

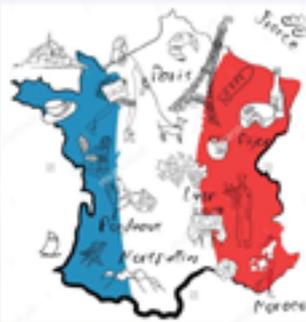


# FRENCH LANGUAGE

Teachers' Guide

Grade

# 10



Department of English  
National Institute of Education  
Maharagama  
Sri Lanka  
[www.nie.lk](http://www.nie.lk)

# French Language

## Teachers' Guide

### Grade 10

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Teachers' Guide

**Grade 10**

First Edition 2016

**ISBN-**

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Department of English

National Institute of Education

Maharagama

Printed by : **Nanila Publication (Pvt) Ltd,**  
227/30, Nirmana Mawatha, Nawala Road,  
Nugegoda.

## **Message from the Director General**

The first phase of the new competency based curriculum, with 8 years curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existed content based education system with basic objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 7 and 11 starts from 2016. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research based outcomes and various suggestions made by different stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in the subject content and to reduce the content over loading in the subjects to produce more students friendly and implementable curricular.

A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new teachers' guides simultaneously with the relevant textbooks prepared by Education Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher guides.

**Director General**  
**National Institute of Education**  
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## **Foreword**

Learning expands into a wider scope. It makes life enormous and extremely simple. The human being is naturally excellent in the skill of learning. A country when human development is considered the main focus uses learning as a tool to do away with malpractices identified with intellect and to create a better world through good practices.

It is essential to create valuable things for learning and learning methods and facilities within the sphere of education. That is how the curriculum, syllabi, teachers' guides and facilitators join the learning system.

Modern Sri Lanka has possessed a self-directed education system which is a blend of global trends as well as ancient heritage.

It is necessary to maintain the consistency of the objectives of the subject at the national level. However, facilitators are free to modify or adapt learning teaching strategies creatively to achieve the learning outcomes, competency and competency level via the subject content prescribed in the syllabus. Therefore, this Teachers' Guide has been prepared to promote the teachers' role and to support the students as well as the parents.

Furthermore, at the end of a lesson, the facilitators of the learning-teaching process along with the students should come to a verification of the achievement level on par with ones expected exam by a national level examiner, who evaluates the achievement levels of subjects expected. I sincerely wish to create such a self-progressive, motivational culture in the learning-teaching process. Blended with that verification, this Teachers' Guide would definitely be a canoe or a raft in this endeavor.

**Deputy Director General**

**Faculty of Languages, Humanities and Social Sciences**

## **Message of the Commissioner General**

Teachers are leading personalities among those who render a great service for the progression of the society. Teachers guide the children to mould their characters.

The Educational Publications Department takes measures to print and publish these Teacher Instructional Manuals to facilitate the teachers to carry out the teaching process successfully in accordance with the new syllabi to be implemented with effect from 2015. I strongly believe that this Teacher Instructional Manual compiled by the National Institute of Education will provide the required guidance to create a favourable learning environment for the children to learn.

This venture will achieve its success on the effort made to utilize the experience acquired by using this Teacher Instructional Manual in the teaching learning process. I bestow my gratitude on all those who dedicated themselves for this national endeavour.

**W.D. Padmini Nalika**

Commissioner General of Educational Publications  
Educational Publications Department,  
Isusurpaya,  
Battaramulla.  
12.05.2016

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## **Instructions regarding the Teachers' Guide**

The first competency based French Language syllabus for grade 10 which is to be implemented in 2015 has 44 competency levels to be achieved by the students of grade 10. A grade 10 course material consists of the Teachers' Guide.

This Teachers' Guide consists of the detailed syllabus of grade 10, instructions for lesson planning, instructions for assessment and evaluation and web links given as further reference. They are quite useful in understanding and making the teacher familiar with a given competency level. Sample activities along with lesson notes that are useful to achieve the expected learning outcomes for required competency levels are also given in an integrated manner. Since the number of periods has been notionally included, it is up to the teachers to plan the lessons accordingly based on each competency level and the outcome.

Since the educational publication department is not involved in developing text books for this subject the text books Tricolore Total (1 &2) that are readily available in Sri Lanka , can be used to enhance the teaching Learning process. They are relevant to the new syllabi to a greater extent. Further, their attractive lessons, which motivate the adolescents to master the subject, with an up to date vocabulary and listening activities and a work book, are a convenient source of reference to both teachers and students in French language pedagogy. In addition to that, J.R.Watson's (1 and 2), Apprenons le Français (2 and 3), Enchanté (1 ,2,3 and 4), Esprit (1,2, and 3 ) and Dondo can also be recommended to teachers as further references enabling them for selecting activities creatively according to the level and interest of students.

Teachers are requested to expose their target language as much as possible so that it helps the students to improve their confidence in all 4 language skills; speaking, listening, reading and writing. However, teachers have the opportunity to be creative and innovative, and prepare their own lesson plans, so that their students will learn and acquire quickly and use their target foreign language correctly as and when they are required to do so.

Bonne Chance!

**Project Leader**

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## Introduction

Revised French Language syllabus for grade 10 is presented to the general education system of Sri Lanka based on the following considerations.

1. Retaining of the 8 key competencies introduced to the secondary French language curriculum in the year 2015.
2. Presenting 44 specific competencies / competency levels identified as relevant and suitable for grade 10. The distribution of these competencies is given in the grid below.

| Competency | No. of C. levels                            |
|------------|---|
| 1          | 1.1, 1.2,1.3,1.4                            |
| 2          | 2.1, 2.2, 2.3                               |
| 3          | 3.1, 3.2, 3.3, 3.4                          |
| 4          | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 |
| 5          | 5.1, 5.2, 5.3                               |
| 6          | 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7           |
| 7          | 7.1, 7.2, 7.3, 7.4, 7.5                     |
| 8          | 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |

3. Identification of learning outcomes expected at the end of the learning teaching process.
4. Presentation of basic guidelines and limits of the content for teachers and material developers.

In designing the grade 10 syllabus no particular FLT approach was followed, though the CEFR (Common European Framework of Language Learning) was specially considered and therefore, teachers, teacher educators and administrators are requested to be innovative and independent to select the best possible methodology to achieve success in teaching and learning French as a foreign language. Moreover, the teachers and material developers are requested to pay heed to achieve national goals and competencies through teaching of French Language in Sri Lanka to ensure sustainable development within a peaceful and multilingual world.

## **National Goals**

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vi) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (vii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

## Basic competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals:

### (i) Competencies in Communication

**Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.**

Literacy: Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy: Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

### (ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

### (iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the

trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living , food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

**(iv) Competencies relating to preparation for the World of Work.**

Employment related skills to maximize their potential and to enhance their capacity

- To contribute to economic development
- To discover their vocational interests and aptitudes
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood

**(v) Competencies in relation to Religion and Ethics**

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

**(vi) Competencies in Play and the Use of Leisure**

Emotions of Pleasure, Joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

**(vii) Competencies relating to ‘ learning to learn’**

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world

## Objectives

- Developing an interest and an enthusiasm for foreign language learning.
- Creating the need to learn French as a foreign language in a global society.
- Providing opportunities to Sri Lankan students to achieve the 4 basic competencies of a well-known European/foreign language.
- Developing an understanding of the French language in the frame work of the CEFR (Common European Framework of Reference for Languages)
- Communicating awareness and understanding of the contemporary Francophone societies and cultural backgrounds, while understanding the use of the French language for a range of basic needs and purposes.

### Proposed Term-Wise Breakdown of the Syllabus

| Grade | Term | Scheme of work   | Periods |
|-------|------|--|---------|
| 10    | 1    | <b>Competency Levels</b> – 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3,<br><br>4.1, 4.2, 5.1, 6.1, 6.4, 8.1, 8.2                          | 30      |
|       | 2    | <b>Competency Levels</b> – 1.3, 1.4, 3.4, 4.3, 4.4, 4.5, 4.6, 4.8,<br><br>4.9, 5.2, 6.2, 6.4, 6.5, 6.6, 7.2, 8.4, 7.3, 8.5, 7.1, 8.3 | 30      |
|       | 3    | <b>Competency Levels</b> – 4.5, 4.7, 5.3, 6.2, 6.3, 6.4, 6.5,<br><br>6.7, 8.4, 7.3, 8.5, 7.4, 8.6, 7.5, 8.7, 8.8, 8.9                | 30      |

## Grade 10

| Competency                                      | Competency levels   | Subject content  | Learning outcomes   | No of periods |
|---|---|--|---|---------------|
| 1. Identifies the sounds of French Language     | 1.1 Pronounces French words properly.<br>1.2 Pronounces the French alphabet accurately.<br>1.3 Reads aloud French expressions and sentences accurately and meaningfully.<br>1.4 Reads aloud different types of basic texts accurately and meaningfully. | Students develop the ability to communicate effectively using correct pronunciation. <ul style="list-style-type: none"> <li>• Identify vowels and consonants</li> <li>• Identify different sound-spelling patterns in French</li> <li>• Practice <i>liaison</i> and <i>enchainment</i></li> <li>• Practice intonation</li> <li>• Read aloud basic texts</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to speak and read French at basic level using language sounds accurately and meaningfully</li> <li>• Students will be able to transcribe basic utterances in French</li> </ul> | 04            |
| 2. Uses mechanics of writing with understanding | 2.1 Uses capital letters and simple letters appropriately<br>2.2 Uses graphical accents in French correctly<br>2.3 Uses basic punctuation marks appropriately   | Students develop the following abilities in writing: <ul style="list-style-type: none"> <li>• Learn when to use capital and simple letters when writing in French</li> <li>• Identify punctuation marks (full stop, apostrophe, question mark, comma, exclamation mark, inverted comma, semi colon, colon etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>• Students will be able to write simple sentences correctly and meaningfully using basic writing techniques.</li> </ul>  | 03            |

|   |  |  |  |    |
|---|--|--|--|----|
|   |  | <ul style="list-style-type: none"> <li>Identify and use accents correctly (grave, aigu, cédille, tréma,</li> </ul>   |  |    |
| 3. Engages in active listening and responds appropriately                 | <p>3.1 Listens and follows instructions</p> <p>3.2 Identifies different intonation patterns</p> <p>3.3 Responds to simple utterances</p> <p>3.4 Responds to different types of simple auditory texts</p>                           | <p>Students understand simple day to day expressions of different situations and react to them appropriately.</p> <ul style="list-style-type: none"> <li>Extract basic information in a listening text</li> <li>Identify different intonation patterns</li> </ul>  | <ul style="list-style-type: none"> <li>Students will be able to listen, understand and respond verbally and non- verbally (through gesture and actions) appropriately</li> <li>Students will be able to listen and understand short auditory texts and respond accordingly.</li> </ul> | 08 |
| 4. Uses vocabulary appropriately and accurately to convey precise meaning | <p>4.1 Introduces the concept of gender and number of nouns appropriately</p> <p>4.2 Uses verbs appropriately</p> <p>4.3 Uses adjectives correctly</p> <p>4.4 Uses adverbs appropriately</p> <p>4.5 Learns interrogative forms</p> | <p>Students develop a basic repertoire of isolated words and phrases related to particular day to day situations of communication.</p> <ul style="list-style-type: none"> <li>Practice the correct use of vocabulary (nouns, conjugations of verbs and their meanings – including reflexive verbs, subject and tonic [disjunctive] pronouns, adjectives, adverbs) in simple sentences using gender and number accordingly</li> <li>Uses interrogative forms accurately and meaningfully</li> </ul> | <ul style="list-style-type: none"> <li>Students will be able to construct simple and grammatically correct sentences (in writing and speaking) used in day today situations</li> <li>Students will be able to ask for and tell the time.</li> </ul>                                    | 15 |

|  |     |  |   |   |    |
|--|-----|--|---|---|----|
|  | 4.6 | Uses subject pronouns in sentences accurately and meaningfully         | <ul style="list-style-type: none"> <li>• Use cardinal and ordinal numbers</li> <li>• Practice different ways of asking and telling time and date</li> </ul>   |   |    |
| 5.Extracts necessary information from written texts            | 5.1 | Understands elementary level vocabulary                                | <p>Students understand and extract information from simple written texts sentence patterns in a learnt repertoire.</p> <ul style="list-style-type: none"> <li>• Identify the, objective, context, type</li> <li>• Extract key words, ideas, phrases and sentences in a text and reuse them appropriately</li> <li>• Extract information based on the type of text</li> </ul>  | <ul style="list-style-type: none"> <li>• Students will be able to understand basic sentences and respond appropriately.</li> <li>• Students will be able to reuse the same writing patterns for their own writings appropriately</li> </ul> | 10 |
|  | 5.2 | Extracts information from contents of various types of written texts   |   |   |    |
| 6.Communicates accurately using different syntactic structures | 6.1 | Uses determiners properly  | <p>Students show certain capacity to use basic grammatical structures and sentence patterns in a learnt repertoire.</p> <ul style="list-style-type: none"> <li>• Communicate using definite, indefinite and partitive articles, possessive and demonstrative adjectives</li> <li>• Select correct tense and mood of verbs in constructing sentences (indicative mood - present tense, simple past tense,</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to construct sentences correctly for use of communication in speaking and writing of basic French.</li> </ul>  | 30 |
|  | 6.2 | Uses verbs in the correct mood and tense to construct simple sentences |   |   |    |
|  | 6.3 | Uses transitive and intransitive verbs in sentences                    |   |   |    |
|  | 6.4 | Uses negation  |   |   |    |
|  | 6.5 | Uses formal and  |   |   |    |

|   |   |   |  |           |
|---|---|---|--|-----------|
|   | <p>informal questions</p> <p>6.6 Uses prepositions appropriately</p> <p>6.7 Uses basic conjunctions of coordination appropriately</p>   | <p>near future, imperative mood)</p> <ul style="list-style-type: none"> <li>• Use transitive and intransitive verbs accurately in a sentence</li> <li>• Use negative particles appropriately in a sentence</li> <li>• Practice constructing and using formal and informal questions</li> <li>• Use question tags accurately and meaningfully</li> <li>• Apply basic prepositions and conjunctions of coordination in communication</li> </ul> |  |           |
| <p>7.Uses French language accurately in written discourse</p> | <p>7.1 Introduces self and others in writing</p> <p>7.2 Describes people, things, places, events, weather and pictures</p> <p>7.3 Expresses likes and refuses</p> <p>7.4 Invites, accepts and makes suggestions</p> | <p>Students show certain capacity to write simple and short texts.</p> <ul style="list-style-type: none"> <li>• Write texts to introduce self and others</li> <li>• Write descriptions of people, things, places, events, weather and pictures</li> <li>• Write about likes and dislikes, needs and emotions in a written context</li> <li>• Write, accept and refuse invitations</li> </ul>  |  | <p>12</p> |

|  |   |   |  |    |
|--|---|---|--|----|
|  |   | <ul style="list-style-type: none"> <li>• Practice orders, commands and suggestion making in simple written texts</li> </ul>   |  |    |
| 8. Uses French language creatively in spoken discourse | <p>8.1 Uses greetings correctly</p> <p>8.2 Uses formal and informal discourse appropriately</p> <p>8.3 Introduces self and others</p> <p>8.4 Describes people, things, places, events, weather and pictures</p> <p>8.5 Expresses likes, dislikes, needs and emotions</p> <p>8.6 Invites / accepts and refuses invitations</p> <p>8.7 Asks questions to get information</p> <p>8.8 Provides basic level information when asked</p> <p>8.9 Gives commands and makes suggestions</p> | <p>Students acquire the ability to establish and maintain oral communication in French.</p> <ul style="list-style-type: none"> <li>• Greet and respond in formal and informal contexts</li> <li>• Introduce and respond to introduction in formal and informal contexts</li> <li>• Give descriptions of people, things, places, events, weather and pictures</li> <li>• Talk about likes and dislikes, needs and emotions</li> <li>• Use different question forms to get information</li> <li>• Give basic information when asked</li> <li>• Accept and refuse invitations</li> <li>• Practice orders and commands</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to take part in simple conversations in French cohesively in different situations.</li> </ul> | 08 |

## Competency 01

### Identifies the sounds of French language

**Competency level:** 1.1 Pronounces French words properly

**Learning outcome:** Students will be able to speak and read French at basic level using language sounds accurately and meaningfully.

- Identify vowels and consonants
- Practice *liaison* and *enchainment*

**Competency level:** 1.2 Pronounces the French alphabet accurately.

**Learning outcome:** Students will be able to speak and read French at basic level using language sounds accurately and meaningfully

- Identify vowels and consonants
- Identify different sound-spelling patterns in French

**Competency level:** 1.3 Reads aloud French expressions and sentences accurately and meaningfully.

**Learning outcome:** Students will be able transcribe basic utterances in French.

- Identify vowels and consonants
- Practice *liaison* and *enchainment*
- Practice intonation

**Competency level:** 1.4 Reads aloud different types of basic texts accurately and meaningfully.

**Learning outcome:** Students will be able to speak and read French at basic level using language sounds accurately and meaningfully.

- Identify vowels and consonants
- Practice *liaison* and *enchainment*
- Practice intonation
- Read aloud basic texts

**No of Periods: 04**

### Instructions for lesson planning

The first competency identifies pronunciation as one of the most important aspects of learning French as a foreign language. Since students of French commence learning their

target language as late as in Grade 10, it is important to teach them explicitly and make them familiar with the sounds of their target language from the very start. The teachers are thus requested to lay emphasis on activities aiming at facilitating students to identify the letters of the French alphabet, acquire specific sounds and phonological features of the French language.

- **Identify vowels and consonants**

- Familiarize students with the alphabet through games and activities

Eg: Introduce the alphabet in the form of a song; get students to spell their names as well as their friends’

- Through words and expressions, introduce vowel and consonant sounds

The teacher is expected to correctly identify and familiarize himself/herself with the vowel and consonant sounds of the French language and help students acquire correct pronunciation.

Please note that the following table is for the teacher’s reference only. It is not intended in any way to be taught as such to the students.

| <b>The pronunciation of French</b>  |        |                   |       |         |         |
|---|--------|-------------------|-------|---------|---------|
| These are the pronunciation (IPA) symbols that are used in the French Dictionary. |        |                   |       |         |         |
| <b>Vowels</b>   |        | <b>Consonants</b> |       |         |         |
| A as in patte   | /pat/  | b as in bal       | /bal/ |         |         |
| ɑ   | pâte   | /pat/             | d     | dent    | /dɑ̃/   |
| ã   | clan   | /klã/             | f     | foire   | /fwar/  |
| E   | dé     | /de/              | g     | gomme   | /gɔm/   |
| ε   | belle  | /bɛl/             | k     | clé     | /kle/   |
| ẽ   | lin    | /lẽ/              | l     | lien    | /ljẽ/   |
| ə   | demain | /dəmɛ̃/           | m     | mer     | /mɛR/   |
| I   | gris   | /gri/             | n     | nage    | /naz/   |
| O   | gros   | /gro/             | ɲ     | gnon    | /ɲɔ̃/   |
| ɔ   | corps  | /kɔR/             | ŋ     | dancing | /dãsiŋ/ |
| õ   | long   | /lõ/              | p     | porte   | /pɔRt/  |
| œ   | leur   | /lœR/             | R     | rire    | /riR/   |
| Õ   | brun   | /brœ̃/            | s     | sang    | /sã/    |
| Ø   | deux   | /dø/              | ʃ     | chien   | /ʃjẽ/   |
| U   | fou    | /fu/              | t     | train   | /trẽ/   |
| Y   | pur    | /pyR/             | v     | voile   | /vwal/  |
| <b>Semi-vowels</b>  |        |                   | z     | zèbre   | /zɛbr/  |
| J as in fille   | /fij/  |                   | ʒ     | jeune   | /ʒœn/   |
| ɥ   | huit   | /ɥit/             |       |         |         |

|   |     |      |  |
|---|-----|------|--|
| w | oui | /wi/ |  |
|---|-----|------|--|

- **Identify different sound-spelling patterns in French**

The teacher is expected to correctly identify and familiarize himself / herself with basic sound-spelling patterns of the French language given below and help students acquire them gradually.

- Please note that the following two tables with information on basic sound-spelling patterns of the French language (with references to the phonetic alphabet) are for the teacher's reference only. It is not intended in any way to be taught as such to the students. Please refer to this as and when you correct your students' pronunciation.

### ***1. Pronunciation of certain vowels / vowel + vowel / vowel + consonants in French***

#### Eg. Different pronunciations of the letter 'e' in French

- |   |  |
|---|--|
| 1) –e (preceded by a single consonant)                | → [ə] (eg. <i>le, me, te, se, ne, ce, etc.</i> )                 |
| 2) –es; -ez (preceded by a single consonant)<br>etc.) | → [e] (eg. <i>les, mes, tes, ces, nez, rez,</i><br><i>etc.</i> ) |
| 3) –er; -ez (verb endings)<br>etc.)                   | → [e] (eg. <i>parler, créer, parlez, créez,</i><br><i>etc.</i> ) |
| 4) é  | → [e] (eg. <i>écouté, bénéficié, répété, etc.</i> )              |
| 5) ai   | → [e] (eg. <i>j'ai</i> )   |
| 6) –e; -es; -ent                                      |  |

#### Different pronunciations of the letter 'u' in French

- |   |   |
|---|---|
| 1) u (as last letter in a word or followed by any vowel or consonant except by a single 'n' or 'm') | → [y] (eg. <i>tu, nu, ulysse, actualité, duel, plus, salut, une, uniforme, unanime, Unesco</i><br><i>etc.</i> ) |
| 2) u (followed only by the consonant 'n')   | → [œ] (eg. <i>un, brun</i> )  |
| 3) u (followed only by the consonant 'm')   | → [ɔ̃] (eg. <i>podium, rhum, album</i> )  |

#### Pronunciation of 'ou' in French

- |       |  |
|-------|--|
| 1) ou | → [u] (eg. <i>trou, roue, nous, bout, louer, Louis, etc.</i> ) |
|-------|--|

#### Pronunciation of 'oi' and 'oy' in French

- |       |  |
|-------|--|
| 1) oi | → [wa] (Eg. <i>loi, voix, roi, voilà, voiture, croissant, etc.</i> ) |
| 2) oy | → [wa] (Eg. <i>royal, loyal, loyer, noyer, aboyer, etc.</i> )        |

#### Pronunciation of 'ui' in French

1) *ui* → [y] (Eg. puis, lui, cuire, etc.)

#### Pronunciation of nasal vowels in French

1) *on* → [ɔ̃] (Eg. on, bon, mon, long, thon, rond, confiture, etc.)

2) *en / an* → [ɑ̃] (Eg. en, an, tant, vent, éventuel, etc.)

3) *un* → [œ̃] (Eg. brun.)

4) *ain/aim, ein/eim* → [ɛ̃] (Eg. bain, main, faim, daim, teint, peindre, etc.)

\* *in/ im* generally pronounced → [ɛ̃] (Eg. intéressant, fin, lin, important, imbécile, etc.)

Exceptions → [in/im] (Eg. inefficace, inutile, immeuble, immédiat, etc.)

#### Pronunciation of '-aine/-eine' in French

1) *-aine* → [ɛn] (Eg. laine, aubaine, vaine, etc.)

2) *-eine* → [ɛn] (Eg. reine, sereine, etc.)

#### Pronunciation of '-ais/-ait' in French

1) *-ais* → [ɛ] (Eg. parlais, nageais, imparfait, etc.)

#### Pronunciation of '-ine/ime' in French

1) *-ine* → [in] (Eg. fine, mine, etc.)

2) *-ime* → [im] (Eg. mime, rime, Nîme, etc.)

#### Pronunciation of '-eune' in French

1) *-eune* → [in] (Eg. jeune, etc.)

#### Pronunciation of '-ille' in French

1) *-ille* → [ij] (Eg. fille, cédille, taille, etc.)

Exceptions [ville, Lille, etc.)

#### Pronunciation of '-ien' in French

1) *-ien* → [ij] (Eg. Italien, bien, terrien, etc.)

#### Pronunciation of '-ier' in French

1) *-ier* → [i] (Eg. atelier, étudier, bâiller)

#### Pronunciation of vowels with tréma in French

Always pronounce the two vowel sounds separately

1) *ö* → [ɔi] (Eg. Loïc, Hanoï, etc.)

2) *ä* → [ai] (Eg. skai, aië!, naïf, maïs, etc.)

3) *ö* → [oe] (Eg. noël, Joëlle, etc.)

4) *ä* → [ae] (Eg. Michaël, Raphaël, etc.)

## 2. Pronunciation of certain consonants/consonant + vowel combinations in French

- |                                |  |
|--------------------------------|--|
| 1) 'ch'                        | → [ʃ] (Eg. chat, chien, chaise, machine, lâche, etc.)        |
| 2) 'j'/'ge'/'gi'               | → [ʒ] (Eg. je, geste, âge, gigot, agir, etc.)                |
| 3) 'ga'/'go'/'gu'              | → [g] (Eg. gamin, gamme, gomme, gorille, aigu, figure, etc.) |
| 4) 'ce'/'ci'                   | → [g] (Eg. ce, ces, commence, cinéma, ici, ciment, etc.)     |
| 5) 'ca'/'co'/'cu'              | → [k] (Eg. caméra, comment, commence, vécu, cumuler, etc.)   |
| 6) 'ça'/'ço'/'çu'              | → [s] (Eg. ça, façon, reçu, etc.)                            |
| 7) Single 's' between 2 vowels | → [z] (Eg. chaise, maison, poison, cousin, etc.)             |
| 8) 'ss'                        | → [s] (Eg. laisser, poisson, essai, coussin, etc.)           |
| 9) '-gn'                       | → [ɲ] (Eg. champagne, montagne, compagnon, etc.)             |
| 10) '-ng'                      | → [ŋ] (Eg. dancing, dressing, standing, etc.)                |

### • Practice *liaison* and *enchainment*

- Introduce liaison and enchainment through simple phrases and sentences

**Liaison:** Il y a liaison quand la consonne finale muette (qui n'est pas prononcée devant une consonne) d'un mot se prononce devant la voyelle initiale du mot suivant. La liaison se fait seulement entre les mots unis par le sens:

**Eg.** *Des\_enfants* [dezãfã]; *en\_Espagne* [ãnespaɲ]; *Les amis* [lezami], *ils ont* [ilzõ]  
*mon\_ami*; *premier\_étage*; *le premier\_avril*; *elle est\_architecte*; *nous sommes\_en retard*; *de moins\_en mois*; *tout\_à fait*; *Champs\_Élysées*; etc.

**Enchaînement:** Il y a enchaînement quand on prononce la consonne finale d'un mot avec le mot suivant sans séparation ni pause. Parfois la consonne est suivie par un e muet qui précède une voyelle du mot suivant ou d'une autre consonne non prononcée:

**Eg.** *Elle adore\_Arthur* [ɛladõRatyR]; *il\_est\_une\_heure à Paris* [ilɛtynœR];  
*mon oncle Edouard*; *une visite officielle*; *elle aime organiser une enquête*; *il est treize heures à Paris*; etc.

Cf.: 1. <http://www.sonoma.edu/users/r/renaudin/fr202/files/202P8.pdf>

(or go to <http://www.sonoma.edu> and search for 'liaison')

Cf. 2. [http://en.wikipedia.org/wiki/Liaison\\_%28French%29](http://en.wikipedia.org/wiki/Liaison_%28French%29)

- **Practice intonation**

Practice changes in intonation patterns in French when making assertions, commands, asking questions.

- Explain how intonation patterns change according to the intention of the speaker.
  - 1) Making an assertion: “*Tu écris une lettre*”.  
(intonation is low at the beginning of the sentence and goes down at the end of the sentence)
  - 2) Making a command: “*Ecris une lettre!*”  
(intonation is quite high at the beginning of the sentence but goes down rapidly until it reaches the end of the sentence)
  - 3) Asking a question: “*Peux-tu écrire une lettre?*” (the intonation is raised at the end of the sentence)
- The teacher could read phrases with different intonations and ask students to repeat the same keeping the same intonation.
- Students are requested to identify assertive, imperative and interrogative sentences for what they are.

- **Read aloud basic texts**

- Practice reading aloud: The teacher reads short sentences aloud and asks students to repeat after her/him. The teacher corrects the errors they make in pronunciation, intonation and rhythm.
- Distribute simple and short texts amongst students and ask them to read them aloud. The other students are encouraged to correct the errors the reader makes.
- Ask students to read short poems.

### **Assessment and evaluation**

The formative assessment of students’ pronunciation skills is to be done throughout the year via brief oral tests (testing pronunciation of isolated words, reading sentences and short texts). However, more emphasis should be given to developing and testing this competency during the initial stages of learning. A summative evaluation is to be done at each term test.

## Competency 02

### Uses mechanics of writing with understanding

**Competency level:** 2.1 Uses capital letters and simple letters appropriately

**Learning outcome:** Students will be able to write simple sentences correctly and meaningfully using basic writing techniques.

- Use capital and simple letters when writing in French

**Competency level:** 2.2 Uses graphical accents in French correctly

**Learning outcome:** Students will be able to write simple sentences correctly and meaningfully using basic writing techniques.

- Identify and use accents correctly  
(Grave, aigu, cédille, tréma, circonflexe)

**Competency level:** 2.3 Uses basic punctuation marks appropriately

**Learning outcome:** Students will be able to write simple sentences correctly and meaningfully using basic writing techniques.

- Identify punctuation marks  
(Full stop, apostrophe, question mark, comma, exclamation mark, inverted comma)

### No of periods: 03

#### Instructions for lesson planning

It is of high importance that the students learn to use the correct mechanics of writing from the beginning. It is of equal importance that the students understand what they are and express them in writing.

- Explain to students the different cases where capital letters are used  
Eg: at the beginning of a sentence, proper nouns, nationality as a noun (*C'est un Français*)
- Explain to students the different cases where simple letters are used  
Eg: months of the year, days of the week, seasons, subject pronouns in the middle of the sentence, nationality as an adjective (*il est français*)
- Explain the use of different French accents

- Eg: - **aigu (é)** : école, étudiant, éléphant - prononciation [e]  
 - **Grave (è, à, ù)** : père, mère, très, colère, - prononciation [ɛ]  
 à, où, là, voilà  
 - **Cédille** : ~~garçon~~ [gaRkɔ̃]/ garçon [gaRsɔ̃], leçon  
 (cédille is used when the letter “c” is followed by the vowels a / o/ u as [k]. In order to pronounce the letter “c” as [s] in such cases, you need to write “c” with a cédille (ç)  
 - **Tréma (ë, ï)** : Noël, Hanoï,  
 - **Circonflexe (â, ê, ô, î, û)** : vêtements, pâte, hôtel, chaîne, flûte
- Present and explain the use of the following punctuation marks  
 (Full stop (.), apostrophe (’), question mark (?), comma (,), exclamation mark (!), inverted comma (« »))

### Assessment and evaluation

In order to strengthen the mechanics of writing the students need to be assessed through formative and summative evaluations.

### For further references

[http://www.midi-france.info/060103\\_accent.htm](http://www.midi-france.info/060103_accent.htm)

## Competency 03

### Engages in active listening and responds appropriately

**Competency level:** 3.1 Listens and follows instructions

**Learning outcome:** Students will be able to listen, understand and respond verbally and non-verbally (through gesture and actions) appropriately

- Extract basic information in a listening text
- Identify different intonation patterns

**Competency level:** 3.2 Identifies different intonation patterns

**Learning outcome:** Students will be able to listen, understand and respond verbally and non-verbally (through gesture and actions) appropriately

- Extract basic information in a listening text
- Identify different intonation patterns

**Competency level:** 3.3 Responds to simple utterances.

**Learning outcome:** Students will be able to listen and understand short auditory texts and respond accordingly

- Extract basic information in a listening text
- Identify different intonation patterns

**Competency level:** 3.4 Responds to different types of simple auditory texts

**Learning outcome:** Students will be able to listen and understand short auditory texts and respond accordingly

- Extract basic information in a listening text
- Identify different intonation patterns

**No of Periods: 08**

### Instructions for lesson planning

Listening is one of the most important competencies to be developed in language learning. Equal importance should be given to the enhancement of listening skills as it constitutes a major component in communication. The students are expected to listen to and understand given instructions, monologues and dialogues related to their day to day life when the interlocutor articulates his words and sentences distinctively and slowly.

- Students follow the instructions given by the teacher and give instructions to peers

Eg : *écoute !, écoutez ! / regarde !, regardez ! / réponds !, répondez ! / Copie!, copiez ! / écris !, écrivez ! / ne parle pas !, ne parlez pas !, etc.*

- Use simple questions to which the students respond spontaneously  
Eg: *Il est où, Paul? / Tu comprends, Vous comprenez ?*
- Use auditory texts which include simple instructions related to immediate environment and make students follow them  
Eg: *Ecoutez l'enregistrement et répondez aux questions suivantes.*
- Use auditory texts to introduce different intonation patterns and make students repeat words, expressions and utterances with the appropriate intonation used in:

|                     |  |
|---------------------|--|
| Interrogation       | - <i>Tu habites où? / Fini ? Il travaille à la banque ?</i>    |
| Exclamation         | - <i>C'est super! / Fini ! / Il travaille à la banque !</i>    |
| Statement           | - <i>Il travaille à la banque. / Il travaille à la banque.</i> |
| Orders and commands | - <i>Ouvrez le livre! / Ne copiez pas !</i>                    |

- Students extract basic information from different audio texts and respond to questions

**Eg: Ecoutez et trouvez la bonne réponse.**

[http://www.lepointdufle.net/apprendre\\_a\\_lire/fiche\\_d\\_identite4.htm#.VJfLqsAA](http://www.lepointdufle.net/apprendre_a_lire/fiche_d_identite4.htm#.VJfLqsAA)

|            |                                       |
|------------|---------------------------------------|
| Prénom     | : Marc / Marie / Marinette            |
| Nom        | : Savarin / Sauvage / Savard          |
| Etat civil | : Marié(e) / Célibataire / Divorcé(e) |
| Ville      | : Barbazon / Barbizon / Barbizan      |
| Profession | : Médecin / Mécanicien / Ministre     |

### **Transcription du texte**

*Elle s'appelle Marinette Savarin.  
Elle est célibataire et elle habite à Barbizon.  
Elle est médecin.  
Son téléphone est le 05 46 63 75 20*

### **Assessment and Evaluation**

Since listening is considered as a significant part of learning a language, it is important to assess the students throughout the year. It is compulsory to include listening tests for the School Based Assessment so that the students will also acknowledge the importance of listening.

**For further reference :** [http://www.midi-france.info/060103\\_accent.htm](http://www.midi-france.info/060103_accent.htm)

## Competency 04

### Uses vocabulary appropriately and accurately to convey precise meaning

**Competency level:** 4.1 Introduces the concept of gender and number of nouns appropriately

**Learning outcome:** Students will be able to construct simple and grammatically correct sentences (in writing and speaking) used in day to day situations.

- Practice the correct use of nouns

**Competency level:** 4.2 Uses verbs appropriately

**Learning outcome:** Students will be able to construct simple and grammatically correct sentences (in writing and speaking) used in day today situations.

- Practice the correct use of verbs

**Competency level:** 4.3 Uses adjectives correctly

**Learning outcome:** Students will be able to construct simple and grammatically correct sentences (in writing and speaking) used in day today situations.

- Practice the correct use of adjectives

**Competency level:** 4.4 Uses adverbs appropriately

**Learning outcome:** Students will be able to construct simple and grammatically correct sentences (in writing and speaking) used in day today situations.

- Practice the correct use of adverbs

**Competency level:** 4.5 Learns interrogative forms

**Learning outcome:** Students will be able to construct simple and grammatically correct sentences (in writing and speaking) used in day today situations.

- Students will be able to use interrogative forms in making questions

**Competency level:** 4.6 Uses subject pronouns in sentences accurately and meaningfully

**Learning outcome:** Students will be able construct simple and grammatically correct sentences (in writing and speaking) used in day today situations.

- Practice the correct use of subject and tonic pronouns

**Competency level: 4.7** Constructs different types of simple sentences

**Learning outcome:** Students will be able construct simple and grammatically correct sentences (in writing and speaking) used in day today situations.

- Practice the correct use of vocabulary (nouns, conjugations of verbs and their meanings - including reflexive verbs, subject and tonic [disjunctive] pronouns, adjectives, adverbs) in simple sentences

**Competency level: 4.8** Uses cardinal and ordinal numbers

**Learning outcome:** Students will be able construct simple and grammatically correct sentences (in writing and speaking) used in day today situations.

- Identify and practice cardinal and ordinal numbers

**Competency level: 4.9** Reads the time

**Learning outcome:** Students will be able to ask for and tell time and date

- Practice different ways of asking and telling time and date

**No of Periods: 15**

### Instructions for lesson planning

Students are expected to acquire basic lexical competency to express ideas related to their day to day life and situations of communication.

- Introduce nouns related to:  
*Self, introduce others, describe physical appearance of people, describe objects, weather and places, hobbies, likes and dislikes, professions, nationalities*
- Introduce verbs belonging to 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> groups

| 1 <sup>st</sup> Group<br>Verbs ending with -ER | 2 <sup>nd</sup> Group<br>Certain verbs ending with -IR | 3 <sup>rd</sup> Group<br>Irregular verbs            |
|--|--|---|
| <i>aimer, adorer, parler, donner, etc.</i>     | <i>Finir, remplir, choisir, rougir, grandir, etc</i>   | <i>Avoir, être, aller</i>                           |
| <i>appeler, s'appeler, etc.</i>                |  | <i>Partir, sortir, sentir, mentir, dormir, etc.</i> |
| <i>nager, manger, déranger, etc</i>            |  | <i>Venir.</i>                                       |
| <i>jeter, rejeter, projeter, etc.</i>          |  | <i>Vendre, descendre, etc</i>                       |

|  |  |   |
|--|--|---|
| <i>nettoyer, essayer, essuyer, etc.</i>    |  | <i>Apprendre, prendre</i>                             |
| <i>commencer, lancer, forcer, etc.</i>     |  | <i>Pouvoir, vouloir, savoir</i>                       |
| <i>acheter, lever, (se) promener, etc.</i> |  | <i>Connaitre, naître, paraître, disparaître, etc.</i> |
|  |  | <i>Mettre, permettre, promettre, etc.</i>             |
|  |  | <i>Boire</i>  |
|  |  | <i>Lire, dire, etc</i>                                |
|  |  | <i>Pleuvoir</i>                                       |
|  |  | <i>Voir, prévoir, revoir, etc.</i>                    |
|  |  | <i>Faire, refaire, etc</i>                            |
|  |  | <i>Recevoir</i>                                       |
|  |  | <i>Mourir</i>   |

- Introduce the rules of agreement of nouns according to the gender and number

#### Agreement of nouns according to the gender

|  | <b>Masculin</b> | <b>Féminin</b>         |
|--|-----------------|------------------------|
| <b>En générale on ajoute –e pour former le nom féminin</b> |                 |                        |
|  | Un ami          | Une amie               |
|  | Un étudiant     | Une étudiante... etc.  |
| <b>Exceptions</b>  |                 |                        |
| ➤ <b>-er ► -ère</b>  |                 |                        |
|  | Un infirmier    | Une infirmière         |
|  | Un boulanger    | Une boulangère... etc. |
| ➤ <b>-eur ► -euse</b>                                      |                 |                        |
|  | Un vendeur      | Une vendeuse           |
|  | Un coiffeur     | Une coiffeuse... etc.  |
| ➤ <b>-teur ► -trice</b>                                    |                 |                        |
|  | Un instituteur  | Une institutrice       |
|  | Un acteur       | Une actrice... etc.    |
| ➤ <b>-teur ► -teuse</b>                                    |                 |                        |
|  | Un chanteur     | Une chanteuse          |
|  | Un menteur      | Une menteuse           |
| ➤ <b>- en ► -enne</b>                                      |                 |                        |
|  | Un indien       | Une indienne           |
|  | Un lycéen       | Une lycéenne... etc.   |
| ➤ <b>-on ► -onne</b>                                       |                 |                        |
|  | Un champion     | Une championne         |
|  | Un lion         | Une lionne... etc.     |
| <b>Pas de changement</b>                                   |                 |                        |
|  | Un touriste     | Une touriste           |
|  | Un élève        | Une élève... etc       |
| <b>Les noms irréguliers</b>                                |                 |                        |
|  | Un copain       | Une copine             |
|  | Un roi          | Une reine              |

|  |           |                    |
|--|-----------|--------------------|
|  | Un jumeau | Une jumelle        |
|  | Un père   | Une mère           |
|  | Un neveu  | Une nièce          |
|  | Un mari   | Une femme          |
|  | Un homme  | Une femme          |
|  | Un garçon | Une fille          |
|  | Un fils   | Une fille          |
|  | Un frère  | Une sœur           |
|  | Un héros  | Une héroïne...etc. |

### Agreement of nouns according to the number

|   | Singulier                   | Pluriel                |
|---|-----------------------------|------------------------|
| <i>En générale, on ajoute –s pour former le nom pluriel</i> |                             |                        |
|   | Un arbre                    | Des arbres             |
|   | Une fille                   | Des filles...etc.      |
| <b>Exceptions</b>   |                             |                        |
| ➤ <i>-eau/ -eu ► -x</i>                                     |                             |                        |
|   | Un bateau                   | Des bateaux            |
|   | Un feu                      | Des feux...etc.        |
|   | <i>Exceptions : un pneu</i> | <i>Des pneus</i>       |
|   | <i>Un bleu</i>              | <i>Des bleus</i>       |
| ➤ <i>-al ► -aux</i>   |                             |                        |
|   | Un journal                  | Des journaux           |
|   | Un cheval                   | Des chevaux...etc.     |
|   | <i>Exceptions : Un bal</i>  | <i>Des bals</i>        |
|   | <i>Un carnaval</i>          | <i>Des carnivals</i>   |
|   | <i>Un chacal</i>            | <i>Des chacals</i>     |
|   | <i>Un cérémonial</i>        | <i>Des cérémonials</i> |
|   | <i>Un récital</i>           | <i>Des récitals</i>    |
| ➤ <i>Les sept cas exceptionnels de -ou</i>                  | Un caillou                  | Des cailloux           |
|   | Un hibou                    | Des hiboux             |
|   | Un genou                    | Des genoux             |
|   | Un bijou                    | Des bijoux             |
|   | Un pou                      | Des poux               |
|   | Un joujou                   | Des joujoux            |
|   | Un chou                     | Des choux              |
| <i>Pas de changement</i>                                    |                             |                        |
|   | Un fils                     | <b>Des fils</b>        |
|   | Une croix                   | <b>Des croix</b>       |
|   | Un nez                      | <b>Des nez...etc.</b>  |
| <i>Les noms irréguliers</i>                                 |                             |                        |
|   | Un œil                      | <b>Des yeux</b>        |
|   | Un ciel                     | <b>Des ciels</b>       |
|   | Un travail                  | <b>Des travaux</b>     |
|   | Madame                      | <b>Mesdames</b>        |

|  |              |                         |
|--|--------------|-------------------------|
|  | Mademoiselle | <b>Mesdemoiselles</b>   |
|  | Monsieur     | <b>Messieurs</b>        |
| <i>Ces noms sont toujours pluriels</i> |              |                         |
|  | -            | <b>Des ciseaux (m)</b>  |
|  | -            | <b>Des lunettes (f)</b> |
|  | -            | <b>Des vacances</b>     |

### Colours as adjectives

| Singulier |          | Pluriel  |           |
|-----------|----------|----------|-----------|
| Masculin  | Féminin  | Masculin | Féminin   |
| bleu      | bleue    | bleus    | bleues    |
| blanc     | blanche  | blancs   | blanches  |
| rouge     | rouge    | rouges   | rouges    |
| vert      | verte    | verts    | vertes    |
| noir      | noire    | noirs    | noires    |
| brun      | brune    | bruns    | brunes    |
| gris      | grise    | gris     | grises    |
| rose      | rose     | roses    | roses     |
| jaune     | jaune    | jaunes   | jaunes    |
| violet    | violette | violets  | violettes |
| orange    | orange   | orange   | orange    |
| marron    | marron   | marron   | marron    |

Les deux couleurs **orange** et **marron** ne s'accordent jamais.

Ex : La fille porte des chaussettes **orange**.

Il a les yeux **marron**.

### The use of adjectives in a sentence

- Adjectives placed after a noun  
nationalities, colours, shapes and forms, social, political and religious group, etc
- Adjectives placed before a noun  
**Eg : petit, grand, vieux, jeune, joli, beau, vilain, gros, bon, mauvais, gentil, long, meilleur, moindre, pire, etc.**  
**Eg : une petite tempête, la moindre remarque, un mauvais choix**

(You can teach the following poem to practice the adjectives placed before the noun)

*Mauvais, méchant, vilain, beau  
Petit, haut, vieux, joli, gros  
Nouveau, gentil, jeune et bon  
Grand et meilleur, vaste et long.*

- Introduce the use of adverbs  
**Irregular adverbs :**  
bien, mal, très, beaucoup, peu  
**Adverbs of time :**  
demain, aujourd’hui, hier
- Provide interrogative words : *qui / quand / comment / pourquoi / où / quoi / combien*
- Introduce interrogative adjectives : *Quel / quelle / quels / quelles*
- Practice the use of subject pronouns in sentences  
Eg: *je / tu / il / on / elle / nous / vous / ils / elles*
- Introduce tonic / disjunctive pronouns  
Eg : *moi / toi / lui / elle / nous / vous / eux / elles*
- Use and practice correct use of cardinal and ordinal numbers  
Eg: Cardinal numbers: *un, deux, trois, quatre, cinq, etc*  
Ordinal numbers : *premier / première, deuxième, troisième, etc.*
- Practice the use of vocabulary (nouns, verbs - including reflexive verbs, subject and tonic [disjunctive] pronouns, adjectives, adverbs) in simple sentences  
Eg: *C’est un chanteur français / c’est une chanteuse française / Il est beau / elle est belle / lui, il est français, elle est française, vous vous appelez comment ? / Parle lentement ! / Il ne se lève pas à l’heure, etc.*
- Explain how to tell the time in formal and informal contexts  
**Eg:**

| <b>Formal time</b>               | <b>Informal time</b>               |
|----------------------------------|------------------------------------|
| Il est treize heures             | Il est une heure (de l’après-midi) |
| Il est deux heures trente        | Il est deux heures et demie.       |
| Il est neuf heures quarante-cinq | Il est dix heures moins le quart   |

Asking the time and telling time:

- *Quelle heure est-il? / Il est quelle heure?*
- *Il est huit heures / il est dix heures quinze.*
- Explain how to ask the day and the date  
Day - *Quel jour sommes-nous? Quel jour est-on ?*  
- *(Aujourd’hui) on est samedi / on est samedi / nous sommes samedi / aujourd’hui, c’est lundi*  
Date - *Quelle est la date d’aujourd’hui ?*  
- *Aujourd’hui, c’est le premier janvier / le 23 (vingt-trois) mai 2014*

### **Assessment and evaluation**

Students are expected to be in possession of a basic lexical repertoire which will enable them to actively engage in day to day situations of communication. This competency should be evaluated throughout the year, through continuous assessments and end of term evaluation.

*For further reference:* <http://www.espacefrancais.com/>

## Competence 05

### Extracts necessary information from written texts

**Competency level: 5.1** Understands elementary level vocabulary

**Learning outcome:** Students will be able to understand basic sentences and respond appropriately.

- Identify ideas, key words, phrases and sentences in a text

**Competency level: 5.2** Extracts information from contents of various types of written texts

**Learning outcome:** Students will be able to re-use appropriately the same writing patterns for their own writings

- Extract key words, ideas, phrases and sentences in a text and reuse them appropriately

**Competency level: 5.3** Recognizes the organizational structure of a text

**Learning outcome:** Students will be able to re-use the same writing patterns for their own writings appropriately

- Identify the type, objective, context, type and addressee(s) of a text
- Extract information based on the type of text

**No of Periods: 10**

### Instructions for lesson planning

Competency 5 recognizes reading as a very important language skill. Students understand and extract information from simple written texts with the intention of reusing them meaningfully.

- Introduce simple and short texts written in simple language containing information about day to day situations.  
**Eg. maison, école, occupations, famille, logement, ville, village, etc**
- Ask the students to extract general information from written texts.  
**Eg.**

*Cher Julien,*

*Comment vas-tu ? Je suis à La Rochelle, dans l'ouest de la France, avec mon amie Claudia.*

*Nous habitons à l'hôtel Champlain. Cet hôtel est très bien situé dans cette magnifique ville. Nous sommes dans une grande chambre au premier étage. Nous aimons la déco des chambres : un peu vintage. La chambre est très grande et propre. Avec Claudia, on visite les musées : ils sont intéressants et pas chers ! Maintenant, la mer est calme. Il fait beau.*

*Je te téléphone bientôt,*

*Bises,*

*Cécile*

**1. Qui écrit la carte postale ? 2. A qui ? Pourquoi ? etc.**

- Ask students to extract specific information from written text.  
**Eg. (Please refer to the text given above)**  
**Quel temps fait-il ? Que fait-il/elle (Cécile) dans cette ville? Quels endroits visite-t-il/elle?**
- Explain the different structures pertaining to different types of texts.  
**Eg. lettre informelle, carte postale, notices, menu restaurant, etc.**

**Assessment and evaluation**

In order to strengthen the reading skills the students need to be assessed through summative and formative evaluations.

***For further reference***

<http://www.lepointdufle.net/comprehensionecrite.htm>

## Competence 06

### Communicate accurately using different syntactic structures

**Competency level: 6.1** Uses determiners properly

**Learning outcomes:** Students will be able to construct sentences correctly for use of communication in speaking and writing of basic French.

- Communicate using definite, indefinite and partitive articles, possessive and demonstrative adjectives

**Competency level: 6.2** Uses verbs in the correct mood and tense to construct simple sentences

**Learning outcomes:** Students will be able to construct sentences correctly for use of communication in speaking and writing of basic French.

- Select correct tense and mood of verbs in constructing sentences (indicative mood - present tense, simple past tense, near future; imperative mood)

**Competency level: 6.3** Uses transitive and intransitive verbs in sentences

**Learning outcomes:** Students will be able to construct sentences correctly for use of communication in speaking and writing of basic French.

- Use transitive and intransitive verbs accurately in a sentence

**Competency level: 6.4** Uses negation

**Learning outcomes:** Students will be able to construct sentences correctly for use of communication in speaking and writing of basic French.

- Use negative particles appropriately in a sentence

**Competency level: 6.5** Uses formal and informal questions

**Learning outcomes:** Students will be able to construct sentences correctly for use of communication in speaking and writing of basic French.

- Practice constructing and using formal and informal questions
- Use question tags accurately and meaningfully

**Competency level: 6.6** Uses prepositions appropriately

**Learning outcomes:** Students will be able to construct sentences correctly for use of communication in speaking and writing of basic French

- Apply basic prepositions in communication

**Competency level: 6.7** Uses basic conjunctions of coordination appropriately

**Learning outcomes:** Students will be able to construct sentences correctly for use of communication in speaking and writing of basic French.

- Apply basic conjunctions of coordination in communication

**No of periods: 30**

### Instructions for lesson planning

The correct formation and use of syntactic structures occupy a pivotal place in communication. The knowledge on the meaningful placement of lexical items in a sentence or an utterance needs to be developed from the very beginning of the language teaching learning process. Therefore, the teachers as well as the students concentrate on acquiring the knowledge in forming syntactically correct utterances in written and oral communication.

- Practice using some of the determiners according to the meaning of the utterance

Determiners: They help to introduce a noun in a sentence.

➤ **Definite Article** agrees with the gender and number of the noun to which it relates  
Definite Articles are used in the following instances

|  |  |
|--|--|
| devant une chose ou une personne déterminée                              | <i>Voici <b>le</b> professeur de français ! / <b>la</b> voiture de Monsieur Martin</i>   |
| devant un terme générique, institutionnel ou abstrait<br>(connu de tous) | <i><b>Le</b> cinéma, <b>la</b> musique, <b>la</b> lune, <b>la</b> loi, <b>l'</b>amour, <b>la</b> patience</i>  |
| devant un terme, représentant typique d'une catégorie                    | <i><b>Le</b> lion est un animal sauvage.</i>   |
| devant un titre  | <i><b>Le</b> Roi Louis XIV, <b>La</b> Reine d'Angleterre</i>   |
| devant un nom de famille (pour désigner tous ses membres)                | <i><b>Les</b> Martin, <b>Les</b> Legrand</i>   |
| devant une langue ou une discipline                                      | <i><b>Le</b> français, <b>l'</b>anglais, <b>les</b> mathématiques, etc. (sauf avec le verbe parler – parler anglais)</i>   |
| devant les noms géographiques<br>sauf les villes                         | <i><b>La</b> France,<br/><b>Le</b> Saint-Laurent, <b>Les</b> Antilles.<br/>mais Paris, Toronto*...<br/><br/>(*il y a des exceptions<br/>comme <b>Le</b> Mans, <b>Le</b> Havre ou <b>La</b> Haye)</i> |
| devant les dates   | <i>Je suis né <b>le</b> 20 mai.</i>  |
| devant les jours de la semaine dans le cas d'une habitude.               | <i><b>Le</b> dimanche, on déjeune au restaurant.</i>   |
| devant les unités de mesure pour indiquer un prix.                       | <i>Cela coûte deux euros <b>le</b> kilo.<br/><br/>Je gagne dix euros (de) <b>l'</b>heure.</i>  |

|   |   |
|---|---|
| devant les parties du corps avec les verbes pronominaux | <i>Tu te laves <b>les</b> mains.</i><br><i>Il s'est cassé <b>la</b> jambe.</i>                  |
| Dans certaines expressions exclamatives                 | <i>Oh, <b>la</b> belle maison!</i>  |
| devant les unités de mesure pour indiquer un prix.      | <i>Cela coûte trois euros <b>le</b> kilo.</i><br><i>Je gagne dix euros (de) <b>l'</b>heure.</i> |

➤ **indefinite Articles**

|  |   |
|--|---|
| devant une personne ou une chose dont on n'a pas encore parlé. | J'ai vu <b>une</b> fille avec <b>un</b> sac à main rouge. |
| devant une unité d'un ensemble                                 | un verre de lait / <b>une</b> bouteille de vin            |
| devant une unité représentant une catégorie                    | un chien reste toujours fidèle à ses maîtres.             |

➤ **Partitive Articles**

The partitive article is an indefinite article used before a noun designating an uncountable reality (*Elle boit **du** lait*), or designating something abstract (*Vous avez **de la** patience*).

Eg: ***du / de la / de l' / des***

In plural form, **des** becomes **de** (or **d'**) in front of an adjective preceding a noun.

Eg : J'ai une fleur rouge. → J'ai **des** fleurs rouges.

J'ai une jolie fleur. → J'ai **de** *jolies* fleurs.

➤ **Demonstrative adjectives**

Demonstrative adjective is used in place of articles to indicate a specific noun and agrees with number and gender of the noun to which it relates.

*Eg: **Ce** garçon, **ce** monsieur / **cette** dame, **cette** horloge / **cet** homme, **cet** oiseau / **ces** livres, **ces** enfants*

➤ **Possessive adjectives**

Possessive adjective is used in place of an article to indicate the possession. It agrees with gender and number of the relevant noun

*Eg: **mon / ton** père, **ma / ta** mère, **mes / tes** cousins, **mes / tes** cousins, etc*

➤ **Interrogative determiners or Interrogative adjectives (cf. competency 04)**

- Explain the use of verbs in different moods and tenses to express the idea meaningfully

**Indicative mood**

**Present tense** *Eg: **Il** travaille à la banque.*

**Simple past tense** *Eg: **Nous** avons visité Paris / **Elle** est rentrée chez elle.*

**Near future** *Eg: **Je** vais partir demain matin.*

**Imperative mood** *Eg. **Sortez!** / **Ne** parlez pas!*

- Explain the use of transitive and intransitive verbs and practice forming sentences in which they occur.

**Transitive verb** accepts a complement which can be a direct object or an indirect object  
*Eg. Il mange une pomme / Les enfants boivent du lait / Il parle de ses expériences à l'étranger / Elle envoie un courrier à son ami.*

An **intransitive verb** does not accept complements (direct or indirect object) but accept only the circumstantial complements.

**Eg: Il partira demain matin / Il pleut / Je pars chez ma tante**

- Introduce the negative particles **ne....pas** and its use and students are guided to express negation using these particles in written and oral form.  
**(Sujet) + ne / n' + verbe + pas**
- Practice constructing and using formal and informal questions

| Interrogation formelle                                   | Interrogation informelle  |
|--|---|
| <b><i>Inversion du sujet</i></b>                         | <b><i>Avec Est-ce que</i></b>   |
| Travailles-tu à l'aéroport?<br>Paul, parle-t-il anglais? | Est-ce que tu travailles à l'aéroport?<br>Est-ce que Paul parle anglais ? |
|  | <b><i>En utilisant l'intonation</i></b>                                   |
|  | Tu travailles à l'aéroport ?<br>Vous êtes marié ?                         |

- Introduce question tag **n'est-ce pas** in interrogation  
**Eg : Tu viendras n'est-ce pas ?**
- Explain the importance of using basic prepositions in sentence formation and create opportunities to apply them in written and spoken communication.

### Prépositions :

- **à**  
*Eg. Aller à + lieu, parler à quelqu'un, téléphoner à quelqu'un, donner quelque chose à quelqu'un, etc.*
- **de**  
*Eg. parler de quelque chose, avoir besoin de, avoir envie de, etc.*

Explain the use of **contracted articles (article contracté)**

### Avec la préposition à:

À + le – au / à la / à l' / à + les – aux

Eg : Aller ~~à le~~ **au** Mexique / **à la** poste / **à l'**épicerie / ~~à les~~ **aux** Etats-Unis

### Avec la préposition de :

de + le – du / de la / de l' / de + les – des

Eg : Il parle ~~de le~~ **du** film / Il parle **de** la fille / Il parle **de l'**enfant / Il parle ~~de les~~ **des** enfants

- Practice using other prepositions in syntactic formations

*Eg: dans, chez, devant, derrière, sur, sous, entre, en face de, à côté de*

- Explain the use of conjunctions of coordination and use them in communication

Conjunctions of coordination are invariable words which help to connect two words, two groups of words, two or more propositions or sentences.

*Eg. Mais, ou, et, donc, or, ni, car, etc*

Some of the uses of conjunctions indicate the union (*et*), the opposition (*mais*), the alternative (*ni/ ou*), the consequence (*donc*) the cause (*car*) and the conclusion (*enfin*).

### **Assessment and evaluation**

Language acquisition requires the students to understand and formulate meaningful syntactic structures in written and oral communication. Therefore, from the very beginning, the student is encouraged to communicate accurately using different syntactic structures. It is equally important to assess the acquisition of this competency throughout the year in the form of formative and summative evaluation. The form of evaluation will be done on criteria basis.

## Competency 07

**Uses French language accurately in written discourse**

**Competency level: 7.1** Introduces self and others in writing

**Learning outcome:** Students will be able to construct correctly and cohesively simple texts in writing for use of communication in different situations.

- Write texts to introduce self and others

**Competency level: 7.2** Describes people, things, places, events, weather and pictures

**Learning outcome:** Students will be able to construct correctly and cohesively simple texts in writing for use of communication in different situations.

- Write descriptions of people, things, places, events, weather and pictures

**Competency level: 7.3** Expresses likes and dislikes, needs and emotions

**Learning outcome:** Students will be able to construct correctly and cohesively simple texts in writing for use of communication in different situations.

- Write about likes and dislikes, needs and emotions in a written context

**Competency level: 7.4** Invites, accepts and refuses

**Learning outcome:** Students will be able to construct correctly and cohesively simple texts in writing for use of communication in different situations.

- Write, accept and refuse invitations

**Competency level: 7.5** Gives commands and makes suggestions

**Learning outcome:** Students will be able to construct correctly and cohesively simple texts in writing for use of communication in different situations

- Practice orders, commands and suggestion making in simple written texts

**No of Periods: 12**

### Instructions for lesson planning

By the end of the first year of learning French in the O/L class, students are not yet expected to write complex sentences or long texts ; nevertheless, they are expected to know at this stage, how to write simple sentences and combine them meaningfully in order to come up with short and simple texts.:

*Eg. short messages, descriptions, etc.*

- Students are given guidance to introduces self and others

Introducing self: provide following information on self:

*name (surname & first name); profession; nationality; address; phone number; age; date of birth; place of birth; family; friends; interests*

Introducing others: provide following information on others:

*name (surname & first name); profession; nationality; address; phone number; age; date of birth; interests*

- Introduce written activities to describes people, things, places, events, weather and pictures
  - Describes people: ***Eg. un ami, une actrice, etc.***
    - physical appearance (built and clothing); qualities; personal comments on the person (joli; curieux, etc.)
  - Describes animals and things: ***Eg. un chat, une voiture, etc.***
    - Shape, Size, Color, personal comments on the animal/object (adorable; bizarre, etc.)
  - Describes places: ***Eg. une maison, une ville, etc.***
    - Shape, Size, Color, personal comments on the place (magnifique; horrible, etc.)
  - Describes events: ***Eg. nouvel an, Noël, anniversaire, etc.***
    - Provides following information on the event: date, reason, who organizes, who participates, what is done, personal comments on the event (intéressant; ennuyeux, etc.)
  - Describes weather: ***Eg. weather during the 4 seasons***
    - Sunny, rainy, windy, etc.; personal comments on weather (insupportable, etc.)
  - Describes pictures: *une image, une photo*
    - Colors, forms, clarity, personal comments on the picture (fascinant; réussi, etc.)
- Explain how to express likes and dislikes, needs and emotions
  - Expresses likes : *j'aime bien / j'aime / j'adore... + noun / verb*
  - Expresses dislikes : *je n'aime pas / je déteste...+ noun / verb*
  - Expresses needs : *je veux / je voudrais / j'aimerais / j'ai (aurais) besoin de noun / verb ;  
je souhaite + verb*
  - Expresses emotions : *je suis + adjective (heureux; triste, etc.),*

*je trouve + noun + adjective (je trouve cet enfant adorable)*

- Students learn to invite, accept and refuse (informally)
  - Invites: to an outing (*cinéma, théâtre, concert*, etc.) to a birthday party, etc.
  - Accepts an invitation: (thanking, requesting further information on the event; fixing a meeting point, a date and a time; confirming)
  - Refuses: turns down an invitation (thanking; gives reasons for the refusal; expresses regret; proposes another outing later, etc.)
- Explain the use of giving orders and makes suggestions
  - Requests/orders others to do or not to do something  
Eg. *Pars (s'il te plaît)! /Partez (s'il vous plaît)!*
  - Proposes to do or not to do something  
Eg. *Partons (immédiatement voir le défilé)!*
- Students learn to ask for and tell time and date correctly (cf. competency 04)
  - Asking for time.
  - Tells the date
  - Tells the day of the week
  - Tells the time: both in formal and informal ways

### **Assessment and evaluation**

In order to develop students' writing skills in French, their writing needs to be constantly evaluated by the teacher throughout the year. Right from the start, students should be given small texts to write at home and the teacher should make himself/herself available to correct these and discuss them with the relevant student. The teacher can also get students to work in groups, discuss and correct their texts themselves.

In addition to doing a summative evaluation at the end of the term / year, the teacher can get students to write a series of short texts (in class or as homework) throughout the year and attribute them every time a mark / grade; encouraging language students to practice writing in a systematic way is in fact quite essential to developing their writing skills.

## Competency 08

### Uses French language creatively in spoken discourse

**Competency level: 8.1** Uses greetings correctly

**Learning outcome:** Students will be able to take part in simple conversations in French cohesively in different situations.

- Greet and respond in formal and informal contexts

**Competency level: 8.2** Uses formal and informal discourse appropriately

**Learning outcome:** Students will be able to take part in simple conversations in French cohesively in different situations.

- Greet and respond in formal and informal contexts
- Introduce and respond to introduction in formal and informal contexts

**Competency level: 8.3** Introduces self and others

**Learning outcome:** Students will be able to take part in simple conversations in French cohesively in different situations.

- Introduce and respond to introduction in formal and informal contexts

**Competency level: 8.4** Describes people, things, places, events, weather and pictures

**Learning outcome:** Students will be able to take part in simple conversations in French cohesively in different situations.

- Give descriptions of people, things, places, events, weather and pictures

**Competency level: 8.5** Expresses likes, dislikes, needs and emotions

**Learning outcome:** Students will be able to take part in simple conversations in French cohesively in different situations.

- Talk about likes and dislikes, needs and emotions

**Competency level: 8.6** Invites / accepts and refuses invitations

**Learning outcome:** Students will be able to take part in simple conversations in French cohesively in different situations.

- Accept and refuse invitations

**Competency level:** 8.7 Asks questions to get information

**Learning outcome:** Students will be able to take part in simple conversations in French cohesively in different situations.

- Use different question forms to get information

**Competency level:** 8.8 Provides basic level information when asked

**Learning outcome:** Students will be able to take part in simple conversations in French cohesively in different situations.

- Give basic information when asked

**Competency level:** 8.9 Gives commands and makes suggestions

**Learning outcome:** Students will be able to take part in simple conversations in French cohesively in different situations.

- Practice commands and suggestion making

**No of periods:** 08

### **Instructions for lesson planning**

The last competency identified speaking as one of the most important aspects of learning French as a foreign language. The communication starts with oral communication therefore it is very important to encourage the learners to speak French in the classroom.

- Introduce basic French greetings.  
*Eg. Bonjour, Bonsoir, salut, au revoir, Bonne journée, Bonne soirée, Comment allez –vous? Comment vas-tu? etc.*
- Explain the difference between the formal and informal discourse with examples.  
*Eg. Tu t'appelles comment? Comment vous appelez-vous? Quel est ton nom ? Quel est votre nom?*
- Explains how to give information about self and others.  
*Eg. nom, prénom, âge, profession, nationalité, date de naissance, adresse, langues parlée familles etc.*
- Give adequate vocabulary which will help the students to describe people (*les caractéristiques physiques et psychologiques*), places (*village, ville, école, maison*)

etc.), events (*Noël, anniversaire, Nouvel an etc.*), colors and shape of things and animals, weather in four seasons and pictures.

- Give adequate vocabulary and verbs which will help the students to talk about likes and dislikes and emotions

**Eg. *J'aime / Je aime beaucoup / J'aime bien/ Je n'aime pas / les chiens, la littérature, sortir avec des amis, jouer au tennis. Je suis heureux / heureuse, Elle est timide, il est peureux.***

- Invites friends and family members for tea, lunch, dinner, parties, outings etc. Accepts and refuses invitations

| <b>Inviter/proposer</b>         | <b>Accepter</b>   | <b>Refuser</b>         |
|---------------------------------|-------------------|------------------------|
| Tu veux aller au cinéma?        | D'accord          | Je ne peux pas sortir. |
| Je t'invite à....               | Bonne idée        | Ça ne me dit rien !    |
| Tu viens chez moi ?             | Oui, je veux bien | Non, je suis occupé.   |
| Ça te dit d'aller au cinéma ?   | Volontiers!       | Je n'aime pas ça.      |
| Tu as envie de sortir ce soir ? | Avec plaisir!     |                        |

- Explain how to give information about self, family and friends

*Quel âge as-tu?*

*J'ai dix ans.*

*Comment tu t'appelles ?*

*Je m'appelle Paul.*

*Quelles langues parlez-vous*

*Je parle anglais et français.*

*Ton ami, il s'appelle comment?*

*Il s'appelle Pierre.*

*Tu travaille le lundi matin?*

*Oui je travaille le lundi matin.*

- Explains how to give commands and make suggestions

**Eg. *Rendre des livres, Parlez à voix basse! Parler à voix basse, Croyez-moi!***

## Assessment and Evaluation

Developing the spoken discourse of language students need to be assessed from the very beginning. A similar attitude has to be adopted by the teacher in practicing spoken skills as much as developing the writing skills of the learner.

Thus, speech should be evaluated throughout the year in the form of formative evaluation by creating opportunities for the students to participate in activities where they can practice spoken French.

In addition to formative evaluation, spoken discourse should be a compulsory component of the summative evaluation conducted as school based assessments.

Annex

The CEFR in a few words: **Learning, Teaching, Assessment**

|                             |           |  |
|-----------------------------|-----------|--|
| <b>Beginner</b>             | <b>A1</b> | Can recognise and use familiar words and simple phrases for concrete purposes. Can introduce himself or someone else. Can ask and answer basic questions about home, family, surroundings, etc. Can communicate in a basic way when the other person speaks slowly and clearly, and is ready to repeat or reformulate to help communication.   |
| <b>Elementary</b>           | <b>A2</b> | Can understand isolated phrases and common expressions that relate to areas of high personal relevance (like personal or family information, shopping, immediate environment, work). Can communicate during easy or habitual tasks requiring a basic and direct information exchange on familiar subjects. Using simple words, can describe his or her surroundings and communicate immediate needs.   |
| <b>Intermediate</b>         | <b>B1</b> | Can understand the main points of clear standard speech on familiar subjects in work, school, leisure activities, etc. Can manage in most situations that come up when travelling in a region where the language is spoken. Can produce a simple and cohesive text on familiar subjects or subjects of personal interest. Can narrate an event, an experience or a dream; describe a desire or goal, and outline reasons or explanations behind a project or idea. |
| <b>Upper Intermediate</b>   | <b>B2</b> | Can understand the main ideas of concrete or abstract topics in a complex text, including a technical article in the user's area of expertise. Can communicate with a degree of spontaneity and fluency during a conversation with a native speaker, in a way that is comfortable for everyone. Can speak in a clear, detailed way on a number of subjects; express an opinion on current affairs, giving the advantages and disadvantages of the various options. |
| <b>Advanced</b>             | <b>C1</b> | Can understand a wide range of long and complex texts, including any subtextual or stylistic nuances. Can express him or herself freely and fluidly, without obviously fumbling for words. Can use the language effectively and fluently in a social, professional or academic context. Can speak in a clear, organised way about complex subjects, developing a well-structured argument.   |
| <b>Master or Proficient</b> | <b>C2</b> | Can effortlessly understand almost everything he or she reads or hears. Capable of a coherent summary of events or arguments from oral or written sources. Can express him or herself precisely in a spontaneous, fluent way, conveying finer shades of meaning precisely.   |

<http://www.france-langue.com/french-pedagogy/french-levels.html>