

# JAMB French Syllabus

Last Updated: 2025

---

## General Objectives

1. Assess written comprehension in French
2. Apply the principles governing the structure and use of written French
3. Identify how French sounds work in speech production
4. Examine the culture of Francophone West Africa and France in relation (where possible) to the home country

## 1. WRITTEN COMPREHENSION IN FRENCH

### Topics of general and emergent interest

#### Content:

- love, life, death, politics, marriage, HIV/AIDS, communication, child trafficking, cultism, travel, corruption, money-laundering, etc.

#### Learning Objectives:

1. deduce answers to questions on the content, intent and style of proposed texts
2. apply reasoning skills

## 2. PRINCIPLES GOVERNING THE STRUCTURE AND USE OF WRITTEN FRENCH

### Identification of basic form classes

#### Content:

- Nouns: simple/compound, Singular/plural, masculine/feminine
- Pronouns: personal, impersonal, demonstrative, possessive and relative
- Verbs: reflexive and non-reflexive, their moods and tenses
- Adjectives: qualifying, possessive, interrogative, demonstrative, indefinite, numeral, and ordinal
- Adverbs: common forms (with-ment, with préposition + noun), special forms, types (manner, purpose, cause and consequence, concession, place, time)
- Prépositions: simple (à, de, avec, avant, sur, dans), compound (à côté de, au milieu de)
- Conjunctions: of co-ordination (mais, ou, et, donc, car, cependant, ne...ni), of subordination (afin que, quoique, à condition que, pour que, parce que)
- Articles: definite, indefinite and partitive

#### Learning Objectives:

1. identify what constitutes the basic structures of written French
2. use the principles governing the structure of written French to determine acceptability
3. apply the structure to convey diverse messages
4. apply communicative skills

## **Assessment of vocabulary span**

### **Content:**

- words in contemporary contexts – meaning, use, opposites, Synonyms

## **Importance of word order**

### **Content:**

- affirmative sentences
- interrogative sentences
- imperative sentences
- passive voice formation

## **Identification and application of basic processes in language structure**

### **Content:**

- conjugation – in all tenses except l'Imparfait du subjonctif, le Passé composé du subjonctif, et le Plus-que-parfait du subjonctif
- négation (ne...pas, ne...plus, ne...rien, nul ne, ne...ni..ni, ne...personne, personne...ne, aucun...ne, rien ne...etc.)
- agreement (les beaux-arts, il les a vues les photos)
- pluralisation (cheval/chevaux, beau/beaux)
- derivation: from adj. to adv, from adj. to adj., from adj. to noun, from one degree of comparison to another

## **Use of French in set expressions**

### **Content:**

- proverbs (tel père, tel fils, petit à petit l'oiseau fait son nid)
- idioms (avoir une faim de loup, crier sur le toit, mourir de peur)
- conventional stretches (enchanté, c'est dommage, c'est formidable, stationnement interdit, etc.)
- speech acts (proposer, conseiller, regretter, admirer, espérer, interroger, reprocher, s'accorder, etc.)

### 3. WORKINGS OF FRENCH SOUNDS

#### Sound discrimination

**Content:**

- e.g. tout/tu, fais/fée

**Learning Objectives:**

1. discriminate between French sounds
2. deduce meanings out of sound combinations
3. use the above to enhance effective communication
4. assess sound groupings in terms of how they are affected by features such as syllabification, liaison, e-caduc; pause, intonation, etc.

#### Letter-sound correspondence

**Content:**

- e.g. ai-/e/, eau/o/

#### Syllabification

**Content:**

- e.g. con/tente/ment

#### Liaison

**Content:**

- e.g. trois animaux, des enfants

#### Sense groups in reading

**Content:**

- e.g. J'ai mal à la tête. J'ai mal/pas à la tête / mais au dos/. Comment vas-tu, Carol?// Comment vas-tu demain?

#### Faux amis

**Content:**

- e.g. librairie/library, rester/to rest, blesser/to bless

#### Identification of sounds to determine similarity

**Content:**

- e.g. maison/saison, dents/du, fond/fond

## 4. CULTURE AND CIVILIZATION

### Characteristics of educational system, socio-economic life, political organization and cultural life

**Content:**

- aspects, similarities and differences of Francophone Africa and France, with reference to Nigeria

**Learning Objectives:**

1. identify the specific features of the culture of Francophone Africa and France (greetings, dressing, food, leisure, marriage, festival, art, profession, etc.)
2. compare these features with those of home country (where possible)
3. apply reasoning skills

### Recommended Textbooks

1. Written Language: (textbook information appears to be incomplete in the source)