

FRENCH

GENERAL OBJECTIVES

The aim of the Unified Tertiary Matriculation Examination (UTME) syllabus in French is to prepare the candidates for the Board's examination. It is designed to test their achievement of the course objectives, which are to:

1. assess written comprehension in French;
2. identify how French sounds work in speech production;
3. examine the culture of Francophone West Africa and France in relation (where possible) to home country;
4. appreciate straightforward literary texts in French;
5. apply the principles governing the structure and use of written French.

DETAILED SYLLABUS

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>1. Written Comprehension in French</p> <ul style="list-style-type: none"> - Topics of general and emergent Interest e.g. love, life death, politics, Marriage, HIV/AIDS, Communication, child trafficking, Cultism, travel, corruption, money laundering etc. <p>2. Principles Governing the Structure and Use of Written French</p> <p>(1) Identification of basic form classes:</p> <p>(a) Nouns – simple/compound, Singular/plural masculine/feminine</p> <p>(b) Pronouns – personal, impersonal, Demonstrative, possessive and Relative.</p> <p>(c) Verbs</p> <ul style="list-style-type: none"> - reflexive and non-reflexive, their moods and tenses. <p>(d) Adjectives</p> <ul style="list-style-type: none"> - qualifying possessive, interrogative, demonstrative, indefinite (e.g. nul), numeral (e.g. dix) and ordinal (e.g. dixième) <p>(e) Adverbs</p> <ul style="list-style-type: none"> - Common forms i) with-ment (e.g. lentement) ii) with préposition + noun (e.g. par avion, à cheval, en voiture, par bateau) 	<p>Candidates should be able to:</p> <p>(i) deduce answers to question on the content, Intent and style of proposed texts;</p> <p>(ii) apply reasoning skills.</p> <p>Candidates should be able to:</p> <p>i. identify what constitutes the basic structures of written French;</p> <p>ii. use the principles governing the structure of written French to determine acceptability, e.g. to transform one form; one class to another;</p> <p>iii. apply the structure to convey diverse messages;</p>

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<ul style="list-style-type: none"> - Special forms (e.g. bien, vite, mal, mieux, le mieux, pire, le pis, ne...que) - Types - Manner (e.g. debout, facilement) - Purpose (e.g. pour + Infinitive, afin de + infinitive) - cause and consequence (e.g. pour + infinitive perfect, à cause de + noun) - concession (e.g. malgré + Noun) - place (e.g. y, en, ici, là) - haut, partout) - time (e.g. hier, aujourd'hui, Avant hier, hier, après, demain, la veille, le matin, dans un mois). (f) Prépositions <ul style="list-style-type: none"> - Simple (e.g. à, de, avec, avant, Sur, dans) - compound (e.g. à côté de, au milieu de) (g) Conjunctions <ul style="list-style-type: none"> - of co-ordination (e.g. mais, ou, et, donc, car, cependant, ne...ni) -of subordination (e.g. afin que, quoique, à condition que, pour que, parce que). (h) Articles <ul style="list-style-type: none"> - definite, indefinite and partitive ii assessment of vocabulary span (words in contemporary contexts <ul style="list-style-type: none"> - meaning, use, opposites, synonyms) iii Importance of word order in: <ul style="list-style-type: none"> (a) affirmative sentences (b) interrogative sentences (c) imperative sentences (d) passive voice formation iv Identification and application of basic processes in language structure, e.g. <ul style="list-style-type: none"> (a) conjugation – in all tenses except l'imparfait du subjonctif, le passé composé du subjonctif et..... le plus – que parfait du subjonctif. (b) negation (e.g. ne...pas, ne...plus, ne...rien, nul ne, ni...ne, ne...personne, personne...ne, 	

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<p>aucun....ne rien ne....etc)</p> <p>(c) agreement (e.g. les beaux arts, il les a vues les photos)</p> <p>(d) pluralisation (e.g. as in cheval/chevaux; beau/beaux)</p> <p>(e) derivation -from adj, to adv – e.g. lent-lentement -from adj. to adj. e.g. un – premier -from adj. to noun – e.g. bon-bonté, riche-riche etc -from one degree of comparison to another (using plus...que, moins...que, aussi....que e.g. plus grand que) NB – special forms – (e.g. bon, meilleur, le meilleur la meilleure, mauvais, pire, le pire)</p> <p>(v) Use of French in set Expressions such as in proverbs, idioms and conventional structures as provided for in common speech acts:</p> <p>(a) proverbs (e.g. tel père tel fils, petit à petit l’oiseau fait son nid)</p> <p>(b) idioms (e.g. avoir une faim de loup, crier sur le toit, mourir de peur)</p> <p>(c) conventional stretches (e.g. enchanté, c’est dommage, formidable, stationnement interdit etc)</p> <p>(d) speech acts (e.g. proposer, conseiller. regretter, admirer espérer, interroger, reprocher, s’accorder etc)</p>	<p>v) apply communicative skills.</p>

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<p>3. Working of French Sounds via:</p> <ul style="list-style-type: none"> (a) Sound discrimination (e.g. tout/tu) (b) letter-sound correspondence (e.g. ai-/e/, ais-/e/) (c) syllabification (e.g. con/tente/ment) (d) liaison (e.g. trois animaux Cas unique) (e) sense groups in reading (e.g. J'ai mal à la tête) (f) cognates and faux amis (e.g. président, nation) (g) identification of sounds to determine similarity (e.g. maison/saison, dents/don,fond/fonde). <p>4. Literature - study of selected texts: identification of characteristics features of creative writing e.g. plot, characters, theme, setting and style (use of Language, imagery etc,</p>	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) discriminate between French sounds (ii) deduce meanings out of sound combinations; (iii) use the above to enhance effective communication; (iv) assess sound groupings in terms of how they are affected by such features as syllabification, liaison, e-caduc; pause, intonation, etc. <p>Candidates should be able to:</p> <ul style="list-style-type: none"> (i) interpret the contents of selected straight-forward creative writings; (ii) compare the contents in terms of the style and form of narration; (iii) assess their relevance to social life.

RECOMMENDED TEXTS

- A** **Literature**
- (i) Mbuko, L. (2006). *Chaque chose en son temps*, Aba: Lynnette Publishers
 - (ii) Malot, H. (1995). *Sans famille*, Editions Français Facile
- B** (i) **Written Language**
- Ajiboye, T. (2006). *Companion to French Grammar (Revised Edition):Ilorin: Info-Links*.
 - Ajiboye, T. (1999). *Nouvel Horizon, Book 4*, Ibadan: Bounty Press
 - Berard, E. names(s)? (1991). Tempo 2
 - Byrne and Churchill (1980). *A Comprehensive French Grammar*
 - Hatier (1980). *Le Nouveau Bescherelle: L'Art de Conjuguer*, Ibadan: Spectrum
 - Ojo, S. A.(2000). *A Comprehensive Revision Handbook of French Grammar*, Ibadan: Agoro Publishing Company.
 - Any other relevant materials on French Grammars
- B** (ii) **Oral:**
- Ajiboye, T. (2003). *An Introduction to Practice in Oral French*, Ibadan: Bounty Press
 - Leon, M. (1978). *Initiation a la Prononciation du Francais Standard*.
 - Any other materials that emphasise oral practice
- C.** **Culture of Francophone Countries**
- Girod R and Ground-Clement, F. (1979). *Comment vivent les Francais*, Paris: Hachette
 - Mbuko, L. (2000). *French Essays on Culture and Civilisation for Schools and College Ibadan: Bounty Press*.
 - Any other relevant materials, e.g. French newspapers, magazines, journals, and documents on Francophone life.
- Wisdomline Pass at Once JAMB.
- D.** **Dictionary**
- Any good French/English or French dictionary