

French Language

Teachers' Guide

Grade 13

Department of English

Faculty of Languages Humanities and Social Sciences

National Institute of Education

Maharagama

Sri Lanka

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Teachers' Guide

Grade 13

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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 13 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

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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

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Instructions regarding the Teachers' Guide

The first Competency based French Language syllabus for grade 13 which is to be implemented in 2018 has 04 competency levels to be achieved by the students of grade 13. Grade 13 course materials consist of the Teachers' Guide and the Literature Manual.

This Teachers' Guide consists of the detailed syllabus of grade 13, 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 book 'Tendance 1 and 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 C.Ds with listening activities and work books, are a convenient source of reference to both teachers and students in French language pedagogy. In addition to that, Alter Ego Plus (1 and 2) Enchantez, and A Propos books 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, prepare them to the world of work and higher academic and professional endeavors. 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

Content	Page
1. Message from the Director General	iii
2. Foreword	iv
3. Syllabus Committee.....	v
5. Review Committee	vi
6. Instructions for using the Teachers' Guide.....	vii
7. Content	viii
8. Contents of the Syllabus	ix - xviii
9. Instruction for the learning teaching process	
Competency 01	1
Competency 02	4
Competency 03	5
Competency 04	6

Introduction

Revised French Language syllabus for grade 13 is presented to the general education system of Sri Lanka based on the following considerations.

1. Retaining of the 4key competencies introduced to the secondary French language curriculum in the year 2017.
2. Presenting 12 specific competencies / competency levels identified as relevant and suitable for grade 13. The distribution of these competencies is given in the grid below.

Competency	No. of Competency levels
1	1.1, 1.2,1.3,1.4,1.5
2	2.1
3	3.1, 3.2, 3.3
4	4.1, 4.2, 4.3

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 13 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 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.

GRADE 13

Competency	Competency Level	Content	Expected outcomes	No of Periods
1.Communicates clearly, fluently and concisely in spoken French	1.1 Gives one’s opinion 1.2 Explains 1.3 Narrates events, personal experiences and stories 1.4 Expresses certainty, probability, doubt 1.5 Reports what others have said	1.1 Monologues / dialogues / conversations	• Students will be able to express their opinions; explain; narrate; report what others have said	30
2. Engages in active listening and responds appropriately	2.1 Understands recorded and non-recorded conversations related to day-to-day life and answers questions Ex: songs / extracts	2.1 Documents on day-to-day conversations, interviews, extracts of films, dramas and songs	• Students will be able to understand spoken French and respond accordingly	30

<p>3. Understands and responds to questions based on texts</p>	<p>3.1 Understands ideas and facts stated in a variety of different texts</p> <p>3.2 Formulates structured answers in response to questions based on texts</p> <p>3.3 Engages in appreciating short literary texts and extracts (II)</p>	<p>3.1 Notices, posters, books, newspapers, magazines and web articles, etc.</p> <p>3.2 Questions based on notices, posters, books, newspapers, magazines and web articles, etc.</p> <p>3.3 A selection of prescribed French literary texts: prose, poems, theatre</p>	<ul style="list-style-type: none"> • Students will be able to interpret textual information and respond to questions • Students will be able to appreciate French literary texts 	<p>80</p>
<p>4. Uses French creatively and innovatively in writing</p>	<p>4.1 Further uses French grammar and vocabulary accurately</p> <p>4.1.1 Knows and uses pronouns (II)</p>	<p>4.1.1.1 Relative pronouns (<i>où / dont</i>)</p> <p>4.1.1.2 Interrogative pronouns</p>	<ul style="list-style-type: none"> • Students will be able to further use French grammar and vocabulary appropriately in written communication 	<p>160</p>

	<p>4.1.2 Prepositions linked with <i>Time</i></p> <p>4.1.3 Knows and uses conjunctions (II)</p> <p>4.1.4 Identifies and uses moods and tenses (II)</p> <p>4.1.5 Uses different types of sentences</p>	<p>4.1.2 <i>Il y a , pendant, dans, depuis, en, pour</i></p> <p>4.1.3 Subordinate conjunctions of cause / consequence / condition / aim / hypothesis</p> <p>4.1.4 Indicatif: <i>plus-que-parfait / future antérieur / passé simple</i> Subjonctif : present Conditionnel : present / past</p> <p>4.1.5.1 Negative sentences (<i>ne ...rien / rien ...ne / personne ...ne / ne ...personne / ne ...nulle part / ne ...aucun(e)</i>)</p>		
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	<p>4.2 Writes different types of formal and informal texts</p> <p>4.2.1 Writes different types of formal letters</p> <p>4.2.2 Writes different types of texts</p> <p>4.2.3 Narrates</p> <p>4.2.4 Composes a CV and cover letter</p> <p>4.2.5 Writes reports</p> <p>4.3 Engages in translation of French texts into Sinhala / Tamil / English</p>	<p>4.1.5.2 Active and passive voice</p> <p>4.1.5.3 Reported speech</p> <p>4.1.5.4 Present participle / past infinitive</p> <p>4.1.5.5 Gerund (<i>Gérondif</i>)</p> <p>4.2.1 Formal requests for information, giving information</p> <p>4.2.2 Guided and non-guided texts : dialogues, articles, creative writing</p> <p>4.2.3 Events, personal experiences and stories</p> <p>4.2.4 Bio data, cover letter</p> <p>4.2.5 School activities and events</p> <p>4.3 French texts for translation</p>	<ul style="list-style-type: none"> • Students will be able to write different types of formal and informal texts • Students will be able to translate French texts into Sinhala, Tamil, English 	
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Proposed Term-Wise Breakdown of the Syllabus

Grade	Term	Scheme of work	Periods
13	1	Competency Levels – 1.1, 1.5, 2.1, 3.1, 3.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.5.1, 4.1.5.2. 4.2. 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.3	100
	2	Competency Levels 1.1, 1.5, 2.1, 3.1, 3.3, 4.1.2, 4.1.3, 4.1.4, 4.1.5.2, 4.1.5.5, 4.1.5.4, 4.1.5.5, 4.2, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.3	100
	3	Competency Levels 1.1, 1.5, 2.1, 3.1, 3.3, 4.1.3, 4.1.5.2, 4.1.5.3, 4.2, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.3	100

Competency 1

Communicates clearly, fluently and concisely in spoken French

- Competency level : 1.1** Gives one's opinion
Competency level : 1.2 Explains
Competency level : 1.3 Narrates events, personal experiences and stories
Competency level : 1.4 Expresses certainty, probability, doubt
Competency level : 1.5 Reports what others have said

Learning outcome :

Students will be able to express their opinions and explain, narrate and report what others have said.

No of Periods: 30

Instructions for Lesson Planning:

The ultimate objective of learning any language is to communicate clearly and coherently. The competency number 1 in French language curriculum can be considered as the most important competency which a learner is expected to achieve over time. Activities planned under this particular competency are expected to give more opportunities to put what they have learned into practice. This competency focuses mainly on oral communication skills and therefore, this section can be more enjoyable and motivating for the learner as well as the teacher. It is much important to plan the learning and teaching process with the intention of keeping the basic objective of learning a language; using the language as a tool to get things done.

1.1 Gives one's opinion

When the learner tries to express one's opinion, he / she learns to put forward the arguments in order to convince the interlocutor.

Monologues:

eg : Que pensez - vous de / Quelle est votre opinion sur la mode / la télévision / les réseaux sociaux, etc.

Relevant expressions ;

À mon avis / selon moi / je pense que, je crois que.....etc.

Dialogues / Conversations:

eg: Vous partez en vacances avec votre ami.

Vous voulez aller à la plage mais votre ami préfère aller à la campagne.

Qu'est-ce qui est plus intéressant; regarder la télévision, lire un journal, etc. ?

Choisir un cadeau pour l'anniversaire d'un ami.

Au magasin : choisir un vêtement....etc.

1.2 Learner develops his / her skills of explaining a fact or a thing

Monologue: Expliquez comment vous préparez votre plat préféré.....

Dialogues / conversations :

Eg : Expliquez à quelqu'un comment surfer sur internet afin de trouver des informations

Relevant expressions / moods :

- *Présenter les étapes ; d'abord, ensuite, après, enfin.....*

- *Utilisation de l'impératif.*

1.3 Narrates events, personal experiences and stories.

Monologue:

eg : Parler d'une fête (anniversaire)

Parler de votre premier jour à l'école.

Raconter des petits anecdotes (eg: un rêve)

Dialogues / conversations;

eg : Après les vacances vous discutez avec un ami ce que vous avez fait.

Une rencontre inoubliable

Tenses: Use of past tense (passé composé et imparfait)

Relevant expressions :

C'est super!

C'est incroyable!

C'est vrai!

C'est magnifique!, formidable!...

1.4 Expresses certainty, probability, doubt

Monologues / dialogues / conversations

eg: Votre ami est absent et vous faites des hypothèses sur son absence.

Use of newspaper headlines to get the students to imagine what has happened.

Tenses / moods: Subjonctif / indicatif / conditionnel

Hypothèse (si + imparfait + conditionnel)

1.5 Reports what others have said

Monologues / conversations

eg : Présenter des opinions des autres sur un sujet à partir d'un sondage effectué en classe.

Sujets suggérés : *téléphone portable, jeux vidéos , télé, etc.*

Reported speech can be used in conversations.

Assessment and Evaluation

Communicating in French is a very important area in the curriculum. It is very important that the teachers need to focus on improving the oral skills of the learner. Oral competency should be given equal importance in summative and formative evaluation process and be evaluated in an orderly manner. Special attention should be given in assessing oral skills at School Based Assessments in order to train students to engage in accurate communication.

Competency 2

Engages in active listening and responds appropriately

Competency level : **2.1** Understands recorded and non-recorded conversations related to day-to-day life and answers questions

Expected learning outcomes :

Students will be able to listen and understand spoken French and respond to questions accordingly to find specific information on day today conversations, dramas and songs etc.

No of Periods: 30

Instructions for Lesson Planning :

Another important skill that should be mastered in learning a language is active listening and responding appropriately. Students are expected to listen to simple recorded and non recorded conversations related to day-today life, songs, extracts of films and dramas etc. and answer the given questions appropriately. Main focus of listening is developing the ability to find out specific information by way of activities like ticking, underlining and writing short answers etc.

2.1 Non-recorded conversations in daily life situations.

- Conversations with teacher
- Conversations / discussions with class mates.

eg:- Imaginer un micro – trottoir

Vous êtes journaliste. Vous posez quelques questions aux gens dans la rue afin de réaliser un document sur la nourriture / les sports / les lieux intéressants dans la ville, etc.

eg:- Dialogues, group activities done in class

Songs / extracts

Comprehension activities based on songs, dialogues, conversations, interviews, extracts of films, dramas etc

Refer web sites and text book

Assessment and Evaluation :

It is strongly advised to include listening tests into the School Based Evaluation system to understand the strengths and weaknesses of students in relation to listening.

Competency 3

Understands and responds to questions based on texts.

Competency level : 3.1 Understands ideas and facts stated in a variety of different texts

Competency level : 3.2 Formulates structured answers in response to questions based on texts

Competency level : 3.3 Engages in appreciating short literary texts and extracts (II)

Expected learning outcomes :

Students will be able to understand and interpret textual information and responds to questions and express the needed information based on texts, notices, posters and web articles etc in French.

No of Periods: 80

Instructions for Lesson Planning :

This competency makes the students ready for reading as well as for writing structured answers in French. Reading is one of the most vital language skills that helps developing of higher cognitive abilities of students. Thus, it will be helpful to find out the specific and the relevant information and transfusing of information into complete sentences.

3.1 Understands ideas and facts stated in a variety of different texts

Comprehension based on texts given in the text book

Supplementary materials ought to be used to in class to help the student with mastering the writing skills of the students.

eg: Notices, Posters, Extracts From Books Newspaper Articles, Advertisements, Web Articles Etc.

Learners should be guided to identify the text and the key words in order to determine the theme of the text.

3.2 Formulates structured answers in response to questions based on texts.

Questions need to be given in order to verify the global and in depth comprehension of the texts.

Certain questions can be formulated on morpho - syntactic areas

eg: Vocabulary : give synonyms / opposites etc.

Grammar : find adjectives, adverbs etc.

Types of questions: MCQ s / Close ended questions / Open questions

3.3 Engages in appreciating short literary texts and extracts (II)

Refer to the prescribed texts.

Assessment and Evaluation :

Assessing reading ability of French Language learners is a very dynamic process. Since reading happens silently within individuals, it is vital to think of strong and realistic measures of assessing comprehension ability and formulate structured and complete answers. Since this competency is evaluated at summative level, frequent assessment is required to improve the student's ability to read, understand and formulate answers appropriately to given questions.

Competency 4

Uses French creatively and innovatively in writing

Competency Level : 4.1 Further uses French grammar and vocabulary accurately

4.1.1 Knows and uses pronouns (II)

4.1.2 Prepositions linked with *Time*

4.1.3 Identifies and uses moods and tenses (II)

4.1.4 Knows and uses conjunctions (II)

4.1.5 Uses different types of sentences

Competency Level : 4.2 Writes different types of formal and informal texts

Competency Level : 4.3 Engages in translation of French texts into Sinhala / Tamil / English

No of Periods : 160

Expected learning outcomes :

Students will be able to write different types of formal and informal texts under guided and non guided texts based on events, personal experiences, stories, school activities and events and bio-data, covering etc.

Students will be able to translate French texts into Sinhala, Tamil or English using structured and meaningful sentences in relation to the texts.

Instructions for Lesson Planning

Learning and teaching grammar is a very sensitive topic. “Accurate and effective communication” signals the objectives of including grammar in the French curriculum. It is strongly suggested that students should be provided with more opportunities to use the language through communicative activities while shaping their language with essential grammar and appropriate vocabulary for precise communication.

Writing of guided and non guided compositions is a very creative section which leads the students towards the correct path of following accurate writing especially with what they will achieve in competency 4.1. Students should be trained to write constantly different types of formal and informal letters, essays, dialogues, reports and narrations etc. in order to apply the syntactic knowledge gained in the class.

Students will be able to translate French texts into Sinhala, Tamil or English using structured and meaningful sentences in relation to the texts.

4.1.1 Knows and uses Pronouns (II)

4.1.1.1 Relative Pronouns

Où

The Relative Pronoun ‘où’ means “where, in which, on which”. ‘où’ is used when the subordinate clause needs an object indicating location introduced by ‘dans/ à/ sur/ sous/ chez’. When used after adverbs of time, **où** means ‘when’.

eg.

- i) Ils ont visité Vénice où ils se sont rencontrés il y a dix ans. → (where)
- ii) Ils sont arrivés en France un jour où il faisait très beau. → (when)

Dont

Use ‘**dont**’ if the subordinate clause needs an object introduced by « de/d’ ». Such clauses may indicate possession or they may contain verbs and adjectives which are followed by the preposition “de”.

Noun + de + noun

‘Dont’ is generally used when the noun replaced is an object of the preposition “de”.

It is commonly used with verbs followed by “de” as well as to show the possession.

4.1.1.2 Interrogative Pronouns

There are 3 French interrogative pronouns.

Qui (who/ whom)

Interrogative pronoun ‘qui’ is used with persons.

Direct object: qui? / Qui est-ce qui?

Qui avez-vous attendu ? (langue soutenue)

Qui est-ce que vous avez attendu ? (langue courante)

Vous avez attendu qui ? (langue familier)

When used with a preposition:

1. *qui* ? qui est-ce que ?

A qui téléphonez-vous ? (registre soutenu)

A qui est-ce que vous téléphonez ? (registre courant)

Vous téléphonez à qui ? (registre familier)

2. *Que* (what) – used with objects.

Que: → Subject

Qu’est-ce qui?

Qu’est-ce qui a fermé la porte ?

Que → Direct Object

Qu’est-ce que ?

Qu’est-ce que vous faites ?

Que faites-vous ?

Used with a preposition - quoi?

Par/ de quoi

eg. Par quoi..

De qui parlez-vous?

Vous parlez de quoi ?

3. *Lequel/ Laquelle/ Lesquels/ Lesquelles*

These pronouns represent a person or a thing when they have been mentioned earlier.

❖ Subject

eg : Tu as vu deux films; lequel est le meilleur?

❖ Direct object

eg: Parmi ces magazines, lequel choisis-tu ?

lequel est-ce que tu choisis ?

tu choisis lequel ?

❖ With a preposition

Pour/ avec/ sans+ lequel etc.

eg : Avec lequel partez-vous en vacances ?

4.1.2 Prepositions linked with time

Expressions which denote a period of time : ***Il y a/ pendant/ dans/ depuis/ en/ pour***

A number of adverbs, adverbials and prepositions help expressing time and duration.

❖ ***Il y a*** (ago) – is always used with passé composé.

eg: Ils se sont installés au Canada il y a vingt ans.

❖ ***Pendant*** – durée limitée (during)

Au moment où l'on parle, l'action est achevée. (Verbe au passé composé)

eg : Pendant combien de temps avez-vous appris l'italien ?

J'ai étudié l'italien pendant trois ans.

On parle d'une durée limitée dans le futur.

eg : Cette exposition va durer dans quinze jours.

Je ne sais pas ce que je vais faire après la retraite.

On parle d'une situation générale.

Il pleut pendant l'automne.

Il travaille pendant la semaine.

La banque ferme pendant le week-end.

❖ ***Depuis***

Au moment où on parle, l'action continue. (Verbe au présent ou passé)

Express continuité (au moment où on parle)

- verbe au présent

eg.

J'habite à Tokyo depuis trois ans.

(Depuis combien de temps habitez-vous à Tokyo?)

Il attend depuis deux heures.

Depuis (que) is used to denote the starting points .

eg. J'habite à New-York depuis 2013 .

(Depuis quand habitez-vous à New-York ?)

Depuis qu'il est parti, les choses ont beaucoup changé.

❖ **En**

durée pour accomplir une action (Time required to complete an action)

eg. Cet auteur a publié deux romans en deux ans.

La petite fille fait ses calculs en deux minutes.

❖ **Dans**

Moment dans le futur.

Verbe au présent qui a un sens futur.

On parle de quelque chose qui va avoir lieu.

Eg : Il va arriver dans trois minutes.

Le film va commencer dans dix minutes.

❖ **Pour**

The preposition ' pour ' when translated into English as ' for ' expresses the duration of the future event with the verbs partir and aller .

eg.

cet été, elle partira pour trois semaines. Nous allons à l'étranger pour trois ans.

4.1.3 Indicatif

❖ **Plus-que parfait (Plu perfect tense)**

The pluperfect tense is formed with the auxiliary in the imperfect (imparfait) followed by the past participle (participe passé) of the verb.

Etre ou Avoir – imparfait + le participe passé du verbe.

Il avait fini le rapport.

Nous étions allés en Espagne.

Use of pluperfect tense

In past narration, the plus-que parfait is used to express an action which preceded another past action or moment.

(Quand il avait regardé la télé) – action 1 (il s'est couché) – action 2

Action 1 → Plus-que parfait

Action 2 → Passé composé

Lorsqu'elle avait fini préparer le dîner, elle a pris une douche.

J'ai beaucoup aimé les photos qu'elle avait prises pendant les vacances.

Il venait de dormir quand le téléphone a sonné.

Hypothèse (pour exprimer irréalité)

Si+ plus-que-parfait + Conditionnel passé

Si Paul avait bien étudié, il aurait réussi à l'examen.

❖ **Future antérieur (Future perfect)**

Future perfect is commonly used to describe an action that will have happened or will be finished by a specific point in the future.

eg: J'aurai fini le travail à 2h. (I will have finished the work at 2).

Quand son mari arrivera, elle aura préparé le diner.

❖ **Passé simple**

Passé simple is translated in English as "simple past" is the literary equivalent of the passé composé.

It is reserved primarily for written discourse. It may however be used in very formal spoken language, such on presidential addressed, sermons, etc.

Formation

Regular infinitives ending in –er. –ir and –re.

For all regular –er, -ir and –re verbs.

❖ **Subjonctif**

Subjunctive mood – present (Further explanation given in 4.1.4)

The present subjunctive

This mood refers to express someone's opinion or deals with hypothetical actions.

Formation

Pour former le subjonctif présent, on met le verbe à la 3e personne du pluriel du présent de l'indicatif, on enlève *-ent* et on ajoute les terminaisons du subjonctif présent (*-e, -es, -e, -ions, -iez, -ent*).

Chanter Ils chant-ent → que je chante

Some verbs have irregular forms in the present subjunctive.

être	que je sois	qu'ils/elles soient
avoir	que j'aie	qu'ils /elles aient
prendre	que je prenne	que ils /elles prennent
mettre	que je mette	que ils /elles mettent

Emploi

Ce mode est utilisé après les verbes qui expriment le souhait, l'émotion et le doute quand les sujets de la proposition principale et de la proposition subordonnée sont différents.

→ après l'expression d'un souhait

Comparez: Je veux lire ce livre.

Je veux que tu lises ce livre.

→ après l'expression d'une émotion

eg : Je suis ravi que tu aies de bons résultats

→ après l'expression d'un doute

eg : Je pense qu'il sait la vérité.

Je ne pense pas qu'il sache la vérité.

→ Le subjonctif est aussi utilisé après les verbes impersonnels. Quelques verbes sont suivis par les indicatifs et les autres par les subjonctifs.

Here are some impersonal expressions that are followed by the subjunctive:

*Les expressions impersonnelles qui sont suivies par le subjonctif

il faut, il est possible, il est essentiel, il est indispensable, il est essentiel, il est juste, il se peut, il est important, il vaut mieux, il est préférable, il est souhaitable, il est naturel, il est normal, il est rare, il est utile, il est étrange, il est bizarre, il est étonnant, il est surprenant, il est triste, il est dommage, il est regrettable, cela ne vaut pas la peine, etc.

* Les expressions impersonnelles qui sont suivies par l'indicatif

il est certain, il est sûr, il est évident, il est vrai, il est probable, il me semble, etc.

eg : Il est certain qu'il sortira cet après-midi. (indicatif)

Il est possible qu'il sorte cet après-midi. (subjonctif)

→ Le subjonctif est aussi utilisé après certaines conjonctions. Quelques conjonctions sont suivies par l'indicatif et les autres sont suivies par le subjonctif.

Les conjonctions qui sont suivies par le subjonctif.

afin que, pour que, de peur que, de crainte que, avant que, jusqu'à ce que, bien que, quoique, sans que, moins que, pourvu que, à condition que, en attendant que

eg : Quoiqu'il pleuve, ils se promènent au parc.

→ Le subjonctif est utilisé après le superlatif ou un adjectif qui donne une idée superlative : premier (first), dernier (last), seul (only), unique (unique), etc.

eg : C'est le meilleur livre que je lise.

❖ The Conditional – Present/ Past (Le Conditionnel –Présent/Passé)

The Conditional form is a mood which expresses the actions which could take place.

- The Formation of Present Conditional

Radical du Future + Terminaisons de l'imparfait

eg: fer + ais / -ais/ -ait/ -ions/ -iez / -aient
 partir + ais / -ais/ -ait/ -ions/ -iez / -aient

- The Formation of Past Conditional

Auxiliaire 'avoir' ou 'être' au conditionnel présent + participe passé

eg: Il aurait fait
 Elle serait partie

Emploi

(1) Ce mode est utilisé pour exprimer:

a) le désir, le souhait (Conditionnel présent), le regret (Conditionnel passé)

eg: Ce serait mieux d'être en avance.

 Elle aurait voulu aller en France, mais elle n'a pas reçu le visa.

b) l'information non confirmée.

eg: Il y a un accident. Il y aurait une dizaine de morts.

 On dit qu'il n'aurait pas reçu ces notes par des moyens très honnêtes.

c) le fait imaginaire

eg : Les amours rêvent de leur vie. Leur petite maison se trouverait au sommet d'une montagne à Nuwara Eliya.

d) L'atténuation

eg : Pourriez-vous me donner les détails s'il vous plaît. (Conditionnel de politesse)

 On pourrait faire d'une promenade ce soir, qu'est-ce que tu en dis ? (suggestion)

e) Le probabilité

eg : Il connaît une personne qui pourrait le faire.

f) la surprise, l'indignation

eg : Ses grands-parents se divorceraient. Quelle surprise !

 Quoi ! Il y aurait encore un problème dans ce département !

(2) Il est employé

a) dans une proposition principale en relation avec une subordonnée introduite par « si ».

eg : S'il ferait beau nous irions à la plage. (Si + imparfait + conditionnel présent)

 Si elle avait bien étudié, elle aurait réussi l'examen. (Si + Plus que parfait + conditionnel passé)

b) après les conjonctions comme

« Au cas où ».

eg: Au cas où il ne serait pas en bonne forme, il jouerait le match le lendemain.

« Quand bien même »

eg: Quand bien même tu m'aiderais à ce travail, je ne le finirais pas bientôt.

4.1.4 Subordinate conjunctions

Les Propositions subordonnées (The subordinate Conjunctions)

A subordinate clause does not express a complete idea and cannot stand alone. It must occur in a sentence with a main clause and may be introduced by a subordinate conjunction or a relative pronoun

Subordinating conjunctions join dependent (subordinate) clauses to main clauses.

1. La Proposition subordonnée circonstancielle de cause
2. La Proposition subordonnée circonstancielle de conséquence
3. La Proposition subordonnée circonstancielle de condition
4. La Proposition subordonnée circonstancielle de but
5. La Proposition subordonnée circonstancielle d'hypothèse

1. La Proposition subordonnée circonstancielle de cause

La Proposition subordonnée circonstancielle de cause indique la raison pour laquelle s'accomplit l'action.

Parce que:

eg: Elle n'a pas acheté de robe parce qu'elle n'avait pas d'argent. (Ici on se demandait pourquoi elle ne l'avait pas fait)

Puis que

eg: Elle n'a pas acheté de robe, puisqu'elle n'avait pas d'argent. (Ici on veut établir le fait qu'elle n'a pas acheté de robe. La preuve est apportée par le fait que c'était impossible, elle n'avait pas d'argent).

Comme

Comme elle n'avait pas d'argent, elle n'a pas pu acheter de robe. (la cause exprime la nécessité de la conséquence).

du fait que / vu que / étant donné que (Introduit une cause factuelle)

eg: : Du fait qu'elle n'avait plus d'argent, elle n'a pas pu manger.

Vu que demain il fera beau, nous irons à la plage.

Etant donné qu'il est malade, il restera à la maison.

2. La Proposition subordonnée circonstancielle de conséquence

La Proposition subordonnée circonstancielle de conséquence est une proposition, qui assume la fonction de complément circonstanciel de conséquence du verbe de la proposition principale.

si bien que

eg: Marc a fait ses devoirs ce matin, si bien qu'il peut aller à la piscine.

de façon que / de manière que

eg : Le directeur a parlé fort de façon que tout le monde peut entendre.

de sorte que

eg : Ils sont arrivés en retard, de sorte qu'ils ont raté le train.

3. La Proposition subordonnée circonstancielle de condition

Une subordonnée de condition est une proposition qui assume la fonction de complément circonstanciel de condition du verbe principal dont elle dépend.

A condition que, pourvu que, pour peu que + subjonctif

eg : pourvu que vous ne fassiez pas trop de bruit, vous pourriez jouer dans la salle.

Au cas où + conditionnel

eg: Prenez le parapluie au cas où il pleuvrait.

A condition de + infinitive

eg: Il recevra de l'argent à condition de partir tout de suite.

4. La Proposition subordonnée circonstancielle de but

Conjonctions suivies du subjonctif

pour que, afin que, peur que (ne), de crainte que (ne), de sorte que, de façon (à ce) que, de manière (à ce) que

eg : Il a eu une réunion avec tous les employés afin qu'ils puissent trouver des solutions aux problèmes.

Prépositions suivies de l'infinitif

pour, afin de, de peur de, de crainte de, de sorte à, de façon à, de manière à, en vue de, dans le but de, dans l'intention de

eg : Il n'a pas touché la statue de crainte de la casser.

5. La Proposition subordonnée circonstancielle de l'hypothèse

La Proposition subordonnée hypothétique est une proposition conjonctive introduite par une conjonction ou une locution conjonctive de subordination.

Hypothèse avec *si* :

Si + présent + futur simple

Si + imparfait + conditionnel présent

Si + plus-que-parfait + conditionnel passé

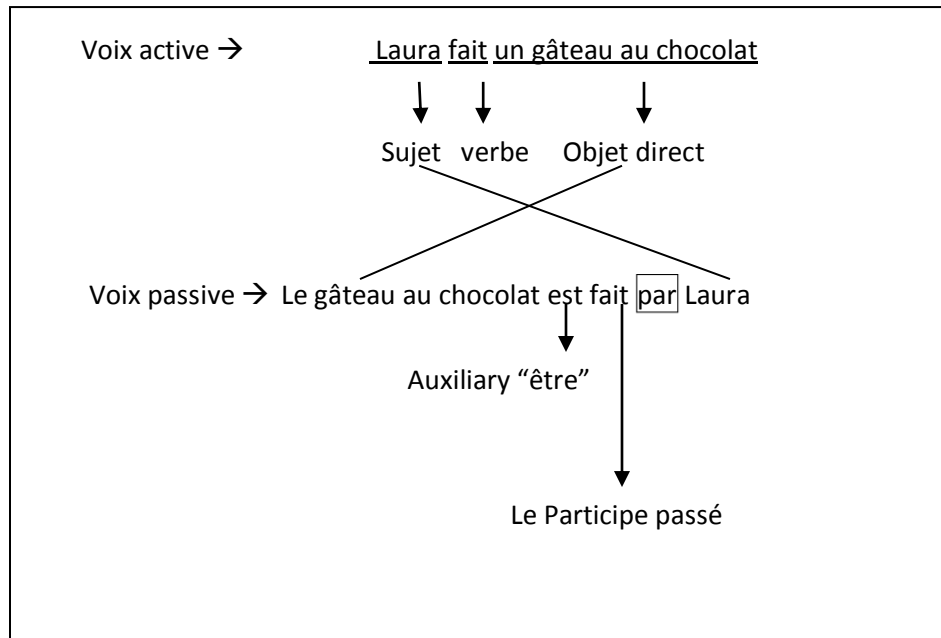
à condition que, en supposant que, à moins que+ subjonctif

4.1.5 Uses different types of sentences

4.1.5.1 Negative sentences

- Ne...rien (object)
eg: Il mange rien
Je n'ai rien fait.
- Rien... ne (Sujet)
eg: Rien d'intéressant ne se passe.
- Personne... ne (sujet)
eg: Personne n'est entré dans la sale.
- Ne...personne (objet)
eg: L'enfant ne parle à personne.
Elle n'aime personne.
- Ne...nulle part
eg: Je ne vais nulle part/ Il ne travaille nulle part.
- Ne... aucun (e)
eg: La petite fille est triste car elle n'a aucun.

4.1.5.2 Active and Passive Voice



→ If a sentence contains an indirect object the sentence cannot be transformed into the passive voice.

eg: Paul a téléphoné à Jean. (COI)

→ If the sentence has a pronominal verb, transformation is not possible.

eg: Elle s'est lavé les mains.

→ If the subject of the active voice is a pronoun,

eg: J'ai acheté une robe .

Faites attention ! N' utilisez pas ! →

Une robe a été achetée ~~par moi~~. → C'est moi, qui ai acheté une robe. (C'est +le pronom tonique)

4.1.5.3 Reported Speech

Reported speech is used to report direct speech in indirect form.

eg.

Direct speech - Elle dit « Il fait beau »

Indirect speech - Elle dit qu'il fait beau.

When direct speech is transformed into indirect speech, the inverted commas are not retained and in general to formulate the sentence.

eg:

Direct speech - Il me dit « Tu as l'air jeune »

Indirect speech - Il me dit que j'ai l'air jeune.

In the indirect speech, the subject «Tu» is changed to « Je» accordingly.

If the verb is given in affirmative, imperative mood in the passive voice, the conjunction de is added and in addition to that the imperative verb is written in infinitive mood.

eg:

Direct speech - Le professeur demande aux élèves « Venez très tôt à l'école »

Indirect speech - Le professeur demande aux élèves de venir très tôt à l'école .

4.1.5.4 Present participle / Past infinitive

Le Participe présent

Formation

Il est formé sur le radicale de la première personne pluriel de l'indicatif présent + - **ant**.

Marcher : nous marchons → **marchant**

rougir : nous rougissons → **rougissant**

faire : nous faisons → **faisant**

Exceptions

Etre → étant / avoir → ayant / savoir → sachant

Emploi

- Le Participe présent employé comme verbe.
eg: Sachant la vérité, il ne lui répond pas. (la simultanéité)
On voit un garçon courant. (la subordonnée relative)
- La subordonnée participale.
eg: La leçon étant facile, les étudiants ont bien compris.
- L'adjectif verbal
eg: des films intéressants

Les adjectifs verbaux avec une orthographe différente.

<u>adjectif</u>	<u>participe</u>
fatigant	fatiguant
communicant	communiquant
provocant	provoquant
convaincant	convainquant

L'infinif passé

Formation

Auxiliaire à l'infinif + participe passé

eg: avoir parlé / avoir fini / avoir entendu / être parti / s'être reposé

Il veut avoir terminé aujourd'hui.

Je regrette d'être venu.

Après avoir + participe passé / Après être + participe passé/ Après s'être + participe passé
eg:

Après avoir fini les courses elle est allée au supermarché.

Après être descendus de l'escalier nous avons pris l'autobus.

Après s'être lavée elle s'est habillée une longue robe noire.

4.1.5.5 Gerund (Le Gérondif)

Formation

En + Participe présent

Marcher → en marchant

rougir : → en rougissant

faire : → en faisant

Le gérondif se rapport à un verbe. Il a le même sujet et il indique la simultanéité d'une action par rapport à ce verbe.

1. Exprimer le temps

eg: Il aime manger en regardant la télévision.

2. Exprimer également

eg: L'enfant est tombé en sautant. (la cause)

Elle a chanté en dansant. (la manière)

En arrivant tard, nous manquerons le train. (la condition)

4.2 Writing different types of formal & informal texts

Students should be guided to write not only informal but also formal texts. Practice writing formal texts in French requires a great deal of practice. Hence, students need to be encouraged to write formal and informal texts pertaining to different situations in real life.

4.2.1 Formal requests for information, giving information

Get students to write letters and e-mail in order to get information or to provide information to a request made.

eg: The structure of a formal letter

Adresse de l'expéditeur	(lieu, date)
	Adresse du destinataire
	(lieu, date)
objet :	
Formule d'appel	
<i>Madame, (ou)</i>	
<i>Monsieur, (ou)</i>	
<i>Madame, Monsieur, etc.</i>	
Paragraphes	
Formules de politesse / salutations*	
	Signature

Comment débiter une lettre pour une demande de renseignements

J'aimerais Le conditionnel = une marque de politesse
 Je souhaiterais
 Je désirerais
 recevoir votre catalogue/votre brochure/
 ... connaître vos prix...
 ... obtenir des renseignements
 Je vous serais reconnaissant(e)...
 ...de bien vouloir ...
 ...d'avoir l'amabilité de ...
 ...d'avoir l'obligeance de ...
 ...m'envoyer...
 ...m'indiquer...
 ...me fournir...
 ...me faire parvenir...
 ...me faire connaître...
 ...dès que possible...
 ...vos prix pour...
 ...des enseignements sur...

*Salutations

- Je vous prie d'agr er, Madame, ...
- Je vous prie d'accepter, Monsieur, ...+

...l'expression de mes sentiments les meilleurs.
...l'assurance de mes sentiments distingu s

(Note: Reprenez dans les salutations le **m me appel** (Madame, Monsieur...) que celui que vous avez choisi au d but de votre lettre.

- Avec mes remerciements anticip s, je vous prie d'agr er, Monsieur, ...
- Je vous remercie d'avance de votre r ponse et vous prie d'agr er, Monsieur, ...
- En attendant votre r ponse, je vous prie d'accepter, Monsieur, etc.

- Meilleures salutations, bien   vous, Bien amicalement - e-mail formel / informel

4.2.2 Writing guided and non-guided texts

Writing different types of guided and non-guided compositions

Sujet avec contrainte / Sujet guid  / R daction guid e:

eg: 1 : Vous venez de recevoir une carte postale de votre ami, Paul, et celui-ci ne parvient pas   vous joindre   la fin des vacances. Pour lui r pondre, suivez le plan ci-dessous :

- o vous saluez Paul
- o vous lui expliquez pourquoi vous n' tiez pas chez vous lorsqu'il a t l phon 
- o vous lui expliquez bri vement ce que vous avez fait pendant les vacances
- o vous lui d tes quand vous pourrez le rencontrer
- o vous le saluez et signez

2 : Vous recherchez un correspondant en France. Vous devez r pondre   une annonce que vous avez vue sur internet. Pour r diger votre mail, vous allez suivre les  l ments suivants :

- o vous lui d tes o  vous avez trouv  ses coordonn es
- o vous lui dites pourquoi vous avez choisi son annonce
- o vous vous pr sentez (identit , go ts, adresse...)
- o vous demandez deux informations suppl mentaires le concernant
- o vous fa tes des projets pour correspondre et  ventuellement vous rencontrer

3 : Vous venez de passer une nuit horrible dans un hôtel 4 étoiles, très cher. Imaginez la lettre de réclamation que vous faites parvenir au directeur de l'hôtel. Vous devez utiliser les mots suivants :

Cher, bruyant, sale, service désagréable, douche qui ne fonctionne pas, inacceptable.

4. Vous venez de rapporter deux fois le même objet à réparer. Il ne fonctionne toujours pas. Vous décidez d'écrire au directeur du magasin.

Rédaction (essay)

- Help the student to determine the type of composition: *explicative, argumentative, narrative, etc.*

Rédaction argumentative / explicative

1. *Les amis comptent autant que la famille. Qu'en pensez-vous ?*
2. *Les voyages forment la jeunesse. Qu'en dites-vous ?*
3. *Pensez-vous que dans votre société les jeunes de 18 ans sont libres de prendre leurs propres décisions ? Justifiez votre réponse.*
4. *La technologie moderne représente d'énormes avantages pour tout le monde. Etes-vous d'accord ?*
5. *Il faudrait interdire toutes sortes de Loteries. Vous n'êtes pas d'accord. Dites pourquoi.*
6. *La vie rurale et la vie urbaine. Discutez-en. Quel est votre choix ?*

NB

- Determine the type of essay to be written
- Explain the structure of an essay: **introduction, développement des idées et la conclusion**
- Strictly respect the word limit given
- Use the correct tenses and moods
- Pay attention to syntactic errors and lexical errors

4.2.3 Narrating events, personal experiences

Rédaction narrative

1. *"Il a pris l'enveloppe, qu'il n'a même pas ouverte et lui a mis du feu avec son briquet"*
(Utilisez ces mots comme première ou dernière phrase de votre récit)
2. *"... et les vacances se sont ainsi soldées par un échec total"*
(Utilisez ces mots comme première ou dernière phrase de votre récit)

3. *"Il a enfin décidé de déchirer la lettre en mille morceaux et les jeter dans la rivière".
(Utilisez ces mots comme première ou dernière phrase de votre récit)*
4. *Racontez votre séjour dans le pire hôtel imaginable*
5. *racontez un jour inoubliable dans votre vie.*

4.2.4 Composing a CV and cover letter (letter de motivation)

Help the students to create their Curriculum vitae in French. Make use of different formats proposed on Internet to compose a creative CV.

<https://europass.cedefop.europa.eu/fr/documents/curriculum-vitae/templates-instructions>

4.2.5 Writing reports

Get the students to compile simple reports on school activities and other events. It could be done as a group activity.

Possible structure to follow:

<http://www.blog-assistantes.fr/2012/09/25/4-etapes-pour-reussir-la-redaction-dun-rapport/>

4.3 Translating texts

Continue translating texts from French to Sinhala / English / Tamil

Propose different types of texts to translate:

Extracts of literary texts / extracts of newspaper articles / advertisements / recipes / poems, etc.

Assessment and Evaluation

It is recommended that a strong School Based Assessment system is developed at school level specially using Multiple Choice Questions in order to capture the actual progress of students in acquiring grammar and writing in French accurately.

Since writing is the major component tested at the national examinations it is very much suitable to maintain a good balance between School Based Assessment (formative) and summative assessment procedures. Innovative methods can be used in order to make your formative evaluation system a very successful and effective one.

The correct formation and use of syntactic structures occupy an important place in accurate and effective communication. Thus, students should be provided with more opportunities to use the language through translating activities of French texts into Sinhala/ Tamil/ English with necessary support using essential grammar for precise communication. This needs to be developed from the very beginning of the language teaching and learning process.