

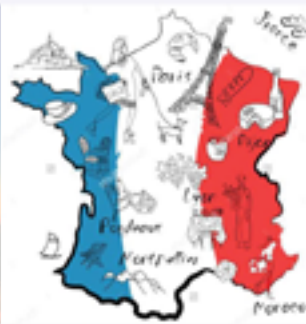


# FRENCH LANGUAGE

Teachers' Guide

Grade

# 11



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

# French Language

## Teachers' Guide

### Grade 11

Department of English

Faculty of Languages Humanities and Social Sciences

National Institute of Education

Maharagama

Sri Lanka

[www.nie.lk](http://www.nie.lk)

Teachers' Guide

**Grade 11**

First Edition 2016

**ISBN-**

© National Institute of Education

Department of English

National Institute of Education

Maharagama

Printed by :

## **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**

[www.nie.lk](http://www.nie.lk)

[infor@nie.lk](mailto:infor@nie.lk)

## **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 ma lpractices 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

## Syllabus Committee

- Advice and Approval : Academic Affairs Board  
National Institute of Education  
Maharagama
- Subject Coordination: Hashini Abeysena  
Assistant Lecturer  
Dept. of English, National Institute of Education, Maharagama
- Direction: Darshana Samaraweera  
Director, Dept. of English  
National Institute of Education, Maharagama
- Panel of Writers: Hashini Abeysena  
Assistant Lecturer  
Dept. of English, National Institute of Education  
Maharagama
- Dr.Subhashini Punchihetti  
Pedagogy Consultant  
Alliance Francaise de Colombo
- Ms.Irosha Chandrasekara  
Senior Lecturer  
University of Sri Jayawardenapura
- Mr.Chandeeera Gunawardhana  
Lecturer (Probationary)  
University of Kelaniya
- Ms.Mihiri Gunasekara  
Teacher of French  
Janadhipathi Balika Vidyalaya  
Rajagiriya
- Review committee : Professor Sarath Amunugama  
Former Vice Chancellor  
University of Kelaniya
- Professor Niroshini Gunasekara  
Senior Lecturer  
Department of Modern Languages  
University of Kelaniya

## **Proof Reading Committee**

Ms.U.G. Manori  
Teacher of French  
Samudradevi Balika Vidyalaya  
Nugegoda

Ms.Shyamalie De Costa  
Teacher of French  
Ananda College  
Colombo 10

Ms.Indeewarie Panditharatna  
Teacher of French  
Viharamaha Devi Balika Vidyalaya  
Kiribathgoda

Ms. Kushani Dhananjala Kankanamge  
Teacher of French  
St Paul's Girls' School Milagiriya  
Colombo



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

The first Competency based French Language syllabus for grade 11 which is to be implemented in 2016 has 20 competency levels to be achieved by the students of grade 11. Grade 11 course materials consist of the Teachers' Guide.

This Teachers' Guide consists of the detailed syllabus of grade 11, 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 Francais (2 and 3), L'Esprit (1 and 2) 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**

<b>Content</b>	<b>Page</b>
1. Message from the Director General .....	iii
2. Foreword .....	iv
3. Message of the Commissioner General .....	v
4. Syllabus Committee.....	vi-vii
5. Instructions for using the Teachers' Guide.....	viii
6. Content .....	ix
7. Contents of the Syllabus .....	x- xviii
8. Instruction for the learning teaching process	
Competency 01 .....	1-2
Competency 02 .....	3
Competency 03 .....	4
Competency 04 .....	5-7
Competency 05 .....	8-10
Competency 06 .....	11-15
Competency 07 .....	16-17
Competency 08 .....	18-19

## Introduction

Revised French Language syllabus for grade 11 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 2016.
2. Presenting 20 specific competencies / competency levels identified as relevant and suitable for grade 11. The distribution of these competencies is given in the grid below.

Competency	No. of C. levels
1	1.5
2	2.4
3	3.5,3.6
4	4.10, 4.11, 4.12
5	5.4, 5.5, 5.6
6	6.8, 6.9, 6.10, 6.11, 6.12
7	7.6, 7.7,
8	8.10, 8.11, 8.12

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 11 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.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (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 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
11	1	Competency Levels – 1.5, 2.4, 3.5, 4.10, 4.11, 4.12, 5.4, 6.8, 6.9, 6.10, 6.12, 7.6, 7.7, 8.12	30
	2	Competency Levels – 3.6, 5.5, 6.8, 6.10, 6.11, 7.6, 7.7, 8.10, 8.11, 8.12	30
	3	Competency Levels – 3.6, 5.6, 7.6, 7.7, 8.10, 8.11, 8.12	30



## Grade 11

<b>Competency</b>	<b>Competency levels</b>	<b>Subject content</b>	<b>Learning outcomes</b>	<b>No of Periods</b>
1. Identifies the sounds of French Language	1.5 further develops the ability to communicate effectively using correct pronunciation.	Students further develop the ability to communicate effectively using correct pronunciation. <ul style="list-style-type: none"> <li>Practice further use of phonetics and phonological features</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to read and speak simple French using correct pronunciation with more confidence.</li> </ul>	02
2. Uses mechanics of writing with understanding	2.4 Initiate simple structured writing	Students further develop the ability to use different writing techniques <ul style="list-style-type: none"> <li>Use different formats in writing basic texts accordingly (layout, paragraphing, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able write simple structured text correctly.</li> </ul>	04
3. Engages in active listening and responds appropriately	3.5 Listens, understands and responds to short auditory texts  3.6 Listens and extracts information.	Students enhance their understanding of day to day oral communication <ul style="list-style-type: none"> <li>Students listen, understand and respond conveniently to utterances in French</li> <li>Listen, understand and extract information from an auditory text</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand and respond with confidence.</li> </ul>	10
4. Uses vocabulary appropriately and accurately to convey precise meaning	4.10 Broadens the study and use of nouns  4.11 Enhances the knowledge on the use of verbs	Students further develop the vocabulary related to situations of their day to day life. <ul style="list-style-type: none"> <li>Practice further use of expanded vocabulary (nominal and verbal)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to use expanded vocabulary in their written and oral expressions in French.</li> </ul>	10

	4.12 Further develops use of adjectives and adverbs	<ul style="list-style-type: none"> <li>• Use adjectives in sentence structures</li> <li>• Practice forming adverbs of manner</li> <li>• Use of adverbs of quantity</li> </ul>		
5.Extracts necessary information from written texts	<p>5.4 Infers implied information from texts</p> <p>5.5 Reads, understands and works on different types of texts and simple poems</p> <p>5.6 Extracts and transfers information into other forms of discourse</p>	<p>Students understand and extract information from texts and poems.</p> <ul style="list-style-type: none"> <li>• Identify the main ideas included in texts and poems</li> <li>• Find the main ideas and extract major information, key words, phrases and sentences from a text, simple poem, etc.</li> <li>• Present extracted information in other forms</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand and identify ideas and information included in different types of texts.</li> <li>• Students will be able to understand and enjoy reading simple poems in French.</li> </ul>	14
6.Communicate accurately using different syntactic structures	<p>6.8 Uses verbs in the correct mood and tense to construct different types of sentences</p> <p>6.9 Learns and uses other negative particles in sentence formation</p> <p>6.10 Uses different types of pronouns accurately and meaningfully in simple and complex sentences</p> <p>6.11 Uses conditional mood in sentences</p>	<p>Students show ability to construct and use new grammatical structures and sentence patterns.</p> <ul style="list-style-type: none"> <li>• Construct different types of sentences using verbs in the correct mood and tense (simple future, recent past and imperfect tense)</li> <li>• Form negative sentences using different particles (<i>ne ...jamais / ne ..... personne / ne ....rien</i>)</li> <li>• Identify and use possessive pronouns</li> <li>• Identify and use direct and indirect object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to communicate ideas using more elaborate sentences appropriately.</li> </ul>	30

	appropriately and meaningfully  6.12 Make comparisons using adjectives	<ul style="list-style-type: none"> <li>• Form complex sentences using simple relative pronouns (<i>qui / que</i>)</li> <li>• Identify the conditional present tense and use it in appropriate contexts</li> <li>• Compare using adjectives</li> </ul>		
7. Uses French language accurately in written discourse	7.6 Write simple compositions, simple sentences to describe a picture and dialogues on areas of immediate relevance  7.7 Translates simple French sentences into Sinhala / Tamil / English	<p>This competency further develops the students' writing skills.</p> <ul style="list-style-type: none"> <li>• Describe a picture by writing simple sentences.</li> <li>• Write simple texts and dialogues related to one's immediate environment</li> <li>• Practice translation skills from receptor language (French) to target language (Sinhala / Tamil / English)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to describe pictures by writing simple sentences.</li> <li>• Students will be able to write simple compositions and dialogues on areas immediately relevant to them</li> </ul> <p>Students will be able to read, understand and translate sentences from French to Sinhala/Tamil/English</p>	10
8. Uses French language accurately in spoken discourse	8.10 Constructs dialogues used in day-to-day conversations  8.11 Communicates via telephone  8.12 Talks about past, present, future events and actions	<p>Students further enhance their capacity to communicate orally.</p> <ul style="list-style-type: none"> <li>• Practice dialogues used in day-to-day conversations</li> <li>• Initiate, receive and terminate telephone conversations</li> <li>• Describe past, present and future events and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to establish and maintain general conversations as well as telephone conversations</li> <li>• Students will be able to relate past, present and future events and actions.</li> </ul>	10

# Competency 01

## Identifies the sounds of French language

**Competency level: 1.5** further develops the ability to communicate effectively using correct pronunciation

**Learning outcome:** Students will be able to read and speak simple French using correct pronunciation with more confidence.

- Practice further use of phonetics and phonological features

## No of Periods: 02

### Instructions for lesson planning

The concentration of the student on his or her correct pronunciation should be maintained in Grade 11 as well. Hence, it is important that the teacher makes references at all times to the correct use of sounds in French and find time to achieve this objective by introducing different activities in the course of the teaching learning process.

- Practice further use of phonetics and phonological features

Revise phonological features which some students may not have correctly-acquired yet. If necessary, the teacher may use a few phonetic symbols to help students distinguish between similar/unfamiliar sounds.

**Eg.**

1. The numerous ways of pronouncing the French letter 'e'
2. The pronunciation of the letter 'u' [y] and 'ui' [ɥ] in French
3. Distinction between [ɔ]/ [o]
4. The pronunciation of nasal vowels in French: [ɔ̃], [ɑ̃], [œ̃], [ɛ̃]
5. Distinction between [ʃ] and [ʒ]

- Practice reading aloud lengthier texts than those read in Grade 10. Listen to short auditory texts and read them as closest as possible to the initial text.

Listening exercises:

**Eg.** <http://www.languageguide.org/french/readings/jokes/pommes/>

- Further practice the use of correct intonation when making assertions, questions and giving instructions  
**Eg.** Game: students say the same sentence with different intonation patterns. The others in the class identify these sentences for their pragmatic value and responds accordingly.
- Introduce additional intonation changes which are quite necessary to communicate varied attitudes and emotions (anger, surprise, happiness, doubt, etc.) of the speaker

**Eg.** In small groups, students are requested to prepare and act out different day-to-day life incidents/situations involving the expression of emotions. With the guidance of

the teacher and the help of the auditory texts available on the internet, they gradually learn to express their emotions by varying the intonation of the phrases.

### **Assessment and evaluation**

Had they been paying sufficient attention to learning phonetic and phonological features of the French language right from the start, OL students, by the time they reach the end of Grade 11, should be largely in control of the French pronunciation and intonation. Encouraging them to use that knowledge in the class on a regular basis will itself be equivalent to formative assessment. The summative assessments can be done at the end of each school term.

## Competency 02

Uses mechanics of writing with understanding

Competency level: 2.4 Initiate simple structured writing

Learning outcome: Students will be able to write simple structured texts correctly

No of periods: 04

### Instructions for lesson planning

Mechanics of writing should be further developed in grade eleven. Students should acquire the competency to write basic texts using the correct structure.

- Introduce the structure of writing using simple texts.  
*Eg: layout, heading, paragraphing, etc*
- Provide opportunity to use the correct structure to write basic texts.
- **Structure of a text: Introduction, development of ideas, conclusion**
- Use of connectors to produce cohesive and coherent texts. (*et, mais, alors / tout d'abord, ensuite, en fin, etc.*)
- *Eg. writing post cards, writing informal letters, simple essays, describe people, thing, events, relate a simple story.*
  - Use dictation to practice the use of mechanics of writing.
- Use of punctuation marks, layout, accents)

### Assessment and evaluation

In order to strengthen the competency of using mechanics of writing, it is important to provide work for continuous assessment throughout the year. Thus it will provide an opportunity for the teacher to correct their mistakes.

## Competency 03

### Engages in active listening and responds appropriately

**Competency level:** 3.5 Listens, understands and responds to short auditory texts

**Learning outcome:** Students will be able to understand and respond with confidence.

- Students listen, understand and respond conveniently to utterances in French

**Competency level:** 3.6 Listens and extracts information.

**Learning outcome:** Students will be able to understand and respond with confidence.

- Listen, understand and extract information from an auditory text

**No of periods:** 10

### Instructions for lesson planning

Listening is one of the most important skills that should be mastered in learning a language. It helps the students to identify sounds, words, and the syntactic structures used to communicate. Therefore, the students should be provided further exposure to French language through listening.

- Use auditory texts which include small dialogues, telephone conversations...etc. and ask the students to answer the questions spontaneously.

*Eg: Qui parle? / De quoi parle-t-on? / Où sont-ils?*

- Use questions for which students have to answer by extracting information from the auditory texts.

*Eg: Ecoutez l'enregistrement et répondez aux questions suivantes.*

### Assessment and evaluation

Since listening is a proposed area to be tested in School Based Assessments, teachers are expected to plan the assessment procedures accordingly. Thus, it will provide an opportunity to understand the strengths and weaknesses of students in relation to listening.

## Competency 04

Uses vocabulary appropriately and accurately to convey precise meaning

**Competency level:** 4.10 Broadens the study and use of nouns

**Learning outcome:** Students will be able to use expanded vocabulary in their written and oral expressions in French

- Practice further use of expanded vocabulary (nominal and verbal)

**Competency level:** 4.11 Enhances the knowledge on the use of verbs

**Learning outcome:** Students will be able to use expanded vocabulary in their written and oral expressions in French

- Practice further use of expanded vocabulary (nominal and verbal)

**Competency level:** 4.12 Further develops use of adjectives and adverbs

**Learning outcome:** Students will be able to use expanded vocabulary in their written and oral expressions in French

- Use adjectives in sentence structures
- Practice forming adverbs of manner
- Use of adverbs of quantity

**No of Periods: 10**

### Instructions for lesson planning

The lexical knowledge of the students should be further developed in order to help them to express freely in French. The enhancement of the repertoire of the students can be done through spoken and written activities, where they get the opportunity to practice the use of vocabulary belonging to various themes.

- Introduce vocabulary related to the following themes:  
*Eg: chez le médecin / à la boulangerie, à l'épicerie, à la laiterie, à la boucherie, à la poste, à la librairie, au magasin, voyage, nature et paysage, climat et saisons, etc.*
- Introduce the use of reciprocal verbs  
*Eg: se voir, se regarder, se téléphoner, se parler, s'aimer, etc.*
- Introduce more 1st group verbs with irregular conjugation patterns and 3<sup>rd</sup> group - irregular verbs

1 <sup>st</sup> Group Verbs ending with -ER	3 <sup>rd</sup> Group Irregular verbs
<i>jeter, rejeter, projeter, etc.</i>	<i>tenir</i>
<i>peser, geler.</i>	<i>Vendre, descendre, etc</i>
	<i>Courir, parcourir, secourir, etc</i>
	<i>Peindre, éteindre, joindre, etc</i>
	<i>falloir</i>



	<i>Plaire, taire, etc.</i>
	<i>apercevoir, décevoir, etc.</i>

- Explain the use of adjectives in sentences  
Adjectives placed before or after a noun with proper nouns and nouns  
When there are two or more adjectives which complete a noun, they are either coordinated with the help of a coordinating conjunction or juxtaposed with the help of a comma; they precede, follow or frame / surround the noun  
*Eg : un joli petit sac ; (deux adjectifs juxtaposés)  
un beau site enchanteur, fascinant et attrayant (enchanteur et fascinant sont juxtaposés à l'aide de la virgule ; fascinant et attrayant sont coordonnés à l'aide de la conjonction de coordination 'et')*
- Practice forming adverbs of manner

### Adverbs of manner

Formation of adverbs of manner ending with *-ment*

FORMATION	EXEMPLES		
Règle générale: <b>Forme féminine</b> de l'adjectif + <b>ment</b>	Nerveux	nerveuse	<b>Nerveusement</b>
	Actif	active	<b>Activement</b>
	clair	claire	<b>clairement</b>
	jaloux	jalouse	<b>jalousement</b>
	faux	fausse	<b>faussement</b>
Adjectifs terminés en <b>voyelle</b> : adjectif + ment	vrai		<b>vraiment</b>
	agréable		<b>agréablement</b>
	joli		<b>joliment</b>
Adjectifs terminés en <b>-ent</b> : On remplace la terminaison -ent par <b>emment</b>	prudent		<b>Prudemment</b>
	violent		<b>Violemment</b>
Adjectifs terminés en <b>-ant</b> : On remplace la terminaison -ant par <b>amment</b>	constant		<b>constamment</b>
	méchant		<b>méchamment</b>
	suffisant		<b>suffisamment</b>
	savant		<b>savamment</b>

Reference : <http://www.prof2000.pt/users/deogil/fran/Advmanap.htm>

### Exceptions

<i>Gentil</i>	→	<i>gentille</i>	→	<del><i>gentillement</i></del>	→	<i>gentiment</i>
<i>Absolu</i>	→	<i>absolue</i>	→	<del><i>absolument</i></del>	→	<i>absolument</i>
<i>Précis</i>	→	<i>précise</i>	→	<del><i>précisément</i></del>	→	<i>précisément</i>
<i>profond</i>	→	<i>profonde</i>	→	<del><i>profondement</i></del>	→	<i>profondément</i>
<i>aisé</i>	→	<i>aisée</i>	→	<del><i>aisément</i></del>	→	<i>aisément</i>
<i>énorme</i>	→		→	<del><i>énormement</i></del>	→	<i>énormément</i>
<i>bref</i>	→	<i>brève</i>	→	<del><i>brèvement</i></del>	→	<i>brièvement</i>

- Practice using adverbs of quantity

**Eg: peu (de), beaucoup (de), très, assez (de), trop (de), seulement, etc.**  
*Aujourd'hui, il y beaucoup d'enfants sur la plage.*  
*Il parle beaucoup.*

### **Assessment and Evaluation**

Students are expected to develop the lexical repertoire which will enable them to actively engage in more day to day situations of communication. This competency should be evaluated through various activities related to the development of the lexical knowledge of the student and through school based assessments.

## Competency 05

### Extracts necessary information from written texts

**Competency level: 5.4** Infers implied information from texts

#### Learning outcome:

- Students will be able to understand and identify ideas and information included in different types of texts.
- Students will be able to understand and enjoy reading simple poems in French.
- Students will be able to identify the main ideas included in texts and poems

**Competency level: 5.5** Reads, understands and works on different types of texts and simple poems

#### Learning outcome:

- Students will be able to understand and identify ideas and information included in different types of texts.
- Students will be able to understand and enjoy reading simple poems in French.
- Find the main ideas and extract major information, key words, phrases and sentences from a text, simple poem, etc.

**Competency level: 5.6** Extracts and transfers information into other forms of discourse

#### Learning outcome:

- Students will be able to understand and identify ideas and information included in different types of texts.
- Students will be able to understand and enjoy reading simple poems in French.
- Present extracted information in other forms

**No of periods: 14**

#### Instructions for lesson planning

Competency 5 recognizes reading as a very important language skill. Students further enhance their reading skills by reading, understanding, extracting and inferring information from written texts.

- Ask students to read, understand and infers implied information for different types of simple texts and poems.

## Text-1

Bonjour à tous !

Nous venons de déménager. Nous sommes très contents de notre nouvel appartement. C'est beaucoup plus lumineux et spacieux qu'avant ! Vous devez venir le visiter. On va organiser la pendaison de crémaillère le 5 juillet et on espère tous vous voir !

Pour venir chez nous, c'est simple : vous prenez le bus n°4 en direction de la Vieille Colline et vous descendez à l'arrêt "Beauregard". Ensuite, vous prenez le petit chemin sur la droite et vous marchez jusqu'au bout. Notre maison se trouve au bout puis à gauche du petit chemin.

Envoyez-nous un e-mail pour nous confirmer votre visite. Vous pouvez venir à partir de 19 heures.

A très bientôt,  
Sophie et Paul

- Eg.**
1. C'est un message amical / public / profession.
  2. Pourquoi Sophie et Paul écrivent ce message ?
  3. Où se trouve la maison de Sophie et Paul ?
  - 4 Est-ce que les invités peuvent venir quand ils veulent ?

## Text-2

*Déjeuner du matin  
Il a mis le café  
Dans la tasse  
Il a mis le lait  
Dans la tasse de café  
Il a mis le sucre  
Dans le café au lait  
Avec la petite cuiller  
Il a tourné  
Il a bu le café au lait  
Et il a reposé la tasse  
Sans me parler*

*Il a allumé  
Une cigarette  
Il a fait des ronds  
Avec la fumée  
Il a mis les cendres  
Dans le cendrier  
Sans me parler  
Sans me regarder*

*Il s'est levé  
Il a mis  
Son chapeau sur sa tête  
Il a mis son manteau de pluie  
Parce qu'il pleuvait*

*Et il est parti  
Sous la pluie  
Sans une parole  
Sans me regarder*

*Et moi j'ai pris  
Ma tête dans ma main  
Et j'ai pleuré*

Jacques Prévert *Paroles* 1946

### **Exercice d'association**

Il a mis le café	dans la tasse de café
Il a mis le lait	dans la tasse
Il a mis le sucre	il a tourné
Avec la petite cuiller	dans le café au lait
Il a bu le café au lait	et il a reposé la tasse

- Ask students to read, understand, extract and transfer information in oral forms.  
**Eg :** *exposé sur un texte qu'ils ont lu.*

### **Assessment and evaluation**

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

## Competency 06

### Communicate accurately using different syntactic structures

**Competency level: 6.8** Uses verbs in the correct mood and tense to construct different types of sentences

**Learning outcome:** Students will be able to communicate ideas using more elaborate sentences appropriately.

- Construct different types of sentences using verbs in the correct mood and tense (simple future, recent past and imperfect tense)

**Competency level: 6.9** Learns and uses other negative particles in sentence formation

**Learning outcome:** Students will be able to communicate ideas using more elaborate sentences appropriately.

- Form negative sentences using different particles (*ne ...jamais / ne ..... personne / ne ....rien*)

**Competency level: 6.10** Uses different types of pronouns accurately and meaningfully in simple and complex sentences

**Learning outcome:** Students will be able to communicate ideas using more elaborate sentences appropriately.

- Identify and use possessive pronouns
- Identify and use direct and indirect object pronouns
- Form complex sentences using simple relative pronouns (*qui / que*)

**Competency level: 6.11** Uses conditional mood in sentences appropriately and meaningfully

**Learning outcome:** Students will be able to communicate ideas using more elaborate sentences appropriately.

- Identify the conditional present tense and use it in appropriate contexts

**Competency level: 6.12** Make comparisons using adjectives

**Learning outcome:** Students will be able to communicate ideas using more elaborate sentences appropriately.

- compare using adjectives

**No of periods: 30**

## Instructions for lesson planning

In Grade 11, the students are expected to enhance their knowledge on syntactic structures and their use. It is therefore imperative that the teachers guide them to achieve the level expected by introducing them to more complex sentence structures and constantly getting them to practice in written and oral activities.

- More syntactical structures should be introduced using different tenses

### Simple future:

The future tense is used when referring to an action, certain to occur, in the future, in a time ahead of now.

Endings : **-ai, -as, -a, -ons, -ez, -ont**

Conjugaisons:

Verbes en -ER : *je parlerai, tu aimeras, nous marcherons, etc.*

Verbes en -IR : *je finirai, tu finiras, nous finirons, etc.*

Verbes irréguliers : *j'irai (aller), je serai (être), j'aurai (avoir), je saurai (savoir), je pourrai (pouvoir), etc*

### Recent past:

**Venir au présent + DE + infinitive du verbe**

### Imperfect tense:

Take the nous form of the present tense and remove the **-ons** to form the stem;  
Add the appropriate ending **-ais, -ait, -ions, -iez, -aient**.

“The imperfect (*l'imparfait*) expresses or describes [...] habitual actions or incomplete actions, situations [...] in the past. The imperfect describes what was going on at an indefinite time in the past or what used to happen. The imperfect can be translated by “would” when it implies “used to.” The imperfect is a simple tense that does not require a helping verb.”

<http://www.cliffsnotes.com/foreign-languages/french/french-ii/french-ii-past-tenses/the-imparfait>

## L'Imparfait - Emploi

L'Imparfait est l'un des temps du passé (du mode indicatif) qui décrit une situation du passé, une habitude, une action en train de s'accomplir. Il n'a pas de limites précisées du temps.

Il permet d'exprimer une description, une habitude, une situation irréaliste du présent, et une formule de politesse.

### Déscription :

Il s'emploie pour décrire le climat, le décor, les personnes, le cadre et la durée dans le passé.

**ex.**

*Mon grand-père portait toujours un chapeau noir. (description - personne)*

*Souvent en hiver, la neige recouvrait les toits des maisons. (description - climat)*

*Les chambres de la maison étaient peintes en orange. (description - décor)*

*Maman travaillait pendant des heures les week-ends. (durée - non précisée)*

**Habitude :**

« Il s'emploie pour exprimer une action continue, répétée ou habituelle. On l'appelle l'imparfait de répétition ou l'imparfait d'habitude. »

ex. *Quand j'étais petit, j'avais peur des animaux.* (action habituelle)]

[http://fr.syvu.com/cgi/online/serve.cgi/grammaire/verbe/imparfait\\_emploi.html](http://fr.syvu.com/cgi/online/serve.cgi/grammaire/verbe/imparfait_emploi.html)

- Practice forming sentences using negative particles

**Ne...jamais**

Eg: *Il ne fume jamais. / Elle n'a jamais été en France.*

**Ne ...personne / personne ...ne (with people)**

Eg : *Je ne vois personne / Je n'ai vu personne*

*Personne ne parle. / Personne n'est entré.*

**Ne ...rien / Rien ...ne (with things / objects)**

Eg : *L'enfant ne mange rien. / Il n'a rien mangé.*

*Rien ne se passe. / Rien ne s'est passé.*

- Introduce and explain the use of possessive pronouns

Possessive pronouns agree in gender and number with the noun

	Singulier		Pluriel	
	Masculin	Féminin	Masculin	Féminin
Je	Le mien	La mienne	Les miens	Les miennes
Tu	Le tien	La tienne	Les tiens	Les tiennes
Il / Elle	Le sien	La sienne	Les siens	Les siennes
Nous	Le nôtre	La nôtre	Les nôtres	Les nôtres
Vous	Le vôtre	La vôtre	Les vôtres	Les vôtres
Ils / Elles	Le leur	La leur	Les leurs	Les leurs

Eg: - *Je vois ton père, mais **le mien** n'est pas encore arrivé.*

- *Mes parents sont en France. Où habitent **les vôtres**?*

- Students learn the use of direct and indirect pronouns in sentence structures

Subject pronoun	Direct pronoun	Indirect pronoun
<i>Je</i>	<i>me / m'</i>	<i>me / m'</i>
<i>Tu</i>	<i>te / t'</i>	<i>te / t'</i>
<i>Il</i>	<i>le / l'</i>	<i>lui</i>
<i>Elle</i>	<i>la / l'</i>	<i>Lui</i>
<i>Nous</i>	<i>nous</i>	<i>nous</i>
<i>Vous</i>	<i>vous</i>	<i>vous</i>
<i>Ils</i>	<i>les</i>	<i>leur</i>
<i>Elles</i>	<i>les</i>	<i>leur</i>



Direct object pronoun agrees in gender and number of the direct object which it replaces and is placed in front of the verb in a sentence.

Eg: 1. Il lit **le journal**

Il **le** lit.

2. Je vois **Léa**.

Je **la** vois.

3. Nous aimons **les chiens**.

Nous **les** aimons.

Indirect object pronouns are the words that replace the indirect object, and in French they can only refer to a **person** or other **animate noun**.

Eg: 1. Il parle à **son patron**.

Il **lui** parle.

2. Il donne **le bouquet** à **sa fiancée**. (le bouquet =direct object / sa fiancée = indirect object)

Il **le lui** donne.

3. Je téléphone à **Éric**.

Je **lui** téléphone.

- Introduce relative pronouns (*qui / que*) to form complex sentences.

A **relative pronoun** (“who,” “which,” or “that”) joins a main clause to a dependent clause. This pronoun introduces the dependent clause that describes someone or something mentioned in the main clause.

#### **Qui (subject) and que (direct object)**

**Qui** (“who,” “which,” “that”) is the subject of a relative clause (which means that it will be followed by a verb in the dependent clause). *Qui* may refer to people, things, or places

Eg: C'est **la femme qui a gagné**.

**Que** (“whom,” “which,” or “that”) is the direct object of a relative clause (which means that it will be followed by a noun or pronoun). Although frequently omitted in English, the relative pronoun is always expressed in French. *Que* may refer to people or things.

Eg : C'est **l'homme que j'adore**.

<http://www.cliffsnotes.com/foreign-languages/french/french-i/french-i-pronouns/relative-pronouns>

#### **Eg : Qui**

Je vois **la voiture** rouge. **Elle** est garée devant la maison. (*la voiture = elle* - it is the subject of the second sentence which will be replaced by the relative pronoun **qui**)

*Je vois la voiture **qui** est garée devant la maison.*

#### **Que**

J'ai lu **le roman**. Tu es en train de lire **le roman**. (*le roman* is the object of the second sentence which will be replaced by the relative pronoun **que**)

*J'ai lu le roman **que** tu es en train de lire.*

- Introduce the conditional mood, its use and formation

- Use of **conditional** present:

It is important to note that at this level, it is sufficient to introduce the conditional mood only to soften a request, a desire, or a demand.

*Eg: Je voudrai un thé.*

*Pourrais-je venir avec toi ?*

*Il aimerait bien te parler.*

- Verb formation of conditional present

The conditional of regular verbs is formed using the same stem (the infinitive) that is used for the future tense and by adding the imperfect endings:

**-ais / -ais / -ait / -ions / -iez / -aient**

*Eg: parler – Je parlerai / aimer – il aimerait / finir – tu finirais*

For irregular verbs and verbs with spelling changes, it is only to add conditional endings to the stems used for the future tense.

*Eg: avoir - j'aurais / être- il serait / pouvoir – nous pourrions*

- The knowledge of adjectives can be used to make comparisons  
More often, the adjectives are used to compare people, things, events.

Comparison:

**plus** + adjective + **que**

**aussi** + adjective + **que**

**moins** + adjective + **que**

**Eg :**

*Nathalie est aussi grande que Delphine. Claire est plus grande que Nathalie. Mais Delphine est moins grande que Claire. Claire est **la plus grande**.*

### **Assessment and evaluation**

This competency helps the students to be familiarized with more complex syntactic structures of French language and use them spoken and written contexts. Since a lot of emphasis is on developing the syntactic knowledge of a language learner, the same importance should be given to school based assessments and to end of term evaluation.

### ***For further reference:***

Use of past and imperfect tenses:

<https://languagecenter.cla.umn.edu/lc/FrenchSite1022/VERBpcvsimp.html>

## Competency 07

### Uses French language accurately in written discourse

**Competency level: 7.6** Write simple compositions, simple sentences to describe a picture

**Learning outcomes:** Students will be able to describe a picture by writing simple sentences

- Describe a picture by writing simple sentences
- Students will be able to write simple compositions and dialogues on areas immediately relevant to them
- Write simple texts and dialogues related to one's immediate environment

**Competency level: 7.7** Translates simple French sentences into Sinhala / Tamil / English

**Learning outcome:** Students will be able to practice translation skills from receptor language (French) to target language (Sinhala / Tamil / English)

- Practice translation skills from receptor language (French) to target language (Sinhala / Tamil / English)

**No of periods: 10**

### Instructions for lesson planning

By the end of the second year of learning French in the O/L class, students are expected to be able to describe pictures using simple sentences, write simple compositions and dialogues pertaining to areas of their day-to-day life. However, given that French is but a foreign language (which is hardly used for communication outside classroom) in the Sri Lankan context of language learning, students are also encouraged to develop their translation skills by translating simple sentences and texts from French to a preferred language: Sinhala / English / Tamil with a view of enabling them to make the most of their knowledge of the foreign language in the given local context.

- Compositions: write short texts (of about 60 -70 words) on easy-to-handle topics, such as: *ma famille; mon école; mon passe-temps préféré; Sri Lanka; la France*, etc.
- Describe a picture / image or photo: write at least 10 sentences describing a given picture: *à la gare, à la plage, une fête, un pique-nique*, etc.
- Dialogues : imagine a possible dialogue between 2 Francophones in a given situation: *inviter un ami pour son anniversaire ; fixer un rendez-vous par téléphone ; rencontrer un ami au café ; etc.*
- Students will learn how to express in their local languages (Sinhala, English, Tamil), simple sentences they read and understand in their target language (French)

### Assessment and evaluation

Formative evaluation: Students should be encouraged to improve their writing skills in French by writing systematically short essays, dialogues on topics given by the teacher. It is also expected to improve the student's ability to write sentences describing a picture. These could be done as class or homework and the teacher should make himself / herself available to correct and discuss them with the student. Students could practice translations (simple sentences) to and from French in class in groups and the teacher may correct them directly with them.

Summative evaluation at the end of the term/year: give in the term/year end test papers easy topics to write sentences describing a picture; include in the papers, sentences to be translated from French into a local language of the student's preference: Sinhala; Tamil; English.

## Competency 8

Uses French language accurately in spoken discourse

**Competency level: 8.10** Constructs dialogues used in day-to-day conversations

**Learning outcome:** Students will be able to establish and maintain general conversations as well as telephone conversations

- Practice dialogues used in day-to-day conversations

**Competency level: 8.11** Communicates via telephone

**Learning outcome:** Students will be able to establish and maintain general conversations as well as telephone conversations

- initiate, receive and terminate telephone conversations

**Competency level: 8.12** Talks about past, present, future events and actions

**Learning outcome:** Students will be able to relate past, present and future events and actions.

- Describe past, present and future events and actions

**No of periods: 10**

### Instructions for lesson planning

Students further enhance their capacity to communicate orally specially to carry out a conversation in day to day life.

- Explain how to carry out a conversation in formal and informal contexts. Explain the difference between sociolinguist variations.  
Eg. *inviter un(e) ami(e), faire du shopping, acheter un billet, réserver une chambre d'hôtel*

- Explain how to initiate and terminate a telephone conversation

#### **Engager une conversation:**

*Je vous dérange?*

*Est-ce que je vous dérange?*

*Je peux vous déranger?*

*Je ne vous dérange pas?*

*Excusez-moi de vous déranger.*

*Dis-donc, (Michel, tu sais que...)*

*Dites, Madame Legrand (vous n'auriez-pas vu...)*

*(Alors) qu'est-ce que vous pensez de ...?*

*Vous avez vu ce ...?*

*Au fait, (il est venu, finalement)?*

**Prendre la parole:**

*Je veux dire ceci: ...  
Je voudrais demander ...  
J'aurais voulu ...  
J'aurais une question à poser.  
Moi, je pense que ...  
Ecoutez ... / Ecoute ...  
A mon avis ...  
Oui, mais ...  
Exactement ...  
Justement ...  
D'accord, mais ...*

**Garder la parole:**

*(Attends) Laisse-moi terminer! / finir!  
Je peux ...*

**Terminer une conversation:**

*Bon, alors, excusez-moi, mais je dois m'en aller.  
Bon, eh bien, il faut que je m'en aille / il faut que je parte / il faut que je rentre / je suis obligé de m'en aller / je suis obligé de partir / je suis obligé de rentrer.  
On se revoit lundi?  
Il faut qu'on se renvoie, hein?  
On se téléphone?*

- Explain how to talk about past actions and events

**Eg. *Qu'est ce vous avez fait hier? Que ferez-vous ce soir ? Comment s'est passé votre réveillon ?***

**Assessment and evaluation**

Since it has been emphasized in Grade 10 the importance of developing the spoken discourse of language students, it is expected that the teachers have given the equal attention to the development of this competency as to the others.

Similar measures adopted in Grade 10 need to be carry forward 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>