

FRENCH

Teacher Text

CLASS **XII**



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DEPARTMENT OF EDUCATION

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Preface

Dear Teacher,

The French Language is introduced as a second language at the higher secondary level courses offered in the state. There is a remarkable change in approach to teaching and learning. The introduction of the activity based pedagogy is the highlight of the revised curriculum. We all agree that teaching the activity based, learner centered and process oriented curriculum is challenging

This Teacher text on French Language aims at familiarising the teachers with the process and activities expected to be employed by them in the classroom. It provides an overall idea about the transactional strategies, teaching learning processes the change in evaluation and details about various kinds of classroom support that is needed.

Our teachers as we know, can easily come up with innovative ideas and strategies than the ones suggested in this book. Teachers are expected to make use of this book at all stages of the teaching-learning process. Make the teaching - learning process an enjoyable experience.

Suggestions for improvement are most welcome.

With regards,

Dr. S. Raveendran Nair
Director
SCERT, Kerala

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General Approach

Introduction

The National Curriculum Framework 2005 sowed the seeds for many reforms in the field of education in India. Subsequently, NCERT prepared textbooks for various subjects based on NCF 2005. Later the, Kerala Curriculum Framework 2007 was formed and the curriculum upto high school level was revised. The Right to Education Act of 2009, Prof. P.O.J.Labba Committee Report related to Higher Secondary Education and Dr. P.K.Abdul Aziz Committee Report related to a comprehensive curriculum revision - all pointed towards the necessity of curriculum reform.

In the 1990s, a new curriculum with comprehensive changes in learning and pedagogy was introduced at the primary level. Based on this activity-based, process-oriented and learner-centred curriculum, Continuous and Comprehensive Evaluation (CCE) and grading system were implemented. Subsequently, this method was introduced at the Higher Secondary level too.

Significance of Curriculum Revision

Though activity-based pedagogy has already been introduced at the higher secondary level, a comprehensive revision of curriculum has not been implemented yet. The ongoing syllabus revision interacts with contemporary events and takes into consideration the nature of the learner. As a stepping stone to the higher education sector, the higher secondary curriculum should be raised to international

The curriculum, syllabus and textbooks being followed for more than five years should be revised and reformed urgently by SCERT.

Prof.P.O.J.Labba Committee

As a knowledge society, it is of paramount importance to basically restructure and reform the curriculum to face the challenges posed by the times.

***Dr. P.K.Abdul Aziz
Committee***

standards. International standards do not refer to the standard of education set by any particular country. On the other hand, it must inculcate in the learner the ability to take his life forward wherever he is, after the completion of his higher secondary education. It is the sum-total of all the experiences and knowledge to be picked up by the learner for meeting the needs. This emphasizes the need to provide internationally accepted teaching-learning models to our students. The curriculum revision has been envisaged as an attempt in that direction.

RIGHT TO EDUCATION ACT - 2009

Section - 29 (Chapter 5)

Curriculum and evaluation procedure

- (1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification.
- (2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:
 - (a) conformity with the values enshrined in the Constitution;
 - (b) all round development of the child;
 - (c) building up child's knowledge, potentiality and talent;
 - (d) development of physical and mental abilities to the fullest extent;
 - (e) learning through activities, discovery and exploration in a child-friendly and child-centred manner;
 - (f) medium of instruction shall, as far as practicable, be in child's mother tongue;
 - (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
 - (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

The curriculum should be revised ensuring the above-mentioned factors, and the revision of the curriculum has to be viewed against this backdrop.

Kerala School Curriculum (2013) - Chief characteristics

The curriculum

- is learner-centred, process-oriented, activity- based and value oriented.
- gives stress to the learning outcomes that a learner imbibes at the cognitive, social and emotional levels.
- lays stress on the skills to be attained by the learner in values and attitude.
- is based on the philosophy of constructivism.
- gives teachers freedom to choose and employ logical and varied learning strategies for the transaction of curriculum.
- is flexible to implement various teaching - learning strategies recognizing the learning outcomes, nature of the content and the different levels of the learners. Discovery learning, Concept attainment model, Inductive method, Meta cognition, Co-operative learning, Collaborative learning, Reflective learning, and giving opportunities to individuals and group learning etc. are taken into consideration.
- is comprehensive and takes into consideration the various stages from the pre-primary level to the higher secondary level.
- designs innovative learning strategies as well as assessment activities for children with special educational needs.
- ensures a Continuous and Comprehensive Evaluation (CCE) focused on learning outcomes.
- stresses Health and Physical Education, Art Education and Work Education.
- lays stress on Right-based Education in the light of Right to Education Act, 2009.
- provides an opportunity to the learner to experience necessary safety, care and security both at school and in the classroom by raising the teacher to the level of a mentor.
- lays stress on the Code of Professional Ethics for school teachers.
- helps to acquire new learning skills which enable the learner to face contemporary challenges.

- is intended to inculcate human values in the learners.
- ensures equity and equality among the learners.
- ensures the harmony of head, heart and hand and aims at a comprehensive development envisioned to make learning natural.

Curriculum Approach

Our curriculum has been developed, imbibing new thoughts in educational psychology and philosophy. The idea of constructivism put forth by NCF 2005 is the basis for the Kerala School Curriculum 2013 too. In constructivism, learning is the process of the construction of knowledge.

The striking features of the curriculum transaction approach are:

- i. Activity - based
- ii. Process- related
- iii. Ensure learning
- iv. Focus to attain learning outcomes
- v. Environment- friendly
- vi. Highlights development areas
- vii. Suitable for the nature of the learner
- viii. Integrates learning and assessment

A learning process based on constructivism is the foundation of the curriculum. A distinguishing feature of this approach is that knowledge is constructed naturally by creating challenging learning activities and considering the acquired knowledge and conceptual background of the learner.

Learning Experiences

The acquired knowledge skills and interests differ from learners coming from different backgrounds. So it is very important to facilitate learning experiences imbibing these changes and considering individual differences and multiple intelligences of the learners.

Learning Environment

The classroom should be designed to keeping in mind the interest and development of the learner so as to ensure his/her participation in various learning activities. Every activity should be learner-oriented. A conducive environment should be created. The freedom to employ suitable learning strategies which are learner-centred and activity-based, taking into consideration the development and growth in the learning ambience rests with the teacher.

Learning Process

- Each learner constructs knowledge by linking it with his/her previous experiences.
- Knowledge construction occurs at the level of the individual through meaningful societal interventions.
- Learning is made effective through multi-sensory experiences which consider various learning styles, learning pace etc.
- Learning becomes more effective through co-operative learning in an environment conducive for co-operation.
- Learning materials should be meaningful generating interest in the learner.
- Spiralling of learning experiences will make learning more effective.
- By ensuring flexibility of learning activities and possibilities of adaptation, learners requiring special educational needs and with different aptitudes may be attended to.
- Each learner should get learning experiences necessary to ensure learning outcomes.
- Learning and Assessment should be complementary.
- Everybody can attain learning outcomes by adopting suitable teaching- learning strategies that consider content and learning requirements of the learner.
- The learning process should be decided keeping in view the comprehensive development of each learner.

Learning Outcomes

As per the rules of the RTE Act, the idea of learning outcomes was introduced in the Kerala School Curriculum 2013. Knowledge of learning outcomes is essential to plan the teaching-learning process and evaluation, in a precise and practical manner. Learning outcomes are the aims to be achieved by the learner during the various stages of school education. Precise and accurate statements based on the knowledge, skills, attitudes, values etc. to be acquired by a learner in a particular subject-area are called Learning Outcomes.

The learning outcomes should be stated based on performance that can be observed and measured. An analysis of the learning outcomes will help assess the knowledge, skills, values and attitudes that should be acquired by the learner at the end of each unit, class and stage have been acquired or not. Precise and clear assessment activities can be planned, based on specific learning outcomes.

Information and Communication Technology

Today information and communication technology has an important role in the construction and dissemination of knowledge. This is made possible through gathering of information, analysis and varied presentations. The immense possibilities of ICT can be used to transact any subject at the higher secondary level. Through this, it can also be ensured that learners acquire ICT skills. The main features of ICT are stated below.

Art Education

Arts evolved as a part of providing enjoyable experiences in the progress of man as a social animal.

The experiences gathered during various phases of life touch human minds aesthetically. All the art forms that evolved from ancient times were visual and auditory. It had the power of rejuvenating the human mind. This is the unique characteristic of art.

Art education at the higher secondary level aims to develop the creative skills acquired by the learner and to create in him a broader outlook about art and literature. Also an aptitude for higher studies

and research in the field of arts has to be developed in them. In order to develop observation skill, ability to appreciate and sense of imitation among learners, art education is essential. It also helps learners to develop abilities to think and respond differently, to ensure social intervention and to make learning more productive. Activities in art help to make children work hard and diligently, and also channelize their enthusiasm in the right direction.

Health - Physical Education

The term health refers to the complete state of physical, mental, emotional and spiritual well-being. Therefore health is essential for the existence of an individual. So proper implementation of health and physical education is essential. The minimum physical fitness required for every individual in the society in order to exist should be ensured. For this, health and physical education should be imparted scientifically and comprehensively from a very early age. The views of National Curriculum Framework 2005 regarding need based and integrated approach should be given special attention and emphasis.

Along with the knowledge of content areas, performance excellence and physical fitness are also to be assessed. The health-physical education envisioned in Kerala School Curriculum 2013 and initiated at the primary level, gets perfected at the higher secondary level only. Learning activities should be planned so as to enable learners excel in this field to explore up to the level of international possibilities. The physical fitness, training excellence and knowledge of content areas acquired hitherto promote holistic well-being.

Objectives of Health - Physical Education

- To get an awareness about sports, values and ethics.
- To gain expertise in athletic skills and to scientifically analyse them.
- To gain expertise in major games.
- To get practical training in self defence techniques.
- To understand aggression, balanced or controlled aggression etc.
- To realise the consequences of the use of drugs.

- To create the right understanding about sexual health.
- To acquire scientific practical ability to intervene effectively during life rescue missions.
- To get an awareness about the changes in the respiratory and cardio-vascular system that can be brought through exercise.
- To give training using safe and effective exercise pattern.

Work Education

The confluence of knowledge acquired through hearing, sight and work makes construction of knowledge possible in a learner. Contemporary learning process evolves through enquiry and experiences. Work education is essential to integrate and develop emotional and cognitive domains.

A work education integrated with the subjects of higher secondary curriculum, will be more appropriate.

Objectives of Work Education

- Readiness to work
- Development of values and attitudes
- Development of a balanced personality
- Self-sufficiency in the field of production
- Human skill development
- National development

Inclusive Education

In the classroom, an atmosphere that is congenial to all learners without excluding any one must be created. In our schools there are two categories of students, one who requires more consideration, help and attention and the other who requires normal help and attention. Only by addressing this can we ensure equitable quality education.

Areas which help to develop values, attitudes and commitments

Areas such as awareness of humanitarian and constitutional values, attitudes that strengthen social life and growing social commitment are the prime concerns of the curriculum. Details of the conceptual areas are given below.

Democratic Outlook

While choosing the content for different subjects, the perspectives on democracy have to be considered. In the planning and transaction of learning activities, there should be a democratic approach. The aim of the curriculum is to establish a democratic approach through democratic platforms.

Constitutional Values

The values and objectives that are upheld by our Constitution have to be reflected in the curriculum. The content and the transaction process should be selected to enable learners acquire constitutional values.

Secular Attitude

Subject areas which help in developing a secular attitude have to be included.

Tolerance

The curriculum should aim at developing the quality of tolerance towards those who disagree with you.

Constructive and Creative Thinking

There is a need to develop creative thinking and the urge for discovery among learners. There should be possibilities for creative enquiry in the content areas and learning strategies of the curriculum. The different levels of multiple intelligences should also be considered.

Respect for one's cultural heritage

Respectful attitude to one's cultural heritage and history is one of the aims envisioned by the curriculum.

Equality

It is essential to ensure equality in learning activities, which are provided to the learners.

Leadership Quality

There is need to design learning strategies that would help in shaping leaders who are capable of facing the challenges of this millennium. In the classroom, opportunities must be created to develop leadership qualities among children.

Life Skill Education

Life skills such as self awareness, empathy, communication skill, interpersonal relationship, creative thinking, critical thinking, decision-making, problem-solving, coping with emotions and coping with stress should be developed in learners. These life skills help the learner to face life with self-confidence.

Civic Sense

Just as the state has certain duties to the citizens, the citizens also have some duties to the state. The aim of education is to create a community with civic sense and a sense of responsibility and discipline.

Respect for Elders

Respect for elders is the keystone of our civilization. In all cultures, old people are venerated and given due consideration. An important characteristic of the elder people is that they are a store house of experiences. Our cultural life being continuous and heritage-oriented, the age-old experiences and knowledge are handed down from one generation to another. Factors which encourage learners to express respect for elders through co-operative interventions should be made part of the transaction of content.

Human Rights

Human rights are the rights of individuals to lead a life of dignity. The human rights which got universal acceptance through the United Nations Declaration of Human Rights should be given importance in the curriculum.

Child Rights

It is our duty to protect every right of the child.

Awareness about Environment

Basic awareness about nature and the need to protect natural resources should be included from the primary level itself. Children should be made to understand that environmental hygiene is as important as personal hygiene and that sense of hygiene is one of the basic factors of civic sense. They should understand that nature and natural resources are not meant just for the consumption of

human beings and that any change in the balance of nature will have far-reaching consequences. They should carry out activities which make protection of natural resources and environmental hygiene a value-system and an attitude.

Water Literacy

Children must be made to understand that water is precious by creating awareness about the availability of water, conservation of water and the need to keep it free from pollution.

Peace Education

The basic idea of peace education is to develop values and attitudes to interact with others and the surroundings in a peaceful and friendly manner. It is essential to include content areas that reflect values like avoiding conflicts and situations leading to conflicts, peace and harmony.

Legal Literacy

Knowledge and awareness about law is essential for all citizens of a democratic country. It is the need of the hour to include content areas that ensure legal literacy. Various programmes involving Law Clubs, Law Clinics etc. can be organized to create awareness of law.

Cyber Literacy

The misuse of ICT and related crimes are on the rise. Awareness should be created among children on these activities. They should be given a clear idea about the proper use of Internet, e-mail and social networking sites. The curriculum should facilitate creating awareness among children regarding the punishment for cyber crimes and the ethics in the use of internet etc.

Media Literacy

Media exerts a great influence on our society. It is impossible even to imagine a day without visual media. Visual media has tremendous influence on children. Therefore, the content area of the curriculum should contain various factors required to create critical media literacy.

Perspective on Sustainable Development

The curriculum should spread the awareness that this earth exists

not just for the benefit of mankind. An understanding regarding the environmental challenges, human interventions which cause harm to environment, and how nature can be protected from such destructive activities etc. is the need of the hour. The curriculum should also uphold the enquiry how environment and development can go hand in hand and perspectives regarding sustainable development and views. One of the aims of the curriculum is to present perspectives on consistent development and create a comprehensive awareness about environment.

Adolescent Education

The possibility of including content areas on adolescent education should be explored with the help of child psychologists, health workers, doctors and teachers. It is also important to address the doubts of learners regarding health and hygiene in a scientific manner.

Consumer Culture

Facts concerning the negative aspects of consumerism have to be included in the curriculum. Consumer laws and our rights as consumers should be dealt with in the curriculum.

Anti-drug and intoxicant attitude

We should realise the harmful effect of alcohol, drugs, tobacco and other narcotics on the health of children. The future generation should be saved from the evil tentacles of this menace. Pictures, pamphlets and visuals on the physical and mental effects of drug abuse, as examples, can be included in the content areas.

Gender Justice

The curriculum should ensure gender justice and gender equality. Discrimination on the basis of gender should not be reflected in the content areas. It is the responsibility of teachers to ensure gender justice while carrying out learning activities.

Frugality

Children should be taught the basic lessons of frugality at the primary level itself. Explain the importance and relevance of the habit of frugality. Students can also be given practical training in frugality.

Road Safety

Traffic rules and practical suggestions to avoid road accidents are part of road safety. Children should develop the civic awareness that the road is a public place and that everybody has the right to use it. Activities related to road safety should also be given importance.

Learning experiences in these areas should be incorporated naturally in the transaction of the curriculum. While choosing the concepts of various subjects and arranging learning activities, enough consideration should be given. Knowledge, skill and attitude should be stressed in the process of teaching learning process. It should also be possible to perform continuous evaluation to find out whether the objectives have been accomplished. Activities of various clubs, SPC, NCC, Scouts and Guides, JRC, Vidya Rangam, Kalasahithya Vedi, Gandhi Darshan etc., can be platforms to develop values, attitudes and commitment.

Right Based Education

UNESCO had taken initiatives to decide on the rights of children and spread them world wide. As a result of this, legislation has been made in many countries to protect the rights of children. The Right to Education Act passed in 2009 in India, is an important milestone in this matter. The responsibility of protecting the rights of children becomes the duty of adults. Right to Education can be divided into three areas.

- Participation
- Provision
- Protection

Participation

- My opinion is sought when decisions concerning me/ children are taken.
- My interests are given priority when decisions are taken.
- I am given the opportunity to participate in activities which are compatible with my ability and limitations.
- I am able to go through a learning process which is flexible enough to nurture my abilities and overcome my limitations.

- My opinions are given due respect and value.
- My friends and I get active participation in the activities in class.
- I get opportunities to display my talent and abilities.

Provision

- I get the service of teachers who have the required qualification and who constantly update their knowledge.
- I get learning -experience in the prescribed time.
- I get a classroom ambience conducive to physical and psychological growth.
- My teachers are able to make learning materials required for learning activities available.
- I get materials and opportunities for the growth of art and physical education.
- I also get career guidance for securing employment in future.

Protection

- I do not experience any kind of discrimination in or out of school.
- I am not ignored by any one in any manner.
- I am not harassed either physically or mentally.
- I can interact with my teachers without any fear.
- Though I am a child, every one respects and values my privacy.
- I am convinced that I will be safe both at home and at school.
- My school lends me a helping hand to further strengthen and empower me when I face physical and emotional problems.

If these are the rights of children, how far can I ensure these rights? What steps should I take further to ensure these rights? Every teacher should think about this.

Mentoring

RTE considers the teacher as a 'mentor'. Mentoring has much relevance and significance in the comprehensive school development project.

The teacher - student relationship has undergone significant changes. A teacher should function not as a person who distributes/ dispenses

knowledge, but as a facilitator who co-ordinates the various opportunities of students to gain knowledge.

In reality, school is a second home for the child and teachers are the members of his/her family. A teacher should understand that all children do not receive love, consideration, security, appreciation and recognition etc., equally at home. The responsibility of a teacher becomes complete only when he/she realises this and is able to express these feelings accordingly to each child. Only then will a school become a home.

Only when a teacher becomes a mentor and a facilitator who helps gain learning outcomes, he/she will be a teacher of the new era.

When the teacher becomes a co-guardian, children get guidance, advice, support and opportunity to improve. The teacher as mentor should make interventions in the role of an experienced predecessor. Assistance for awareness and counselling are part of this. An effective mentor can bring out the hidden talents of a child.

Through mentoring:

- the teacher and the student enjoy proper learning experiences.
- the knowledge-area of the child and the teacher widens.
- the bond between the student and the school is strengthened.
- personality development and learning development of the child are ensured.
- collective thinking, decision- making and collective effort are made possible.
- the relationship between parents and school is strengthened and an overall view of the learner's learning process is created.
- the participation of the learner in arts and sports can be assessed.

Mentoring has to be manifested as a process which caters to personality development and interest in learning. It should also help in continuous assessment. Notes related to mentoring experiences should be recorded in the Cumulative Record. All the teachers in the school should act as mentors of students. All learners should get an experience of mentoring. The class may be divided into small groups and different teachers can be given the responsibility of evaluating the progress of each group.

Code of Professional Ethics for School Teachers

1. Responsibility towards Students

The teacher;

- 1.1 Treats all students with love and affection.*
- 1.2 Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.*
- 1.3 Facilitates students' physical, social, intellectual, emotional, and moral development.*
- 1.4 Respects basic human dignity of the child in all aspects of school life.*
- 1.5 Makes planned and systematic efforts to facilitate the child to actualise his/her potential and talent.*
- 1.6 Transacts the curriculum in conformity with the values enshrined in the Constitution of India.*
- 1.7 Adapts his/her teaching to the individual needs of students.*
- 1.8 Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.*
- 1.9 A teacher refrains from subjecting any child to trauma, fear, anxiety, physical punishment, sexual abuse and emotional and mental harassment.*
- 1.10. Protects a child from all forms of sexual abuse.*

2. Obligations towards parents, community and society

A teacher;

- 2.1 Establishes a relationship of trust with parents/guardians in the interest of the all round development of students.*
- 2.2 Desists from doing anything which is derogatory to the respect of the child or his/her parents /guardians.*
- 2.3 Strives to develop respect for the composite culture of India among students.*
- 2.4 Keeps the country top most in mind, refrains from taking part in such activities as spreading feelings of hatred or enmity among different communities, religious or linguistic groups.*

3. Obligations towards the profession of teaching and towards colleagues:

A teacher:

- 3.1 *Strives for continuous professional development.*
- 3.2 *Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stake holders.*
- 3.3 *Takes pride in the teaching profession and treats other members of the profession with respect and dignity*
- 3.4 *Refrains from engaging himself/herself in private tuition or private teaching activity.*
- 3.5 *Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.*
- 3.6 *Refrains from making unsubstantiated allegations against colleagues or higher authorities.*
- 3.7 *Avoids making derogatory comments about colleagues, especially in the presence of pupils, parents or colleagues.*
- 3.8 *Respects the professional standing and opinions of his/her colleagues*
- 3.9 *A teacher maintains confidentiality of information regarding colleagues and dispenses such information only when authorized to do so.*

Teacher Planner

Teacher planner is a record of daily teaching planning. The teacher should develop the process page by carrying out the activities given in the teacher text and text book with the aim of achieving learning outcomes. However, these activities should be done in a flexible manner, adopting techniques suitable for the students of her class.

The process page should contain planning that includes assessment along with learning activities. Information obtained through continuous assessment should also be included on the feedback page.

A teacher planner should contain learning activities conducive for precise and meaningful concept- formation. The teacher should prepare a reflection note based on the information gathered through learning activities and assessment implemented in a week. It should be discussed in SRG/ Subject Council. Further planning notes should be made by the teacher based on these notes.

The format of a teacher planner is given below.

Teacher Planner

Name of the unit/ lesson :	
Date :	
Expected time :	
Learning outcomes :	
Concepts / Ideas :	
Skills :	
Language elements (only for language) :	
Discourses (only for language) :	
Values, Attitudes :	
Learning aids :	
Expected Products :	
Process Page	Assessment Page
Process containing activities and assessment.	Assessment details should be included here.

Reflections

My findings, realisations

(Based on the ideas obtained through the assessment of learning activities)

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Extended Activities and Remedial Measures - Hints

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-
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Assessment Approach

Learning is a natural and continuous process. For effective learning, learning experiences should be based on specific objectives and centred on learning outcomes. Teachers and learners should be aware of the concepts and skills to be acquired through learning. Learning strategies should be planned according to the learning outcomes associated with each lesson. They should be linked to real life situations and presented to the learners.

How far are the acquired concepts and skills sufficient in ensuring learning outcomes? How many learners are yet to acquire the learning outcomes? What are the extended activities to be provided? How can they be provided? These should be the concerns of teachers as part of assessment.

Assessment **of** Learning is the process of assessing the learning outcomes acquired after the transaction of a unit. The proficiency of the learner and his level of excellence are evaluated here. This is just one phase of assessment.

There is also a process of correction which involves a critical self analysis of the concepts and awareness gathered through learning and internalizing the changes. This can be considered as self-assessment. Thus, learning takes place through self-assessment. This can be called Assessment **as** Learning. The learner becomes aware of how to learn more effectively (Learning to Learn) through this.

Assessment for learning and assessment as learning should be intensely emphasised to make learning more effective. The approach which gives importance to assessment process for making learning more effective must be adopted.

Continuous and Comprehensive Evaluation (CCE)

Learning is a continuous process taking place in the learner. Hence, the assessment process to examine the concepts and skills acquired should also be continuous. By comprehensive assessment, we mean the assessment of the learner in cognitive as well as socio-emotional areas. Hence, we have adopted a continuous and comprehensive evaluation system.

CCE Areas

CCE is carried out in two areas;

1. Cognitive area
2. Socio - emotional area

Assessment regarding development in cognitive domain

The subjects taught at higher secondary level like Language, Science Humanities, Commerce, Health and Physical Education come under cognitive area. Learning outcomes acquired in each subject should be evaluated. Two types of evaluation are suggested here.

1. Continuous Evaluation (CE)
2. Term Evaluation (TE)

Continuous Evaluation (CE)

Three types of CE are suggested.

1. **Learning Process assessment**
2. **Portfolio Assessment**
3. **Unit based assessment**

1. Learning Process Assessment

Both the teacher and the learner plan various activities to acquire learning outcomes. The teacher has evaluated various factors like the participation of the learner in the learning process, excellence of the learner in performance and presentation, creativity of the learner, acquisition of desired skills etc. The indicators given below can be used for evaluation.

1. Participation in activity
2. Conceptual understanding
3. Acquisition of skills
4. Performance / Presentation
5. Recording / Preparation

When the process -assessment is carried out, the assessment done should be based on each indicator. For example, when evaluation for the indicator 'participation in activity' is done, the learners should be categorized as excellent, good, average and those who need improvement. This has to be recorded in the page for assessment in

Teacher Planner. All learners have to be assessed and recorded with reference to each indicator in every term.

Opportunity for self-assessment, peer assessment and teacher-assessment should be given in process-assessment.

Activity log

Activity log is an important document required for the assessment of the cognitive area. It helps to complete various activities according to learning processes. The creativity of the learner, thought processes, language skills, socio- emotional domain etc are reflected in the activity log. An activity log should contain details like the various strategies adopted for the transaction of lesson. The additional information given by teachers to strengthen the learning process too can be recorded in the activity log.

2. Portfolio Assessment

Portfolio is the collection of all products formed during the various stages of learning activities. It has the duty to give a learner, parents and the teacher feedback regarding learning.

The following should be included in a portfolio.

- o Activity log
- o Other learning documents, pictures, collections, writings, learning materials, creations made through ICT etc.
- o Creative works
- o Work sheets

The following indicators can be used for portfolio assessment.

- o Clarity of concept
- o Attainment of concepts
- o Appropriate design
- o Completion
- o Originality

Method to calculate scores of learning process and portfolio

It is not necessary to record the score of all students calculated using indicators given for each activity. Performance of an entire term should be evaluated using the indicators. The notes in teacher planner, records in activity log etc should be consolidated at the

end of each term and learners should be categorised on the basis of their participation as Excellent, Good, Average, and Need improvement and 4/3/2/1 scores should be given accordingly. All five indicators have to be considered and score should be given for each indicator. The maximum score can be calculated as 20.

3. Unit based Assessment

In a unit, activities for various learning outcomes are distributed in an inter-related manner. This is comprehensive in nature. While assessing a unit, this comprehensiveness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book assessment, preparation of questions, identifying the indicators and assessment of creative writing can be considered for unit assessment. Rating scale and check list to measure the achievement of a learner in a particular unit can be used. Unit assessment should take place naturally along with learning.

For unit assessment, points have to be awarded on the basis of indicators and converted to grades. These grades have to be recorded in the prescribed format. As there is more than one assessment in a term, the average of the assessment of all the units has to be recorded at the end of the term. Teacher has to prepare indicators suitable for the tools used in assessment.

Open Book Assessment

An “open book assessment” is one in which examinees are allowed to consult their class notes, textbooks, and other approved materials while answering questions. It is ideally suited to programmes that especially aim at developing the skills of critical and creative thinking. The open material may take one of the main forms; a textbook or alternative reference materials, or the students’ own notes. The types of material allowable must be made explicit to all students in advance of the assessment. Open-book assessments often comprise tasks based on a problem or argument to which the student is then required to respond, employing their knowledge of the subject and making use of the reference material as appropriate. Unit based assessment can be done in the form of open book assessment. It can be given after completing the unit, integrating all the learning outcomes. This assessment can be given for individual attempt first. Then the same can be allowed to be discussed in groups. Thus learning can be ensured in every learner.

Advantages of open-book Assessment

- They assess not only students' capacity to construct a coherent response to the assessment task, but also require a demonstration of their ability to use resource material effectively.
- By allowing students access to relevant reference material, open-book assessments reduce the need to memorise information, and can therefore allow students to concentrate on demonstrating their ability to understand and apply this information to the question.
- By providing students with reference material prior to the assessment, it may give them greater confidence when taking these assessments and therefore produce a more accurate account of their achievements.
- Students can use revision time more constructively, focusing on reinforcing their understanding of the subject rather than attempting to memorise information.
- Home assignments and other learning experiences already prepare the students to solve problems with the assistance of external resources, so open-book assessments are quite natural in nature.

Preparing for an Open Book Assessment

- Read the chapters ahead of time. Don't expect to find quick answers during the assessment.
- Know where to find everything. Observe the concepts and make your own outline. This reinforces the structure of the content in your mind.
- Mark all important terms with sticky notes and flags. If the teacher allows it, mark your texts wherever you notice important concepts and terms.
- Review notes for themes. Your teacher's comments usually provide an overview of the themes and concepts that appear on assessment. You won't always get this by reviewing the book alone.
- Make your own notes if allowed, and write down important formulas or concepts that you've covered in class.

Method of calculating CE

The maximum score for learning process, portfolio and unit based assessment will be 20 each in every subject. Term level recording can be done calculating the average of them. To consolidate these marks, the format given in Annexure - 1 can be used.

Term Evaluation (TE)

It is essential to assess the learning outcomes achieved through learning activities by each learner at the end of every term. The assessment of languages should be made considering areas like discourses, language elements, language skills based on the learning outcomes in the units considered in each term. Question models can contain various questions which stress the content areas and skills. For other subjects, assessment should be done based on the content- area of units considered in the term. Questions to assess skills and ideas which lay stress on learning outcomes can be prepared.

The question paper should be prepared after first preparing a design and then a blue print of question paper giving proper weights to units and learning outcomes, various thinking skills and different form of questions. Suitable scoring key and marking scheme should be prepared for each question and assessment should be done based on this scheme. Question-wise analysis should be prepared to review whether the questions are in accordance with the blue print and necessary editing should be done in the questions.

Details of thinking skills

Thinking skills are the mental processes that we apply when we seek to make sense of experiences. While setting the question paper, due weight should be given to the thinking skills, so as to ensure meaningful learning in every learner. Coverage of the range of skills has to be ensured in the question paper which expects the learners to respond within a stipulated period of time of assessment, keeping in view the difficulty level.

According to Anderson and Krathwohl ('A Taxonomy for Learning, Teaching and Assessing – Revised Blooms taxonomy') the range of categories, specific thinking skills/processes with its alternative processes/terms is given as follows;

CATEGORY/ PROCESSES	ALTERNATIVE TERMS
1. Remember	Retrieve relevant knowledge from long-term memory
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
2. Understand	Construct meaning from instructional messages, including oral, written and graphic information
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement ‘There are twice as many boys as girls in this class’)
2.2. <i>Exemplifying</i>	illustrating, substantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle can be asked to state the underlying principle or concept the student is uses to arrive at the correct answer.)
2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm’s law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
3. Apply	Carry out or use a procedure in a given situation
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given to and find out the net profit.)

3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
4. Analyse	Break material into its constituent parts and determin how the parts relate to one another and to an overall structure or purpose
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies which best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
5. Evaluate	Make judgements based on criteria and standards
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
6. Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Health - Physical Education - Assessment Method

Health - physical education will be considered as a cognitive area from 2014-15 academic year. During the adolescent stage, the physical and mental development of a child strengthens further. The

learners should be given the opportunity to get a proper awareness of health habits and the need to engage in physical activities. A performance assessment of the health - physical education is suggested. Details regarding this are given in the higher secondary level source book.

Assessment in Socio - Emotional Area

Assessment of social and emotional areas is as important as that of cognitive areas. Skills relating to Learning to know, Learning to do, Learning to live together and Learning to be should be considered here. The assessment of social and emotional areas should consider the following skills.

1. Communication skills
2. Interpersonal skills
3. Empathy
4. Coping with emotions
5. Coping with stress
6. Problem solving skills
7. Decision making
8. Critical thinking
9. Creative thinking skills
10. Self- awareness

The assessment should be carried out by teachers handling various subjects in cognitive areas. This assessment should be carried out as part of the learning process assessment in each subject. Along with the assessment of process skills, the assessment of related values and attitudes too should be done.

The skills in the socio - emotional area that can be beneficial for the proficiency of the learner should be identified and marked. The skills beneficial to each learner should be encouraged. The teacher can record these proficiencies in the Teacher Planner and the consolidated information in Annexure - 2.

Artistic, Social, Cultural and Vocational Proficiencies

To ensure the all-round development of a learner at the higher secondary level, not only appreciative, creative and artistic skills should be encouraged but an attitude towards undertaking social-cultural services should be inculcated. Every learner should get an

opportunity at least once in a month to participate in such activities. Higher Secondary Youth Festival, Career Guidance, Social Extension activities, National Service Scheme, N.C.C and various clubs should be made use of towards this effect.

All students at the higher secondary level should participate in atleast one of these activities. The proficiency of the learner in participating can be given a special grade certificate.

- For Excellence in activity - A grade
- Good - B grade
- Satisfactory - C grade
- Participation - D grade

Assessment - Annual Consolidation

The annual overall score of CE is the best score obtained by the learner in 3 terms. This can be entered in the column titled 'Final Score' in the format given in Annexure - 2. It is the total CE score of the learner in each subject. Now find the TE of each subject and find the total score adding CE and TE. This is the total score of a learner in one subject. In the case of subjects with practicals, the final score is calculated by including the score for practicals too.

Grading Scheme

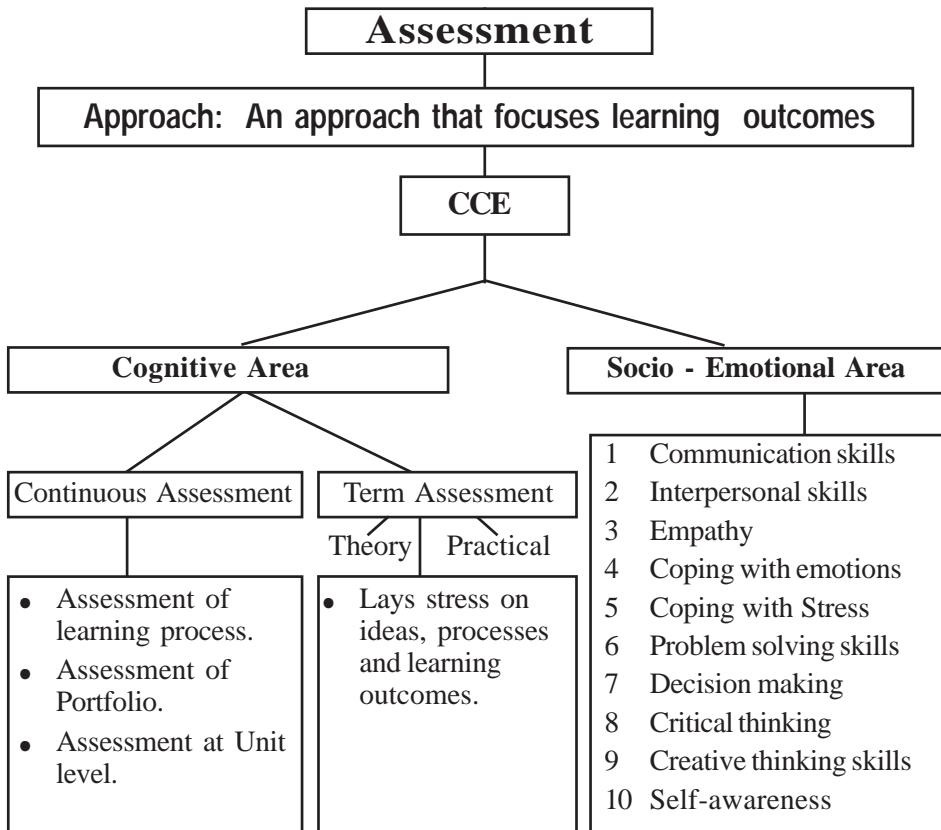
Higher Secondary level employs grading system to assess subjects in cognitive area. 9 Point Absolute Grading is used for this.

The table given below can be used for this.

Score Percentage	Grade
90-100	A+
80-89	A
70-79	B+
60-69	B
50-59	C+
40-49	C
30-39	D+
20-29	D
Below 20	E

To be eligible for higher studies, the learner in the higher secondary should get a minimum of D+ (30-39 %) for each subject in the combined score of CE +TE (Public exam). In addition, he should score a minimum of D+ for TE too.

The formats for assessment are given as Annexure I and II.



SYLLABUS

Unité -1

Leçons	CONCEPT	VOCABULAIRE	ASPECTS COMMUNICATIFS	ELEMENTS CULTURELS
Leçon - 1 Un voyage en avion	-Passé récent -Futur Proche -Présent progressif La durée - Son expression	L'avion L'aéroport	-Raconter les événements qui sont en train d'arriver, vont arriver ou viennent d'arriver. -Faire ou annuler une réservation. Exprimer la durée de l'action.	Le poème <Déjeuner du Matin> écrit par Jacques Prévert
Leçon-2 Le Courrier électronique	Imparfait Adverbe	L'ordinateur Le bureau L'Internet	-Exprimer les événements du passé. -L'adverbe - son usage	La fable - Boucles d'or et les Trois Ours

Unité II

Leçon -3 Quoi de neuf!	-Pronoms directs -Conjonction	Les musicaux Le concert	-Employer les compléments d'objets directs. -Donner des conseils en se servant des pronoms.	Autobiographie de François Mauriac
Leçon -4 Remettez-vous vite !	-Pronoms indirect - La Négation	La maladie La blessure L'hôpital	-employer les compléments d'objets indirects -Répondre négativement aux questions	Un extrait de la pièce de théâtre de Jules Romain- <Knock>

SYLLABUS

Unité -III

Leçons	CONCEPT	VOCABULAIRE	ASPECTS COMMUNICATIFS	ELEMENTS CULTURELS
LLeçon-5 Les Traces françaises en Inde	Les pronoms : en et y. Les pronoms relatifs Expression de la restriction	Le paysage	Emploi des pronoms - y et en.	La bande dessinée - Astérix Le Gaulois
Leçon-6 Mahé - Paris de Malabar	Le comparatif Le superlatif L'opposition	L'architecture Les bâtiments	-apprendre le comparatif et le superlatif -Exprimer l'opposition et la restriction dans la langue	Le journalisme en France Un article de <Libération>

SCHEME OF WORK

Mois	Unité- Leçon	Activités	Période
Juin	Une révision de la langue française.	<ul style="list-style-type: none"> • Lecture • Ecouter • Discuter 	20
Juillet	Unité - 1 La communication Un Voyage en avion	<ul style="list-style-type: none"> • Dialogue, Projet • Discuter 	21
Août	Unité - 1 La communication Le Courrier électronique	<ul style="list-style-type: none"> • Raconter des événements passés • Décrire 	18
Septembre	Unité - 2 Un Rendez-vous Quoi de neuf ?	Dialogue Raconter Jouer le scène	18
Octobre	Unité - 2 Un Rendez-vous Remettez- Vous vite !	Décrire Lecture Dialogue	20
Novembre	Unité - 3 Nous et les Français Les Traces françaises en Inde	Lecture Discuter	20
Décembre	Unité - 3 Nous et les Français Mahé- Paris de Malabar	Projet Raconter	15
Janvier	Unité 1-3	Révision	12

Unit 1

Leçon - 1 La Communication

Introduction

WITH THE INTRODUCTION OF GLOBALIZATION, WE WITNESS THE EMERGENCE OF MULTINATIONAL COMPANIES ALL OVER THE WORLD. THIS MAKES IT IMPERATIVE TO MASTER INTERNATIONAL LANGUAGES. HERE LIES THE NECESSITY TO CREATE AN AWARENESS AMONG THE LEARNERS ABOUT JOURNEY BY PLANE AND THE USE OF MODERN COMMUNICATIVE TECHNIQUES.

Total Periods - 41

Learning Materials : Paroles – Recueil de poèmes de Jacques Prévert
: Les Fables-Jean de la Fontaine

ICT- www.slidshare.net

www.frenchtoday.com .

Evaluation: Individual evaluation, Peer evaluation, Teacher Evaluation

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
<ul style="list-style-type: none"> Creative use of language : Narration of recent past, immediate future and present progressive actions 	<p>Discusses and practices dialogues. Narration of events.</p>	<p>Narrates the incidents in all the three tenses.</p>
<ul style="list-style-type: none"> French poetry: Introduction, comprehension and appreciation 	<p>The audio version of the poem : "Dejeuner du Matin" is played in class. Discussions are conducted with focus on language aspects and musical quality. Learners read the poem, answer the questions or share the answers in groups.</p>	<p>Recites the poem Identifies and appreciates the different aspects of the poem. Prepares a short poem of his/her own.</p>
<ul style="list-style-type: none"> L'imparfait : Formation and use 	<p>Learner identifies the need for imparfait to express continuous or repeated past action Differentiates the use of passé composé and imparfait</p>	<p>Frames sentences in imparfait in appropriate context</p>
<ul style="list-style-type: none"> Formation of adverbs and their position in french sentences. 	<p>Creates sentences wherein adverbs are used</p>	<p>Describes events using adverbs.</p>
<ul style="list-style-type: none"> ICT integration Messages E-mail 	<p>Gets acquainted with the use of e-mail in french.</p>	<p>Prepares and sends short e-mails and also replies.</p>
<ul style="list-style-type: none"> La fable Boucle D'Or et les Trois Ours 	<p>Discussions are conducted with focus on the moral lesson of the fable. Learners read the fable, answer the questions or share the answers in groups.</p>	<p>Narrates past events using imparfait and passé compose in appropriate context. Tells simple stories in French language.</p>

Indicators

Process:

Participation

Quality of language

Narration of past events

Messages in the language.

Portfolio:

Comprehensiveness

Narration of story

Le courrier électronique



Chère Mireille,

Je viens de rentrer chez moi. Le stage à Paris était excellent.

Il y avait de partout beaucoup de participants, de l'Inde, de la Suisse, du Canada.....C'était un stage de cinq jours. J'ai eu de la chance de rencontrer plusieurs experts dans le domaine de biotechnologie.

Paris est vraiment la ville des rêves ! J'ai visité la Tour Eiffel, les Champs-Élysées, le Centre Pompidou, Le Musée du Louvre,....Je suis allé voir aussi le Palais Royal de Versailles. J'ai bien aimé les librairies de Saint-Germain des Prés et les grands magasins célèbres de Paris : "Carrefour", "Picard", "Franprix", "Monoprix"..... Je te raconterai davantage quand on se rencontre au restaurant « Archange » le weekend prochain.

A samedi,

Mya

Quelques Activités (Some CE and TE questions)

Activité – 1 (CE) (LO :1.5)

A l'aide des mots et des expressions données racontez une histoire !

Un renard - faire la chasse - ne pas trouver à manger - faim et soif - un vignoble - voir des grappes noirs - vouloir manger - sauter - cueillir les grappes - ne pas pouvoir - essayer plusieurs fois - impossible - hautes - Hélas - très acides.

Activité -2 (CE) (LO :1.3)



Avec votre partenaire, vous allez recevoir une photo par le photographe Raghubir Singh. Imaginez le passé récent, le présent continu et le futur proche de la photo. Utilisez ces expressions et parlez pendant deux minutes.

Activité - 3

1) Lisez l'extrait suivant et répondez aux questions (LO :1.7)

- A)
- | | |
|-----------------------|-------------------------|
| Il a mis le café | Avec la petite cuillère |
| Dans la tasse | Il a tourné |
| Il a mis le lait | Il a bu le café au lait |
| Dans la tasse de café | Et il a reposé la tasse |
| Il a mis le sucre | Sans me parler.... |
| Dans le café au lait | .. Sans me regarder |
- a) Qu'est –ce qu'il a mis dans la tasse ? (1)
- b) Est-ce qu'il a bu le café noir ? (1)

c) Avec quoi a-t-il tourné ? (1)

d) Nommez deux sortes de boissons. (1)

- **Choisissez la bonne réponse :**

e) Il a tourné(le lait/ le café au lait/ le café) (1)

f) Le contraire de « sans » est..... (dans/avec) (1)

-**Complétez :**

g) Il ale lait sans me parler. (1)

h) Après avoir fait le devoir, j'aile cahier sur la table. (1)

B) 'Un jour, Maman Ours a préparé une grande marmite de porridge délicieux. Le porridge était trop chaud pour manger. Alors les ours ont décidé d'aller se promener avant de prendre le petit déjeuner.

Près de la forêt vivait une petite fille appelée Boucles d'or. Elle n'était pas une petite fille très sage. Ce matin elle jouait dans le petit jardin.....

a) Qu'est-ce que Mama Ours a préparé ? (1)

b) Comment était le porridge ? (1)

c) Les Ours ont décidé d'aller se promener. Pourquoi ? (1)

d) Où est-ce que Boucles d'Or vivait ? (1)

-**Choisissez la bonne réponse et répondez :**

e) Je ne sors pas car il fait(sage/ chaud/matin) (1)

f) Le biriyani était.....(grande/délicieux/petite) (1)

-**Remplissez le tiret avec les mots convenables** de l'extrait

g) Elle aime..... chaque soir. (1)

h) Devant la classe, nous avons un..... (1)

iii) Il était une fois..... délicieux porridge.

a) Qu'est-ce que maman ours a préparé un jour? (1)

b) Les Ours, pourquoi vont-ils se promener? (1)

c) Boucles d'Or, qu'est-ce qu'elle faisait ce matin-là? (1)

d) Décrivez Boucles d'or. (1)

- Trouvez de l'extrait:

e) Deux verbes au passé composé. (1)

f) Contraire de l'adjectif 'petite'. (1)

- **Choisissez:**

g) Boucles d'or vivait près de la _____ (montagne/forêt/maison) (1)

h) Ils se promènent avant de prendre le (déjeuner/diner/petit-déjeuner) (1)

Activité - 4

Traduisez le proverbe en anglais et expliquez : (LO :1.6 , 1.7)

1) **'Après la pluie le beau temps' – 'There are better days ahead'**

Dans notre vie, nous avons le bonheur et le malheur. La joie suit la tristesse. Il n'y a pas de roses sans épines. Donc le proverbe, 'Après la pluie le beau temps'.

2) **'C'est dans le besoin qu'on reconnaît ses vrais amis' – 'A friend in need is a friend indeed.'**

Nous avons beaucoup d'amis. Mais quand nous avons des problèmes, quelques amis nous aident. Ce sont de vrais amis.

MODEL QUESTION PAPER (based on Unité -1)

Scores: 80

Section: A- (Compréhension et Traduction)

1) Lisez l'extrait et répondez aux questions : (8)

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.

-Répondez

a) Pourquoi a-t-il mis son manteau de pluie ? (1)

b) Est-ce qu'il a parlé au poète ? (1)

-Complétez

c) Les infinitifs de deux verbes au passé composé sont——et—— (2)

d) Les deux parties du corps sont——et—— (2)

-Choisissez la bonne réponse

e) Le contraire de <Avec> est.....(sous/sans) (1)

f) Il était triste. Donc il a(pris/pleuré) (1)

2 Traduisez en anglais :

M. Barrier : Allô ! Je voudrais aller à Grenoble le 3 juin. Est-ce qu'il y a un vol le matin ?

La Secrétaire : Un instant, s'il vous plait ! Voyons !Ah Oui ! Il y a un vol à 7h et un autre a 11 h.

M. Barrier : Ben, alors.... Je préfère le premier.

La Secrétaire : Quelle classe ? Economie ?

M. Barrier : Non la lasse commerciale. Réservez une place, s'il vous plait !

La Secrétaire : A Quel nom ?

M. Barrier : Antoine Barrier, 27 ans. (8)

3) Traduisez en français deux dialogues :

- a) How do you wish to pay ? By cheque or by cash?
I shall pay by credit card.
- b) Till when will they stay at Yanam?
They will stay till next week.
- c) Did you visit London?
Yes I stayed there for five days.
- d) Is your telephone working?
Yes when I entered the house, the telephone was ringing. (8)

Section-B (Expression Ecrite)

4) Répondez aux quatre questions (5x4 :20)

- a) Vous allez passer le weekend à la plage. Invitez votre ami/amie.
- b) Vous venez de rentrer d'un voyage. Ecrivez votre journal.
- c) Vous désirez aller à Thiruvananthapuram. Vous téléphonez à la gare. Préparez le dialogue entre vous et l'employé.
- d) Demain il ya une soirée chez votre cousin. Vous n'êtes pas libre. Ecrivez un message d'excuse.
- e) Traduisez le proverbe en anglais et expliquez
<C'est dans le besoin qu'on reconnaît ses vrais amis >
- f) Ecrivez un petit conte que vous avez lu
- g) Imaginez que vous êtes le professeur d'informatique ! Donnez quelques conseils à vos étudiants !

Section –C (Éléments de la langue) (20)

5) Mettez les verbes à l'imparfait :

- a) J' (être) petit, j' (avoir) les cheveux blonds.
- b) A l'école, nous (étudier) trois langues.
- c) Tu ne (prendre) pas de soupe. (4)

6) Mettez les verbes au passé récent :

- a) Je (boire) de l'eau. b) François (recevoir) une lettre
- c) Pierre et ses amis (arriver) à la gare. d) Tu (s'arrêter) devant le magasin. (4)

7) Complétez avec les adverbes correspondant aux adjectifs:

- a) Elle a une voix douce ; Elle chante.....
- b) Vous êtes gentil ; Vous parlez.....
- c) Nous sommes heureux ; Nous dansons.....
- d) Il est prudent ; Il marche..... (4)

8) Ecrivez le masculin des adjectifs correspondant aux adverbes suivants:

- a) Malheureusement c) régulièrement
- b) rapidement d) amicalement (4)

9) Mettez les verbes au passé composé ou à l'imparfait :

- C' (être) le 14 juillet. Quand Gérard (voir) Armelle, il (tomber) amoureux d'elle. Elle (être) adorable dans sa robe à fleurs. (4)

Section -D (Éléments Textuels)

10) Répondez à quatre questions :

- a) Comment passiez-vous vos vacances ?
- b) Dans l'histoire <Boucles d'or et les trois ours> quel personnage aimez-vous ? Pourquoi ?
- c) Qui a écrit le poème <Déjeuner du matin>
- d) Depuis combien de temps étudiez-vous le français ?
- e) Comment as-tu passé le week-end ? (8)

11) Reliez :

- L'hôtesse d'air - le site web
- L'internet - l'écran
- L'ordinateur - Prévert
- Paroles - L'avion (4)

12) Remplissez les tirets avec les expressions justes :

- a) Elle est revenue ————trois mois. (il ya/ depuis)
- b) Dans ————nous allons partir. (un instant/trois ans)
- c) Elles ——— des courses chaque jour (ont fait/faisaient)
- d) Yesudas chante——— (mélodieux/mélodieusement) (4)

Unit 2

Leçon - 2 Un rendez-vous

Introduction

IN THE MODERN WORLD, PEOPLE ARE SUBJECTED TO VARIOUS TYPES OF DISEASES AT A VERY EARLY AGE ITSELF AS PART OF THE JUNK FOOD, POLLUTION OF AIR, WATER AND SOIL. EVEN CHILDREN ARE NOT EXEMPTION TO THIS. THE USE OF ALCOHOLIC DRINKS AND DRUGS HAS BECOME COMMON. THIS IS AN ATTEMPT TO MAKE THEM AWARE OF THE DIRE CONSEQUENCES OF SUCH UNDESIRABLE HABITS WHICH WILL ULTIMATELY LEAD TO VARIOUS TYPES OF DISEASES. AT THE SAME TIME WE CAN SEE CHILDREN SPENDING THEIR LEISURE TIME FRUITFULLY BY READING BOOKS, ENJOYING MUSIC ETC

Total Periods - 36

Learning Materials: Un œuvre littéraire autobiographique de François Mauriac

Un extrait de pièce de théâtre de Jules Romain- 'Knock'

ICT- www.bonjourdefrance.com

Evaluation: Individual evaluation, Peer evaluation, Teacher Evaluation

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
<ul style="list-style-type: none"> • Pronoms complément d'objet direct et indirect. 	<p>After the presentation of Pronouns the learners -read the input in the text and pick out the instances where in pronouns are used.</p> <p>-frames their own sentences using pronouns</p>	Applies the use of the pronouns in oral and written language
<ul style="list-style-type: none"> • Loisirs - How the people of today spend their free time, their tastes.. 	<p>-Prepare a write-up about their vacation plans.</p> <p>-Discussions: They evaluate the life style of today's society</p>	Expresses their tastes and Preferences
<ul style="list-style-type: none"> • Bloc-Notes - • Autobiographie de • François Mauriac 	<p>Teacher gives an introduction about the author and the work.</p> <p>Discussion: Etes-vous d'accord avec l'opinion de l'écrivain à propos des américains ?</p>	-Gets acquainted with the Influence of modern America in the life of the French people. prepares their autobiography
<ul style="list-style-type: none"> • La Santé - La maladie 	<p>With the help of visuals, -learners are made aware of the hospital facilities offered to people in France.</p> <p>-Learners are asked to list out different diseases</p>	-Gets awareness about various diseases.
<ul style="list-style-type: none"> • La Négation-Different negative forms are introduced 	Dialogues based on situations are practiced using the different negative forms.	They are capable of creating negative sentences based on different situations.
<ul style="list-style-type: none"> • Knock - Le Triomphe de la Médecine - L'extrait (L'Acte-deux scène-4) de la pièce de Jules Romains 	<p>Teacher gives a brief introduction about the role of drama in french literature.</p> <p>Through ICT the extract or the whole drama is presented before the learners</p>	Learners enjoy the beauty of the drama and are capable in preparing a small skit or comedy

Indicators

Process:

Participation

Quality of language

Use of pronouns in conversation

Portfolio:

Comprehensiveness

Preparation of skit

Quelques Activités (Some CE and TE questions)

Activité -1 (L.O – 2.3)

Imaginez que vous êtes le directeur de votre école ! En se servant des pronoms faites cinq projets pour améliorer les conditions de votre école.

Activité – 2 (CE) (L.O – 2.2)

Lisez l'extrait de ce poème ! Faites deux poèmes à l'aide des indications données

a) Remplacez <te> par <les> b) Remplacez <je> par <nous> et <te> par <vous>

J'ai regardé devant moi
Dans la foule je t'ai vue
Parmi les blés, je t'ai vue
Sous un arbre je t'ai vue
L'été l'hiver je t'ai vue
Dans ma maison je t'ai vue
Entre mes bras je t'ai vue
Dans mes rêves je t'ai vue

Activité – 3 (L.O -2.6)

Lisez l'extrait et répondez aux questions :

- 1) J'admire certes le grand peuple américain ; mais ce peuple, par bien des aspects de son génie, m'est plus étranger qu'aucun autre.

Je ne l'ai jamais visité. A quoi bon ? Lui, il a fait beaucoup plus que nous visiter : il nous a transformés. Le rythme de notre vie quotidienne est accordé au sien. Sa musique orchestre nos journées par des millions de disques. J'en conviens Le monde n'eut guère connu de progrès s'il n'avait été peuplé que d'esprits de ma race.

-Répondez :

- a) L'auteur, qui admire-t-il ? Et pourquoi ? (1)
- b) Selon Mauriac, le peuple américain, qu'est-ce qu'il a fait pour les Français ? (1)
- c) Est-ce que les Français aiment habiter comme les Américains ? (1)
- d) Trouvez deux expressions négatives de l'extrait ! (1)

- Complétez :

- e) En France je ne suis pas Français. Je suis _____ (1)
- d) J'étudie bien mais je ne fais pas de _____ (1)

-Choisissez la bonne réponse :

- f) Il n'est pas un bon étudiant. Il n'étudie.....(plus/aucun/jamais) (1)
- g) Faire les devoirs, c'est le travail.....des étudiants. (génie/quotidien) (1)

2) Knock : Diable ! Vous n'avez pas de domestiques ?

La Dame : Dame si. Trois valets, une servante et les journaliers dans la belle saison.

Knock : Je vous plains. Il ne doit guère vous rester de temps pour vous soigner ?

La Dame : Oh ! Non.

Knock : Et pourtant vous souffrez.

La Dame : Ce n'est pas le mot. J'ai plutôt de la fatigue.

Knock : Oui, Vous appelez ça de la fatigue.(Il s'approche d'elle.)Tirez la langue ! Vous ne devez pas avoir beaucoup d'appétit.

La Dame : Non.

Knock : Vous êtes constipée.

La Dame : Oui assez.

Knock : (Il l'ausculte) Baissez la tête !

-Répondez

- a) Quelle est la maladie de la dame ? (1)
- b) Selon Knock, est-ce que la dame mange trop ? (1)
- c) Qui sont les domestiques variés chez Knock ? (1)
- d) Trouvez deux formes négatives de l'extrait ! (1)

Choisissez la bonne réponse

- e) Je ne mange pas beaucoup car je n'ai pas.....(fatigue/faim) (1)
- f) Quand j'ai mal à la gorge, je.....bien (respire/tousse) (1)

-Complétez

- g) Quand je..... je vais à l'hôpital. (1)
- h) Je mange peu car je n'ai pas (1)

Activité - 4

Racontez le sens et expliquez !

- 1) **Il faut battre le fer quand il est chaud** – Strike while the iron is hot.
La chance ne frappe pas deux fois à la même porte. Il faut saisir l'opportunité dès qu'elle se présente et ne pas attendre au risque de la laisser passer.
- 2) **Bien commencer, amène à bien terminer** – A good beginning makes a good ending.
Il faut avoir assez de préparations avant de commencer à faire quelque chose. Si l'on prépare bien, on aura le succès.

Model Question Paper (based on Unité -2)

Scores: 80

Section: A- (Compréhension et Traduction)

1) Lisez l'extrait suivant et répondez aux questions :

J'admire certes le grand peuple américain; mais ce peuple, par bien des aspects de son génie, m'est plus étranger qu'aucun autre. Je ne l'ai jamais visité. A quoi bon? Lui, il a fait beaucoup plus que nous visiter: il nous a transformés. Le rythme de notre vie quotidienne est accordé au sien. Sa musique orchestre nos journées par des millions de disques.

- a) L'auteur, qui admire-t-il ? Et pourquoi ? (1)
- b) Selon Mauriac, le peuple américain, qu'est-ce qu'il a fait pour les Français? (1)
- c) Trouvez deux expressions négatives de l'extrait. (2)
- d) **Traduisez en anglais** : Je ne l'ai jamais visité (2)

Complétez.

- e) _____ de la vie _____ de français est accordé à celui des américains. (2)

2) **Traduisez en anglais** :

Docteur : (Après un quart d'heure) Bon....Ne vous inquiétez pas ! Faites de la nébulisation. Reposez-vous bien ! Je vous donne des antibiotiques pour cinq jours et une bouteille de sirop. Maintenant je vais vous faire une piqûre. Si vous ne vous sentez pas mieux, venez me voir après deux jours.

Mireille : Merci beaucoup !

Mya : Mireille, écoute-moi, repose -toi bien pendant cette semaine. Si tu as du travail urgent, je le ferai pour toi.

(8)

3) **Traduisez en français deux dialogues:**

- a)- Do you like fruits ?
-Yes I like them verymuch.

- b) -Have you already invited your friends?
-No I haven't yet invited them.
- c) -Did you show the photos to them?
-Yes I showed them the photos.
- d) -Did you ask them the questions?
-No I did not ask them the questions. (8)

Section-B (Expressions Ecrites)

4) Répondez aux quatre questions: (4 X 5 = 20)

- a) Votre voisin tousse toute la nuit. Le lendemain, vous lui donnez quelques conseils.
- b) Votre ami vous invite chez lui pour un mariage. Mais vous ne pouvez pas y assister car votre mère est malade. Ecrivez un message d'excuse.
- c) Vous êtes le responsable de la classe : Donnez cinq conseils à vos camarades.
- d) Racontez une histoire !
- e) Racontez le sens et expliquez en français :
< Bien commencer, amène à bien terminer >
- f) Votre ami est malade. Vous le rendez visite à l'hôpital. Imaginez le dialogue entre vous deux.
- g) Votre ami vous invite pour un mariage. Mais vous ne pouvez pas y assister car votre mère est malade. Ecrivez un message d'excuse.

Section : C (Eléments de la Langue)

- 5) Répondez aux questions en utilisant les pronoms à la forme affirmative et négative :
- a) Les enfants, demandent-ils les questions ?
- b) Serena, fera-t-elle l'erreur ?
- c) As-tu fini ces exercices ?
- d) Avez-vous acheté la chemise bleue ? (4)

- 6) **Complétez le dialogue avec des pronoms convenables :**
 Guillaume : Mange les gâteaux ! Maman _____ a préparés.
 Claire : Le gâteau au chocolat, moi, je _____ adore.
 Guillaume : As-tu invité Nicole et Anne ?
 Claire : Oh, non, je ne _____ ai pas invitées.
 Guillaume : C'est pas grave. Je vais _____ inviter. (4)

- 7) **Substituez les compléments par les pronoms :**
 a) Elle écrit à véronique.
 b) Ils parlent à Roland et à Sophie.
 c) Vous téléphonez à vos parents.
 d) Monsieur Henri répond à son client. (4)
 8) Mettez les verbes aux temps convenables :
 a) Si elles (revenir) à l'heure nous partirons tôt.
 b) (Apprendre) tout, si tu peux.
 c) Si nous (voir) ce film nous amuserons bien.
 d) (conduire) lentement s'il vous plait. (4)

9) **Répondez aux questions en se servant des pronoms**

- a) Avez-vous demandé la vérité aux étudiants ?
 b) As-tu apporté les bonbons aux cousins ? (4)

Section-D (Éléments Textuels)

- 10) **Répondez à quatre questions**
 a) Quelle musique écoutez-vous ?
 b) Que savez-vous de la Martinique ?
 c) Ou allez-vous si vous êtes malade ?
 d) Pouvez-vous me donner votre livre ?
 e) Pourquoi va-t-on à la pharmacie ?
 f) Qu'est-ce que vous faites si vous êtes malade ? (8)

- 11) **Choisissez la bonne réponse**
 a) La Tour Eiffel, tu _____ as visitée ?
 b) Il _____ invite, Douter land et moi. (nous/me/les)
 c) Si vous ordonnez je vous _____ tout. (fais/ferai/ferez)
 d) Jacques, je _____ demande une faveur (te/vous/la) (4)

- 12) **Reliez**
- | | | |
|----|-------------------------|--------------------|
| a) | Tu m'aimes mon cher ami | Je la pratique |
| b) | Si tu vas à Londres | Oui je t'aime |
| c) | La natation | Aidez – moi |
| d) | Si vous pouvez | Je t'accompagnerai |
- (4)

Unit

3

Leçon - 3

NOUS ET LES FRANÇAIS

Introduction :

IT IS A HISTORICAL FACT THAT INDIA HAD BEEN A COLONY OF VARIOUS EUROPEAN POWERS INCLUDING FRENCH. BEING THE STUDENTS OF FRENCH IT IS IMPERATIVE THAT THEY HAVE AT LEAST A PRELIMINARY KNOWLEDGE ABOUT THE COLONIZATION MADE BY THE FRENCH IN INDIA. SINCE MAHÉ IS THE ONLY FRENCH SETTLEMENT SITUATED IN KERALA, A SPECIAL EMPHASIS IS GIVEN TO IT IN THIS UNIT. THUS LESSON FIVE HIGHLIGHTS THE UT OF PONDICHÉRY AND THE SIXTH ONE MAHÉ.

Total Periods - 35

Learning Materials : Une bande dessinée d'Alberto Uderzo et René Goscinny. Le premier de la série 'Astérix et Obélix' - 'Astérix le Gaulois'

Un article d'un journal français 'Libération" - 'Ebola'

ICT-

Evaluation : Individual evaluation, Peer evaluation, Teacher Evaluation

Concepts/ Ideas	Process/Activity with assessment	Learning outcome
<ul style="list-style-type: none"> La restriction et l'opposition Ne...que/seulement	Elements expressing restrictions and opposition are presented. the learners -read the input in the text and pick out the instances where in these are used. -frame their own sentences using restrictions and opposition.	Apply the use of the 'ne.....que/seulement' and opposition in oral and written language.
Pronoms 'En', 'Y' and 'Relatif'(qui, que, où, dont)	Questions are posed to the learners where in they use pronouns to reply. -frame their own sentences using these pronouns	Apply the use of the pronouns 'en', 'y' and 'relatif' in oral and written language.
Comparatif et Superlatif	After the presentation of Comparative and Superlative, the learners -read the input in the text and pick out the instances where in comparisons are used. -frames their own sentences using comparisons	Applies the use of comparison in oral and written language
Une bande dessinée Astérix et Obélix	Teacher gives an introduction about the author and the work. Discussion: Avez-vous lu une bande dessinée ?	-Gets acquainted with the History of France.
Un article - Ebola du journal 'Libération'	With the help of a newspaper article the learners are motivated to appreciate journalism in French.	-Gets awareness about the harm caused by Ebola.

Indicators

Process:

Participation

Quality of language

Use of pronouns and comparisons in conversations

Portfolio:

Comprehensiveness

Reading Journal and writing articles.

Astérix Le Gaulois

A Petit bonum, camp fortifie Romain dans la tente du centurion Caius Bonus....

Julius Pompilius - Ave Caius Bonus! La patrouille est de retour

Caius Bonus - Ave Julius Pompilius! Je vais aller les voir

Les Romains - Ave.....

- !?!

- Par tous les Dieux! Que vous est-il arrivé. Avez-vous été attaques par une force supérieure en nombre?....

Les Romains -Supérieure en nombre....

-On ne peut pas dire!!!

- Ils étaient un

- Et pas bien gros avec ça!

Chef- Par Jupiter! Il doit y avoir un secret dans la force de ces Gaulois!

Pendant ce temps.....

Obélix - Te voici de retour, Astérix.... Rien de spécial?.....

Astérix - Non....

Ah? Si....J'ai assommé quatre Romains...

Obélix - Ah?...Bon!

Astérix - Tu viens manger le sanglier avec moi?....

Obélix -Je viens dans quelques instants, J'ai encore deux Menhirs à livrer...

Astérix - Entre Obélix, le rôti est prêt!....

Obélix - miam miam Astérix!.....

Les romains vont se fâcher, ils vont lancer une nouvelle offensive....

Astérix - Bah!

Tant que Panoramix, notre druide continuera à préparer sa potion magique, les romains ne peuvent rien contre nous!....allons d'ailleurs visiter le druide!...

Il doit être dans le feuillage en train de cueillir le gui avec sa serpe d'or.

Panoramix! O Druides!!

Panoramix -Tu m'as fait sursauter, je me suis coupe avec ma serpe

Astérix - Je m'excusele jour est venu pour moi d'avoir ma ration de potion....

Panoramix - Bon, d'accord

Venez chez moi.....





Quelques Activités (Some CE and TE questions)

Activité – 1 (CE) (L.O – 3.4)

A quelle série de bandes dessinées appartiennent-ils ces caractères ?
 Nommez ces caractères et Décrivez-les.

Activité -2 (L.O – 3.6)

Lisez l'extrait et répondez aux questions

Chef- Par Jupiter! Il doit y avoir un secret dans la force de ces Gaulois!

Pendant ce temps....

Obélix - Te voici de retour, Astérix.... Rien de spécial?....

Astérix - Non....

Ah? Si....J'ai assommé quatre Romains...

Obélix - Ah?...Bon!

Astérix - Tu viens manger le sanglier avec moi?....

Obélix -Je viens dans quelques instants, J'ai encore deux Menhirs à livrer...

Astérix - Entre Obélix, le rôti est prêt!....

Obélix - miam miam Astérix!.....

Les romains vont se fâcher, ils vont lancer une nouvelle offensive....

- a) Combien de Romains on a assommé? (1)
 b) Qui vont lancer une nouvelle offensive ? (1)
 c) Trouvez le sens du mot 'Si' (1)

Complétez.

- d) Obélix a encore deux _____ à livrer. (1)
 e) Il doit y avoir un _____ dans la _____ de Gaulois. (2)

Choisissez la bonne réponse:

- f) Les Romains vont (se coucher/ se lever/ se fâcher) (1)
 g) Le rôti est (loin/ prière/prêt) (1)

Activité- 3**Traduisez le proverbe en anglais et expliquez : (LO:2.5)****1) Un point à temps en vaut cent - A stitch in time saves nine**

Il y a des individus qui pensent toujours au passé et regrettent pour les choses qui avaient passés. Il y a d'autres qui pensent toujours au futur et rêvent. Les deux types des individus oublient qu'on ne peut pas prendre en charge du passé ou du futur. Mais c'est le présent qu'on doit donner l'importance.

2) On n'arrête pas le temps qui passe –Time and tide wait for no man.

On ne peut pas arrêter le temps. On ne retrouve jamais le temps perdu.

Donc il ne faut pas laisser le temps passer inutilement.

Model Question Paper (based on Unité -3)**Scores: 80****Section A (Compréhension et Traduction)****1. Lisez le texte et répondez aux questions :**

La fin de l'épidémie ? Un Cap ? Une pause ? Sur le front Ebola, on souffle, même si l'on est encore loin de l'éradication. Depuis son apparition en décembre 2013, le virus a fait près de 9000 morts, essentiellement dans trois pays : le Liberia, la Guinée et la Sierra Leone. Et quelque 22000 personnes ont été infectées. Depuis mi-janvier, le nombre de malades enregistrés dans les trois pays a décru fortement : les contaminations

hebdomadaires confirmées (environ 50% des cas) sont passées sous le cap des 100 pour la première fois depuis sept mois, a annoncé l'Organisation mondiale de la santé (OMS), le 29 janvier.

1. Répondez :

- a) Cet article est à propos de quoi? (1)
- b) Quand a-t-il apparu, Ebola? (1)
- c) Quels sont 3 pays où le virus a fait des morts? (1)
- d) Qu'est-ce que c'est le OMS ? (1)

2. Choisissez la bonne réponse :

Le nombre de malades (enregistrés/ enregistré/ enregistrer) dans les trois pays a décru fortement. (1)

3. Remplissez :

- b) Ebola est une _____ . (1)
- c) HINI, c'est _____ . (1)
- 4. Donnez l'adjectif de l'adverbe 'essentiellement'. (1)

3. Traduisez en anglais :

'Sur les rives du fleuve Mahé' est le roman célèbre de M.Mukundan dont la place natale est Mahé. Mahé aussi connu comme Mayyazhi est une jolie petite ville de neuf kilomètres carré au nord du Kerala. Mahé fait partie du territoire l'union de Pondichéry.

La ville de Mahé commence de la rivière de Mayyazhi au nord jusqu'à Azhiyoor au sud. Mahé comprend aussi deux régions, Pallour et Pandakkal. Les Français sont venus à Mahé en 1721 pour faire le commerce, suivant la permission accordée à M.Mollandin par le roi de Bayanore (Vadakara). Les Français gouvernaient Mahé jusqu'à 1954. I.K Kumaran dirigeait la lutte de l'indépendance de cette ville. Même aujourd'hui, à Mahé il y a quelques familles qui ont la nationalité française. (8)

4. Traduisez en français :

- a) –Which language do you like?
- I love French which is melodious.
- b) –Where are you coming from? From school?
- Yes, I am coming from there?

- c) – Who is the tallest in the class?
- Camus is the tallest.
- d) – Does Simone run faster than John?
- No, Simone runs as fast as John. (8)

Section-B (Expressions Ecrites)

5) Répondez aux quatre questions: (4 X 5 = 20)

- a) Racontez une bande dessinée que vous avez lu ?
- b) Vous avez fait une excursion. Racontez votre expérience ?
- c) Jean fait ses études à l'Alliance Française. Imaginez un dialogue entre lui et son père.
- d) Présentez votre famille à l'aide des comparatifs.
- e) Ecrivez un article à propos d'un événement de votre école.
- f) Traduisez le proverbe en anglais et expliquez
'On n'arrête pas le temps qui passe'
- g) Racontez un roman que vous avez lu?

Section –C (Eléments de la langue 5x4=20)

6) Complétez par les pronoms relatifs convenables.

- a) Regardons ces films _____ sont intéressants.
- b) Elle visite la belle ville _____ nous pouvons bien nous amuser.
- c) Achetez ce roman _____ est très intéressant.
- d) J'aime cette pièce _____ l'histoire est superbe. (4)

7) Remplacez les mots soulignés avec le pronom 'en' ou 'y'

- a) Je mange des frites. b) Il est allé à l'école.
- c) Ils restent chez Henri. d) Il n'a pas de problèmes. (4)

8) Mettez l'adjectif au superlatif :

- a) Cette chambre est bruyante. b) L'avion est un moyen de transport cher.
c) Bernie est une belle dame. d) Renault est une voiture confortable.

(4)

9) Complétez les phrases avec le comparatif ou le superlatif :

- a) Vous parlez _____ les autres. (bien)
b) Les singes sont _____ que les hommes. (intelligent)
c) Mireille est l'étudiante _____ (sérieux) de la classe.
d) Le train est _____ (rapide) l'avion.

(4)

10) Répondez aux questions avec des pronoms 'en' ou 'y'

- a) Sortez-vous de la chambre? b) Demeures-tu dans cette maison?
c) Restez-vous à Londres ces vacances?
d) Mettez-vous un pot aux fleurs sur la table?

(4)

Section -D (Eléments Textuels)

11) Répondez à quatre questions

- a) Nommez deux sites touristiques de Mahé.
b) Qui a fondé l'établissement français de Pondichéry?
c) Quelle colonie se trouve à Kerala ?
d) Quelles sont les colonies qui se situent sur la côte Coromandel?
e) Quand est-ce que les Français sont arrivés à Mahé?
f) Qui a reçu la permission pour faire le commerce à Mahé?

(8)

12) Reliez

- | | |
|-------------------|----------------------------------|
| a) Mayyazhi | Le Palais du gouverneur français |
| b) Sainte Therese | Andhra Pradesh |
| c) Yanam | L'église |
| d) Joraghat | La rivière |

(4)

13) Remplissez:

- a) Des fruits sont bons pour la santé. Manges - _____ (le,en,y)
 - b) La maison ____ j'habite est confortable (que,où,dont)
 - c) Maman, est-ce que nous pouvons aller au parc? Oui, allons- ____!
(la,l',y)
 - d) J'écris avec le stylo_____ mon père m'a donné. (qui,que,dont)
- (4)

GUIDELINES FOR QUESTIONPAPER PREPARATION FOR PUBLIC EXAM

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The question paper is divided into four sections:

Section A Compréhension et Traduction: score -24

Questions :

***Lisez le texte et répondez aux questions :** An extract of < Coup d'œil littéraire> is chosen for comprehension. (8)

***Traduisez en anglais :** A passage for translation from French to English is chosen from the section < De quoi lire> of the lessons. (8)

***Traduisez en français :** Four small dialogues given for translation from English to french. Choose any two.(ref: Test 1 – 6 Partie-B) (8)

Section B : Expression écrite : score-20

Among the seven topics given, candidates are asked to choose any four

(ref:Test-1-6 partie-C. For proverbs refer Teacher Text)

- *Ecrivez un dialogue**
- *Ecrivez un message**
- *Ecrivez un e-mail**
- *Traduisez le proverbe en anglais et expliquez !**
- *Ecrivez une histoire**
- *Ecrivez un poème (au moins 8 lignes)**

Section C :Eléments de la Langue (ref : Test 1-6 Partie-A) **score -20**

Section D : Eléments Textuels **score – 16**

***Répondez aux quatre questions** (ref : Test 1-6 Partie –B)

Seven questions are asked and the candidates are given the choice to answer any four.

(8)

***Remplissez les tirets** (ref:Test 1-6 Partie-B)

(4)

*** Reliez** (ref : Test :1-6 Partie-B)

(4)

Teacher Planner

Name of the unit	: La Communication.
Lesson	: Le Courrier Electronique
Date	:
Expected Time	: 1hr
Learning Outcomes	: L'apprenant exprime ses idées et raconte les évènements passés en se servant des deux temps passés.
Concept	: Formation and use of imparfait.
Skills	: The learner acquires the ability to narrate past events, using the two tenses to express short duration events in the past and continuous past events.
Language elements	: Revision of passé composé, presentation of imparfait and the difference in their use.
Values	: Ability to narrate past events correctly.
Expected Products	: Narration , Discussion.
Learning Aids	: Audio visual CDs, Text, Chart

Activity Page	Assessment Page
Learners are asked to narrate past events using passé composé.	Teacher can assess the learners through their participation during their interactive process of asking questions and answering using passé composé.
Introduction of Imparfait	Sentences formed by the learners are displayed and the learners are asked to identify the action expressed by the verbs: whether they express a past action of short duration or a continuous past action. Learners are made aware of the limited use of passé composé expressing only past actions of short duration and the need for imparfait to express continuous or repeated past events. Learners classify the sentences into two categories.
Formation of Imparfait: Through ICT the formation of imparfait is introduced	Learners practice dialogues using the new past tense introduced. Peer assessment.
Through audio visual means a story or a past event is shown in the class and the learners are made to narrate the event which took place in the past using the two past tenses	The ability of the learner is assessed orally or as a written work Teacher assessment

MODEL QUESTION PAPER – 1

Class : 12

FRENCH

Scores-80

Section : A (Compréhension et Traduction)

(24)

1) Lisez l'extrait et répondez aux questions :

Knock : Ah ! Voici les consultants. (A la cantonade) Une douzaine déjà ? Prévenez les nouveaux arrivants qu'après une heure et demie je ne puis plus recevoir personne, au moins en consultation gratuite. C'est vous qui êtes la première madame ? (Il fait entrer la dame en noir et referme la porte)Vous êtes bien du canton ?

La Dame en Noir : Je suis de la commune.

Knock : De Saint-Maurice même ?

La Dame : J'habite la grande ferme qui est sur la route de Luchère.

Knock : Elle vous appartient ?

La Dame : Oui à mon mari et à moi.

Knock : Si vous l'exploitez vous-même, vous devez avoir beaucoup de travail ?

La Dame : Pensez Monsieur ! dix-huit vaches, deux bœufs, deux taureaux, la jument et le poulain, sic chèvres, une bonne douzaine de cochons, sans compter la basse-cour.

Complétez:

a) La dame vient de _____ (1)

b) _____ et _____ sont les deux personnages de cette scène. (2)

Répondez:

c) A qui appartient la ferme ? (1)

d) Est-ce que la dame a beaucoup de travail ? (1)

e) Nommez deux animaux. (2)

f) Trouvez un adjectif de l'extrait (1)

2) Traduisez en anglais :

Antoine : Prenez encore de la salade ! Dites-moi, Mme Dubois, comment passez-vous votre temps libre ?

Emma : Merci Monsieur ! Comme vous, je suis aussi très occupée dans mon bureau. Mais pendant le weekend quand je suis libre je fais du sport.

Antoine : Quel sport ?

Emma : Je fais beaucoup de natation car ca m'intéresse. J'aime aussi faire de la randonnée et un peu de ski. Et vous Monsieur ?

Antoine : La natation. Je l'aime beaucoup. Mais ma passion, c'est la musique. J'aime le piano et la guitare.

(8)

3) Traduisez en français deux dialogues :

a) Do you know Mr.Bean ?

Yes I know him

b) Can I give the book to my friends?

No, don't give them the book.

c) Which language do you like?

I love French which is melodious.

d) Where are you coming from? From school?

Yes I am coming from there.

(8)

Section-B (Expression Ecrite)

4) Répondez aux quatre questions (5x4=20)

a) Votre ami/amie est malade. Vous le rendez visite à l'hôpital. Imaginez le dialogue !

b) Vous avez fait une excursion à l'université. Racontez votre expérience !

c) Demain il ya une soirée chez votre cousin. Vous n'êtes pas libre. Ecrivez un message d'excuse.

- d) Traduisez le proverbe en anglais et expliquez
"Bien commencer, amène à bien terminer "
- e) Racontez un conte en environ 50 mots.
- f) Votre voisin tousse toute la nuit. Le lendemain, vous lui donnez des conseils.
- g) Imaginez que vous êtes le responsable de votre classe! Donnez quelques conseils à vos camarades !

Section : C Eléments de la Langue (20)

5) Mettez à la forme négative :

- a) Pauline a déjà fini ses devoirs.
- b) On a encore du travail.
- c) Il y a quelqu'un à la porte
- d) Jean est quelquefois méchante.

(4)

6) Mettez les verbes aux temps convenables :

- a) Si elles (revenir) à l'heure nous partirons tôt.
- b) (Apprendre) tout, si tu peux
- c) Si nous (voir) ce film nous nous amuserons bien.
- d) (Conduire) lentement s'il vous plait !

(4)

7) Remplacez les noms soulignés par les pronoms « en » ou « y »

- a) Je mange des frites.
- b) Il n'a pas de problèmes.
- c) Vous allez à l'hôpital.
- d) Ils restent chez Henri

(4)

8) Mettez les adjectifs au superlatifs

- a) Bernie est une belle fille.
- b) L'avion est un moyen de transport cher.
- c) Renault est une voiture confortable.
- d) M. Krishnan est un homme intègre.

(4)

9) Mettez les phrases au passé récent

- a) Pierre et ses amis (arriver) à la gare.
- b) Mes cousins et moi, nous (voir) un film
- c) Tu (s'arrêter) devant le magasin.
- d) Je (boire) de l'eau.

(4)

Section-D Eléments Textuels (16)

10) Répondez aux 4 questions :

- a) Quelle colonie se trouve à Kerala ?
- b) Qu'est-ce que vous allez faire ce soir ?
- c) Nommez deux grands magasins célèbres de Paris !
- d) Qui a écrit la pièce <Knock ou le Triomphe de la médecine> ?
- e) Quelle musique écoutez-vous ?
- f) Que savez-vous de la Martinique ?
- g) Nommez deux journaux français !

(8)

11) Choisissez et Complétez :

- a) Kerala est ————de l'Inde. (au sud/au nord/à l'est/au sud ouest/à l'ouest)
- b) Henri explique bien ; Il explique———que les autres. (plus bien/ meilleur/ mieux)

c) Elles faisaient des courses————(chaque jour/hier)

d) Elle est venue————deux jours. (depuis/il y a)

(4)

12) Reliez :

a) Regarde ces films

1) Je la pratique souvent

b) Tu m'aimes, mon cher ami

2) Non nous ne vous invitons pas

c) Vous nous invitez

3) Je les ai regardés

d) La natation

4) Oui je t'aime

(4)

Format of Answer Key/Value points

Question No.	Answer Key/Value points	Score	Total
1	a) Elle vient de la Commune. b) Knock et la Dame. c) La ferme appartient à la dame et à son mari. d) Oui la dame a beaucoup de travail. e) vache , bœuf f) noir/grand.....	1 2 1 1 2 1	8
2	Take some more salade. Tell me Mr. Dubois, how do you spend your free time? Emma-Thank you Sir Like you, I am also too busy in my office. But during the weekend when I am free I play sports. Antoine: Which sport? Emma: I do swimming a lot because it is interesting. I also like going for trips and do a little skiing. And you sir? Antoine: Swimming. I love that a lot. But my passion is for music. I love piano and guitar. Connaissez-vous M. Bean? Oui je le connais.	8	8
3	a) Est-ce que je peux donner le livre à mes amis ? b) Non, ne leur donnez pas le livre ! c) Quelle langue aimez-vous ? J'aime le français qui est mélodieux. d) D'où venez-vous ? De l'école ? Oui j'en viens.	4 4	8
4	Expression Libre	5 for each	20
5	a) Pauline n'a pas encore fini ses devoirs. b) On n'a plus de travail. c) Il n'y a personne à la porte. d) Jean n'est jamais malade.	1	4
6	a) Elles reviennent b) Apprends c) Voyons d) Conduisez	1	4
7	a) J'en mange b) Il n'en a pas c) Vous y allez d) Ils y restent	1	4

Question No.	Answer Key/Value points	Score	Total
8 a) b) c) d)	Bernie est la plus belle fille L'avion est le moyen de transport le plus cher. Renault est la voiture la plus confortable. M. Krishnan est l'homme le plus intègre.	1	4
9 a) b) c) d)	Pierre et ses amis viennent d'arriver à la gare. Mes cousins et moi, nous venons de voir un film français Tu viens de t'arrêter devant le magasin. Je suis en train de boire de l'eau.	1	4
10) a) b) c) d) e) f) g)	Mahé se trouve à Kerala. Ce soir, je vais aller au cinéma. Carrefour, Picard Jules Romains a écrit la pièce Knock J'écoute la musique classique. La Martinique est une île francophone de l'Océan Atlantique. Le Monde , Le Figaro	2	8
11 a) b) c) d)	Au sud Mieux Hier Il y a	1	4
12 a) b) c) d)	3 4 2 1	1	4

Weight to Content & Learning Outcomes

No	Content/unité	LO no	Score	Percentage
1	Leçon -4	2.6	8	10
2	Leçon -3	2.5	8	10
3	Leçon-3&4	2.5	4	
	Leçon-5&6	3.5	4	10
4	Leçons 1-6	1.7 2.1 3.6	5 5 5	25
5	Leçon-4	1.7	4	6.25
6	Leçon-4	1.3	4	6.25
7	Leçon-5	2.2	4	6.25
8	Leçon -6	3.3	4	6.25
9	Leçon -1	1.3	4	
10	Leçon-2 -6	1.7,3.6,	8	10
11	Leçon-1&6	1.2'3.1'3.3	4	5
12	Leçon -3	2.2 ,2.3	4	5

WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	For Conceptual Attainment	48	60
2	For Conceptual Generation	32	40
	Total	80	100

WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	3	10	12.5
2	Short Answer	8	42	52.5
3	Essay	5	28	35
	Total	16	80	100

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Unit/Content	Thinking skills for Conceptual attainment			Thinking skills for Conceptual Generation			
	Objective	Short Answer	Essay	Objective	Short Answer	Essay	Total
1	2				6		8
2			5			3	8
3		5			3		8
4			3			2	5
			3			2	5
			3			2	5
			3			2	5
5		4					4
6		4					4
7		4					4
8		4					4
9		4					4
10					8		8
11	2		2				4
12	4						4
Total	8	25	17	2	17	11	80

Format of Question-based analysis

Question No.	Content/ Units	L.O. No	Specific thinking skills No.	Form of Questions	Score	Time
1	Leçon - 4	2.6	1.1 4.1	OB, SA	8	15min
2	Leçon -3	2.5	2.1	ES	8	10min
3	Leçon-3 & 4 Leçon -5 & 6	2.5 3.5	2.1	SA	4 4	20min
4	Leçon – 1-6	1.7 2.1 3.6	2.2 2.7 6.3	ES ES ES ES	5 5 5 5	1h
5	Leçon- 4	1.7	4.2	SA	4	
6	Leçon-4	1.3	4.2	SA	4	
7	Leçon-5	2.2	4.2	SA	4	
8	Leçon-6	3.3	4.2	SA	4	
9	Leçon – 1	1.3	4.2	SA	4	
10	Leçon- 2 - 6	1.7 3.6	4.1	SA	8	10 min
11	Leçon- 1 & 6	1.2 3.1 3.3	1.1	OB	4	5min
12	Leçon- 3	2.2 2.3	1.2	OB	4	5min

Boîte à Outils

Sitographie

www.slideshare.net

www.frenchtoday.com

TV5 monde : <http://www.tv5monde.com/>

Des activités et des supports (tous niveaux) pour apprendre et pour enseigner le français. Possibilité de travail en autonomie.

Bonjour de France : <http://www.bonjourdefrance.com>

De nombreuses ressources pour apprendre et enseigner le français (activités de grammaire, de vocabulaire, civilisation, expressions idiomatiques....) à l'aide de jeux et d'activités ludiques comme des karaokés.

Le français dans le monde : <http://www.fdlm.org/>

Revue du français dans le monde : actualités, fiches pédagogiques disponibles et des reportages audio au format MP3.

Conte-moi la francophonie : <http://www.conte-moi.net/>

www.cavilam.com

www.laplaisirdapprendre.com

Bibliographie

La grammaire est une chanson douce d'Erik Orsenna (Edition stock, 2001).

A bouquet of poems- Prof. T.K.Thampy