
    A struggle between opposing forces in a story or play, usually resolved by the end of the work. The conflict may occur within a character as well as between characters. Lady Gregory's one-act play *The Rising of the Moon* exemplifies both types of conflict as the policeman wrestles with his conscience in an inner conflict and confronts an antagonist in the person of the ballad singer.

16. **Connotation**
    The associations called up by a word that goes beyond its dictionary meaning. Poets, especially, tend to use words rich in connotation. Dylan Thomas's "Do Not Go Gentle into That Good Night" includes intensely connotative language, as in these lines: "Good men, the last wave by, crying how bright / their frail deeds might have danced in a green bay, / Rage, rage against the dying of the light."

17. **Convention**
    A customary feature of a literary work, such as the use of a chorus in Greek tragedy, the inclusion of an explicit moral in a fable, or the use of a particular rhyme scheme in a villanelle. Literary conventions are defining features of particular literary genres, such as novel, short story, ballad, sonnet, and play.

18. **Denotation**
    The dictionary meaning of a word. Writers typically play off a word's

denotative meaning against its connotations, or suggested and implied associational implications. In the following lines from Peter Meinke's "Advice to My Son," the references to flowers and fruit, bread and wine denote specific things, but also suggest something beyond the literal, dictionary meanings of the words.

19. **Denouement**
The resolution of the plot of a literary work. The denouement of *Hamlet* takes place after the catastrophe, with the stage littered with corpses. During the denouement, Fortinbras makes an entrance and a speech, and Horatio speaks his sweet lines in praise of Hamlet.

20. **Deus ex machine**
This is a god who resolves the entanglements of a play by supernatural intervention. The Latin phrase means, literally, "a god from the machine." The phrase refers to the use of artificial means to resolve the plot of a play.

21. **Dialogue**
The conversation of characters in a literary work. In fiction, dialogue is typically enclosed within quotation marks. In plays, characters' speech is preceded by their names.

22. **Diction**
The selection of words in a literary work. A work's diction forms one of its centrally important literary elements, as writers use words to convey action, reveal character, imply attitudes, identify themes, and suggest values. We can speak of the diction particular to a character, as in Iago's and Desdemona's very different ways of speaking in *Othello*. We can also refer to a poet's diction as represented over the body of his or her work, as in Donne's or Hughes's diction.

23. **Dramatic monologue**
A type of poem in which a speaker addresses a silent listener. As readers, we overhear the speaker in a dramatic monologue. Robert Browning's "My Last Duchess" represents the epitome of the genre.

24. **Dramatis personae**
    Latin for the characters or persons in a play. Included among the dramatis personae of Miller's *Death of a Salesman* are Willy Loman, the salesman, his wife Linda, and his sons Biff and Happy.

25. **Exposition**
    The first stage of a fictional or dramatic plot, in which necessary background information is provided. Ibsen's *A Doll's House*, for instance, begins with a conversation between the two central characters, a dialogue that fills the audience in on events that occurred before the action of the play begins, but which are important in the development of its plot.

26. **Fable**
    A brief story with an explicit moral provided by the author. Fables typically include animals as characters. Their most famous practitioner in the west is the ancient Greek writer Aesop, whose "The Dog and the Shadow" and "The Wolf and the Mastiff" are included in this book.

27. **Falling action**
    In the plot of a story or play, the action following the climax of the work that moves it towards its denouement or resolution. The falling action of *Othello* begins after Othello realises that Iago is responsible for plotting against him by spurring him on to murder his wife, Desdemona.

28. **Fiction**
    An imagined story, whether in prose, poetry, or drama. Ibsen's "Nora" is fictional, a "make-believe" character in a play, as are Hamlet and Othello. Characters like Robert Browning's Duke and Duchess from his poem "My Last Duchess" are fictional as well, though they may be based on actual historical individuals. And, of course, characters in stories and novels are fictional, though they, too, may be based, in some way, on real people. The important thing to remember is that writers embellish and embroider and alter actual life when they use real life as the basis for their work. They fictionalise facts, and deviate from real-life situations as they "make things up."

29. **Figurative language**
    A form of language use in which writers and speakers convey

something other than the literal meaning of their words. Examples include hyperbole or exaggeration, litotes or understatement, simile and metaphor, which employ comparison, and synecdoche and metonymy, in which a part of a thing stands for the whole.

30. **Flashback**
An interruption of a work's chronology to describe or present an incident that occurred prior to the main time frame of a work's action. Writers use flashbacks to complicate the sense of chronology in the plot of their works and to convey the richness of the experience of human time. Faulkner's story "A Rose for Emily" includes flashbacks.

31. **Foil**
A character who contrasts and parallels the main character in a play or story. Laertes, in *Hamlet*, is a foil for the main character; in *Othello*, Emilia and Bianca are foils for Desdemona.

32. **Foot**
A metrical unit composed of stressed and unstressed syllables. For example, an iamb or iambic foot is represented by ˘ ′, that is, an unaccented syllable followed by an accented one. Frost's line "Whose woods these are I think I know" contains four iambs, and is thus an iambic foot.

33. **Foreshadowing**
Hints of what is to come in the action of a play or a story. Ibsen's "A Doll's House" includes foreshadowing as does Synge's "Riders to the Sea". So, too, do Poe's "Cask of Amontillado" and Chopin's "Story of an Hour."

34. **Fourth wall**
The imaginary wall of the box theatre setting, supposedly removed to allow the audience to see the action. The fourth wall is especially common in modern and contemporary plays such as Hansberry's *A Raisin in the Sun*, Wasserstein's *Tender Offer*, and Wilson's *Fences*.

35. **Gesture**
The physical movement of a character during a play. Gesture is used to reveal character, and may include facial expressions as well as movements of other parts of an actor's body. Sometimes a playwright will be very explicit about both bodily and facial gestures, providing

detailed instructions in the play's stage directions. Shaw's *Arms and the Man* includes such stage directions. See *Stage direction*.

36. **Hyperbole**
A figure of speech involving exaggeration. John Donne uses hyperbole in his poem: *Song: Go and Catch a Falling Star.*

37. **Iamb**
An unstressed syllable followed by a stressed one, as in *to-DAY*. See *Foot*.

38. **Image**
A concrete representation of a sense impression, a feeling, or an idea. Imagery refers to the pattern of related details in a work. In some works one image predominates either by recurring throughout the work or by appearing at a critical point in the plot. Often writers use multiple images throughout a work to suggest states of feeling and to convey implications of thought and action. Some modern poets, such as Ezra Pound and William Carlos Williams, write poems that lack discursive explanation entirely and include only images. Among the most famous examples is Pound's poem, *In a Station of the Metro:* The apparition of these faces in the crowd; Petals on a wet, black bough.

39. **Imagery**
The pattern of related comparative aspects of language, particularly of images, in a literary work. Imagery of light and darkness pervade James Joyce's stories: *Araby; The Boarding House;* and *The Dead*. So, too, does religious imagery.

40. **Irony**
A contrast or discrepancy between what is said and what is meant or between what happens and what is expected to happen in life and in literature. In verbal irony, characters say the opposite of what they mean. In irony of circumstance or situation, the opposite of what is expected occurs. In dramatic irony, a character speaks in ignorance of a situation or event known to the audience or to the other characters. Flannery O'Connor's short stories employ all these forms of irony, as does Poe's *Cask of Amontillado.*

41. **Literal language**
A form of language in which writers and speakers mean exactly what their words denote. See *Figurative language*, *Denotation*, and *Connotation*.

42. **Metaphor**
A comparison between essentially unlike things without an explicitly comparative word such as *like* or *as*. An example is "My love is a red, red rose,"

43. From Burns' *A Red, Red Rose,* Langston Hughes's *Dream Deferred* is built entirely of metaphors. Metaphor is one of the most important of literary uses of language. Shakespeare employs a wide range of metaphor in his sonnets and his plays, often in such density and profusion that readers are kept busy analysing and interpreting and unraveling them. Compare *Simile*.

44. **Meter**
The measured pattern of rhythmic accents in poems. See *Foot* and *Iamb*.

45. **Metonymy**
A figure of speech in which a closely related term is substituted for an object or idea. An example: "We have always remained loyal to the crown." See *Synecdoche*.

46. **Monologue**
A speech by a single character without another character's response. See *Dramatic monologue* and *Soliloquy*.

47. **Narrator**
The voice and implied speaker of a fictional work, to be distinguished from the actual living author. For example, the narrator of Joyce's *"Araby"* is not James Joyce himself, but a literary fictional character created expressly to tell the story. Faulkner's *A Rose for Emily* contains a communal narrator, identified only as "we." See *Point of view*.

48. **Onomatopoeia**
The use of words to imitate the sounds they describe. Words such as *buzz* and *crack* are onomatopoetic. The following line from Pope's *Sound and Sense* onomatopoetically imitates in sound what it describes:

When Ajax strives some rock's vast weight to throw, The line too labours, and the words move slow.

Most often, however, onomatopoeia refers to words and groups of words, such as Tennyson's description of the "murmur of innumerable bees," which attempts to capture the sound of a swarm of bees buzzing.

49. **Parody**

A humorous, mocking imitation of a literary work, sometimes sarcastic, but often playful and even respectful in its playful imitation. Examples include Bob McKenty's parody of Frost's *Dust of Snow* and Kenneth Koch's parody of Williams' *This is Just to Say.*

50. **Pathos**

A quality of a play's action that stimulates the audience to feel pity for a character. Pathos is always an aspect of tragedy, and may be present in comedy as well.

51. **Personification**

The endowment of inanimate objects or abstract concepts with animate or living qualities. An example: "The yellow leaves flaunted their colour gaily in the breeze." Wordsworth's "I wandered lonely as a cloud" includes personification.

52. **Plot**

The unified structure of incidents in a literary work. See *Conflict*, *Climax*, *Denouement*, and *Flashback*.

53. **Point of view**

The angle of vision from which a story is narrated. See *Narrator*. A work's point of view can be: first person, in which the narrator is a character or an observer, respectively; objective, in which the narrator knows or appears to know no more than the reader; omniscient, in which the narrator knows everything about the characters; and limited omniscient, which allows the narrator to know some things about the characters but not everything.

54. **Props**

Articles or objects that appear on stage during a play. The Christmas tree in *A Doll's House* and Laura's collection of glass animals in *The Glass Menagerie* are examples.

55. **Protagonist**

The main character of a literary work: Hamlet and Othello in the plays named after them, Gregor Samsa in Kafka's *Metamorphosis*, Paul in Lawrence's *Rocking-Horse Winner.*

56. **Quatrain**

A four-line stanza in a poem, the first four lines and the second four lines in a Petrachan sonnet. A Shakespearean sonnet contains three quatrains followed by a couplet.

57. **Recognition**

The point at which a character understands his or her situation as it really is. Sophocles' Oedipus comes to this point near the end of *Oedipus the King*; Othello comes to a similar understanding of his situation in Act V of *Othello*.

58. **Resolution**

The sorting out or unravelling of a plot at the end of a play, novel, or story. See *Plot.*

59. **Reversal**

The point at which the action of the plot turns in an unexpected direction for the protagonist. Oedipus's and Othello's recognitions are also reversals. They learn what they did not expect to learn. See *Recognition* and also *Irony*.

60. **Rising action**

A set of conflicts and crises that constitute the part of a play's or story's plot leading up to the climax. See *Climax*, *Denouement*, and *Plot*.

61. **Satire**

A literary work that criticizes human misconduct and ridicules vices, stupidities, and follies. Swift's *Gulliver's Travels* is a famous example. Chekhov's *Marriage Proposal* and O'Connor's *Everything That Rises Must Converge,* have strong satirical elements.

62. **Setting**

The time and place of a literary work that establish its context. The stories of Sandra Cisneros are set in the American southwest in the mid to late 20th century, those of James Joyce in Dublin, Ireland in the early 20th century.

63. **Simile**
    A figure of speech involving a comparison between unlike things using *like*, *as*, or *as though*. An example: "My love is like a red, red rose."

64. **Soliloquy**
    A speech in a play that is meant to be heard by the audience but not by other characters on the stage. If there are no other characters present, the soliloquy represents the character thinking aloud. Hamlet's "To be or not to be" speech is an example. See *Aside.*

65. **Stage direction**
    A playwright's descriptive or interpretive comments that provide readers (and actors) with information about the dialogue, setting, and action of a play. Modern playwrights, including Ibsen, Shaw, Miller, and Williams tend to include substantial stage directions, while earlier playwrights typically used them more sparsely, implicitly, or not at all. See *Gesture*.

66. **Staging**
    The spectacle a play presents in performance, including the position of actors on stage, the scenic background, the props and costumes, and the lighting and sound effects. Tennessee Williams describes these in his detailed stage directions for *The Glass Menagerie* and also in his production notes for the play.

67. **Stanza**
    A division or unit of a poem that is repeated in the same form, either with similar or identical patterns or rhyme and meter, or with variations from one stanza to another. The stanzas of Gertrude Schnackenberg's *Signs* are regular; those of Rita Dove's *Canary* are irregular.

68. **Style**
    The way an author chooses words, arranges them in sentences or in lines of dialogue or verse, and develops ideas and actions with description, imagery, and other literary techniques. See *Connotation*, *Denotation*, *Diction*, *Figurative language*, *Image*, *Imagery*, *Irony*, *Metaphor*, *Narrator*, *Point of view*, *Syntax*, and *Tone*.

69. **Subject**

What a story or play is about; to be distinguished from plot and theme. Faulkner's *A Rose for Emily* is about the decline of a particular way of life endemic to the American south before the civil war. Its plot concerns how Faulkner describes and organises the actions of the story's characters. Its theme is the overall meaning Faulkner conveys.

70. **Sub-plot**

A subsidiary or subordinate or parallel plot in a play or story that coexists with the main plot. The story of Rosencrantz and Guildenstern forms a sub-plot with the overall plot of *Hamlet*.

71. Symbol

72. An object or action in a literary work that means more than itself, that stands for something beyond itself. The glass unicorn in *The Glass Menagerie*; the rocking horse in *The Rocking-Horse Winner*, the road in Frost's *The Road Not Taken* are all symbols in this sense.

73. **Synecdoche**

A figure of speech in which a part is substituted for the whole. An example: "Lend me a hand." See *Metonymy*.

74. **Syntax**

The grammatical order of words in a sentence or line of verse or dialogue. The organisation of words and phrases and clauses in sentences of prose, verse, and dialogue. In the following example, normal syntax (subject, verb, object order) is inverted: "Whose woods these are I think I know."

75. **Tercet**

A three-line stanza, as the stanzas in Frost's *Acquainted with the Night* and Shelley's *Ode to the West Wind*. The three-line stanzas or sections that together constitute the sestet of a Petrarchan or Italian sonnet.

76. **Theme**

The idea of a literary work abstracted from its details of language, character, and action, and cast in the form of a generalisation. See discussion of Dickinson's "Crumbling is not an instant's Act."

77. **Tone**
    The implied attitude of a writer toward the subject and characters of a work, as, for example, Flannery O'Connor's ironic tone in her *Good Country People.* See *Irony*.

78. **Tragedy**
    A type of drama in which the characters experience reversals of fortune, usually for the worse. In tragedy, catastrophe and suffering await many of the characters, especially the hero. Examples include Shakespeare's *Othello* and *Hamlet*; Sophocles' *Antigone* and *Oedipus the King*, and Arthur Miller's *Death of a Salesman*. See *Tragic flaw* and *Tragic hero*.

79. **Tragic flaw**
    A weakness or limitation of character, resulting in the fall of the tragic hero. Othello's jealousy and too trusting nature is one example. See *Tragedy* and *Tragic hero*.

80. **Tragic hero**
    A privileged, exalted character of high repute, who, by virtue of a tragic flaw and fate, suffers a fall from glory into suffering. Sophocles' *Oedipus* is an example. See *Tragedy* and *Tragic flaw*.

81. **Understatement**
    A figure of speech in which a writer or speaker says less than what he or she means; the opposite of exaggeration. The last line of Frost's *Birches* illustrates this literary device: "One could do worse than being a swinger of birches."

82. **Unities**
    The idea that a play should be limited to a specific time, place, and story line. The events of the plot should occur within a twenty-four hour period, should occur within a given geographical location, and should tell a single story. Aristotle argued that Sophocles' *Oedipus the King* was the perfect play for embodying the unities.

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National Curriculum Development Centre

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