



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

Teachers' Guide

Grade 11

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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 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

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Message from Ven. Deputy Director General

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

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

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

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

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

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

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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

Content	Page
1. Message from the Director General	iii
2. Message from the Deputy Director General	iv
3. Syllabus Committee.....	v
4. Instructions for using the Teachers' Guide.....	vi
5. Contents of the syllabus.....	i- xxv
6. Instruction for the learning teaching process.....	1
Competency 1	1-2
Competency 2	3
Competency 3	4
Competency 4	5-7
Competency 5	8-10
Competency 6	11-16
Competency 7	17-18
Competency 8	19-21

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.

Grade 11

Competency	Competency levels	Subject content	Learning outcomes	No of Periods	
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"> Practice further use of phonetics and phonological features 	<ul style="list-style-type: none"> Students will be able to <u>read and speak simple French using correct pronunciation with more confidence.</u> 	02	Formatted: Normal, Indent: Left: 0.12", No bullets or numbering
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"> Use different formats in writing basic texts accordingly (layout, paragraphing, etc.) 	<ul style="list-style-type: none"> Students will be able <u>write simple structured text correctly.</u> 	02	Formatted: Indent: Left: 0.06", Hanging: 0.19"
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"> <u>Students listen, understand and respond conveniently to utterances in French</u> Listen, understand and extract information from an auditory text 	<ul style="list-style-type: none"> <u>Students will be able to understand and respond with confidence.</u> 	06	Formatted: Indent: Left: 0.06", Hanging: 0.19", Bulleted + Level: 1 + Aligned at: 0.49" + Indent at: 0.74" Formatted: Indent: Left: -0.02", Bulleted + Level: 1 + Aligned at: 0.29" + Indent at: 0.54"
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"> Practice further use of <u>expanded vocabulary (nominal and verbal)</u> Use adjectives in sentence structures 	<ul style="list-style-type: none"> <u>Students will be able to use expanded vocabulary in their written and oral expressions in French.</u> 	08	Formatted: List Paragraph, Indent: Left: 0.06", Hanging: 0.06", Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25", Tab stops: 0.24", Left + Not at 3.25" + 6.5"

	4.12 Further develops use of adjectives and adverbs	<ul style="list-style-type: none"> • Practice forming adverbs of manner • Use of adverbs of quantity 		
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"> • Identify the main ideas included in texts and poems • Find the main ideas and extract major information, key words, phrases and sentences from a text, simple poem, etc. • Present extracted information in other forms 	<ul style="list-style-type: none"> • Students will be able to <u>understand and identify ideas and information included in different types of texts.</u> • <u>Students will be able to understand and enjoy reading simple poems in French.</u> 	08
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 appropriately and</p>	<p>Students show ability to construct and use new grammatical structures and sentence patterns.</p> <ul style="list-style-type: none"> • Construct different types of sentences using verbs in the correct mood and tense (simple future, recent past and imperfect tense) • Form negative sentences using different particles (<i>ne ...jamais / ne personne / nerien</i>) • Identify and use possessive pronouns • Identify and use direct and indirect object pronouns 	<ul style="list-style-type: none"> • Students will be able to communicate ideas <u>using more elaborate sentences</u> appropriately. 	20

	meaningfully 6.12 Make comparisons using adjectives	<ul style="list-style-type: none"> • Form complex sentences using simple relative pronouns (<i>qui / que</i>) • Identify the conditional present tense and use it in appropriate contexts • Compare using adjectives 		
7. Uses French language accurately in written discourse	7.6 Write simple compositions and dialogues on areas of immediate relevance 7.7 Translates simple French sentences into Sinhala / Tamil/ English	This competency further develops the students' writing skills. <ul style="list-style-type: none"> • Write simple texts and dialogues related to one's immediate environment • Practice translation skills from receptor language (French) to target language (Sinhala / Tamil / English) 	<ul style="list-style-type: none"> • Students will be able to write simple <u>compositions</u> and dialogues on areas immediately relevant to them • Students will be able to read, understand and translate sentences from <u>French to Sinhala/Tamil/English</u> 	07
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	Students further enhance their capacity to communicate orally. <ul style="list-style-type: none"> • Practice dialogues used in day-to-day conversations • Initiate, receive and terminate telephone conversations • Describe past, present and future events and actions 	<ul style="list-style-type: none"> • Students will be able to establish and maintain general conversations as well as telephone conversations • Students will be able to relate past, present and future events and actions. 	07

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Competency 01

Identifies the sounds of French language

Competency level:

1.5 further develop 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: [ɑ̃], [ɔ̃], [œ̃], [ɛ̃]
 5. Distinction between [ɑ] and [a]
- Practice reading aloud lengthier texts than those read in Grade 10. Listen to short auditory texts and read them as closely 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 write simple structured text correctly

No of periods: 02

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: 06

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 using 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 3rd group - irregular verbs

1 st Group Verbs ending with -ER	3 rd 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: Forme féminine de l'adjectif + ment	Nerveux nerveuse Nerveusement Actif active Activement clair claire clairement jaloux jalouse jalousement faux fausse faussement
Adjectifs terminés en voyelle : adjectif + ment	vrai vraiment agréable agréablement joli joliment

Adjectifs terminés en -ent : On remplace la terminaison -ent par emment	prudent violent	Prudemment violemment
Adjectifs terminés en -ant : On remplace la terminaison -ant par amment	constant méchant suffisant savant	constamment méchamment suffisamment savamment

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

Exceptions

<i>Gentil</i>	→	<i>gentille</i>	→	<i>gentillement</i>	→	<i>gentiment</i>
<i>Absolu</i>	→	<i>absolue</i>	→	<i>absolument</i>	→	<i>absolument</i>
<i>Précis</i>	→	<i>précise</i>	→	<i>précisement</i>	→	<i>précisément</i>
<i>profond</i>	→	<i>profonde</i>	→	<i>profondement</i>	→	<i>profondément</i>
<i>aisé</i>	→	<i>aisée</i>	→	<i>aisément</i>	→	<i>aisément</i>
<i>énorme</i>	→		→	<i>énormement</i>	→	<i>énormément</i>
<i>bref</i>	→	<i>brève</i>	→	<i>brèvement</i>	→	<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.
- 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: 08

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 infer 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/professionnel.,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*

Jaques 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.
E.g exposé sur un texte qu'ils ont lus.

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 / nerien*)

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: 20**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.

Description :

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.syvum.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 telephone à **Éric**.

Je **lui** telephone.

- 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 and dialogues on areas of immediate relevance

Learning outcome:

- 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 read, understand and translate sentences from French to Sinhala/Tamil/English
- Practice translation skills from receptor language (French) to target language (Sinhala / Tamil / English)

No of periods: 07

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 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 both from and to the target language (French) 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 70-120 words) on easy-to-handle topics, such as: *ma famille; mon école; mon passe-temps préféré; Sri Lanka; la France*, etc.
- Dialogues : imagine a possible dialogue between 2 Francophones in a given situation: *acheter un billet à la gare ; 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 and dialogues on topics given by the teacher. 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 short compositions on; Include in the papers sentences to be translated to and 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

- 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: 07

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.
E.g inviter un 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 voulais que ...

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 ...

Tu permets que je termine?

Tu me permets de terminer?

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 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 carried 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**

Beginner	A1	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.
Elementary	A2	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.
Intermediate	B1	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.
Upper Intermediate	B2	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.
Advanced	C1	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.
Master or Proficient	C2	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>