

FRENCH

G.C.E. (A/L) SYLLABUS

1.0 Introduction

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental ability.

This syllabus has been developed to introduce French as a foreign language and to enhance all four language skills in French. Through the study of French, students will experience and appreciate the richness and diversity of the art, literature, cuisine, film and music of the French speaking world.

Throughout this French syllabus, students will learn about grammatical structures in context as they compliment the content and the organisation of the two programmes (year 12 & 13). Grammar should be used to support the process of language acquisition and to facilitate communication, rather than be taught in isolation. Students are required to gain only a basic knowledge of modern French literature through a selection of French poetry and prose passages.

It has been recommended to use the HACHETTE edition of Alter Ego méthode de Français 1 for Grade 12 and the same edition of Alter Ego méthode de Français 2 for Grade 13.

2.0 Aims and Objectives of the Subject

This syllabus aims to give candidates the opportunity to:

- a. develop communicative skills
- b. focus on languages as systems and gain insights into the relationship between language and culture
- c. appreciate the different genres in French Literature: poetry, prose, drama
- d. enhance personal, educational and vocational benefits.

After following this syllabus candidates will be expected to demonstrate:

- a. skills in the use of communicative forms in real-life situations.
- b. an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.
- c. an awareness of French literary works.
- d. Competence in the four language skills

Proposed term-wise breakdown of the syllabus

Grade	Term	Scheme of Work	Periods
12	1	Competency levels – 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 2.2, 2.3	100
	2	Competency levels – 2.4 3.1 – 3.22 4.1 – 4.3 5.1 – 5.4	100
	3	Competency levels – 5.5 – 5.8 6.1 7.1 8.1	100
13	1	Competency levels – 1.1 – 1.3 2.1 – 2.3 6.1, 7.1, 8.1	100
	2	Competency levels – 2.4 - 2.5 3.1 – 3.8 6.1, 7.1, 8.1	100
	3	Competency levels – 4.1 5.1 – 5.2.3 6.1, 7.1, 8.1	100

3. 0 The Syllabus

3.1 Grade 12 –

Competency (C.E.)	Competency Level	Content	No. of Periods
1. Reads and responds	<p>1.1 Understands the syntactic relations within a sentence</p> <p>1.2 Identifies main points from a Text</p> <p>1.3 Interprets images and graphically displayed information</p> <p>1.4 Picks out main ideas from a simple text and writes a brief summary</p> <p>1.5 Respects the different accents</p>	<ul style="list-style-type: none">• Letters, reports and memoranda. Short texts of description• Short descriptive texts• Various kinds of non-textual information• Texts of description, argument and opinion• All types of written material	50 periods

Competency (P.E.)	Competency Level	Content	No. of Periods
2. Uses French creatively and innovatively in written communication	2.1 Writes different types of letters 2.2 Describes 2.3 Writes different types of texts 2.4 Narrates	<ul style="list-style-type: none"> • Personal, informal, electronic messages • Personal experiences, events, situations • Accounts of past events or future plans • Dialogues based on real life situations using language functions learnt • Past experiences, events 	60 periods

Competency (P.O.)	Competency Level	Content	No. of Periods
3. Communicates clearly, fluently and concisely	3.1 Greets appropriately	<ul style="list-style-type: none"> • Greetings, at meeting, at departure 	30 periods
	3.2 Identifies persons and things	<ul style="list-style-type: none"> • Introduction of oneself, a friend or another person • Introduction of objects in the classroom and in the close environment 	
	3.3 Counts		
	3.4 Talks about the weather	<ul style="list-style-type: none"> • Climate, weather conditions and seasons 	
	3.5 Expresses feelings	<ul style="list-style-type: none"> • Happiness, sorrow, surprise, anger 	
	3.6 Expresses likes, dislikes, talks about hobbies	<ul style="list-style-type: none"> • Likes, dislikes, agreement and disagreement with persons and ideas 	
	3.7 Expresses opinions	<ul style="list-style-type: none"> • Opinion about someone, something or a situation 	
	3.8 Asks and expresses preferences	<ul style="list-style-type: none"> • In daily life situations 	
	3.9 Compares people, places and things	<ul style="list-style-type: none"> • In daily life situations 	

Competency	Competency Level	Content	No. of Periods
	3.10 Expresses and indicates obligations 3.11 Addresses a person 3.12 Expresses possession 3.13 Asks for and gives information 3.14 Asks for objects 3.15 Invites, accepts and refuses 3.16 Makes suggestions 3.17 Asks, gives or refuses permission 3.18 Gives simple instructions 3.19 Asks for and gives directions 3.20 Asks for and tells the time	<ul style="list-style-type: none"> • Expressing and indicating once obligation, responsibility, duty, necessity • Formal and familiar address forms (tu & vous) • Ownership of someone, something • Information in day to day situations • In daily life situations • Justifying ones refusal, apologizing • In day to day activities 	

	Competency Level	Content	
	<p>3.21 Communicates through Telephone</p> <p>3.22 Pronounces correctly</p>	<ul style="list-style-type: none"> • Initiating, receiving, terminating a telephone conversation • Oral vowels, nasal vowels, semi vowels consonants 	

Competency (C.O.)	Competency Level	Content	No. of Periods
4. Engages in active listening and responds appropriately	4.1 Recognizes and pronounces the different sounds in French 4.2 Understands simple Conversations 4.3 Listens to a recorded document and answers a questionnaire	<ul style="list-style-type: none"> • In recorded documents • In daily life situations • Various authentic and fabricated documents 	30 periods

Competency	Competency Level	Content	No. of Periods
5. Uses French grammar for the purpose of accurate and effective communication	5.1 Knows the French Alphabet	<ul style="list-style-type: none"> • Vowels, Consonants 	60 periods
	5.2 Knows the numerals	<ul style="list-style-type: none"> • Cardinals, Ordinals 	
	5.3 Knows the noun group	<ul style="list-style-type: none"> • Gender <ul style="list-style-type: none"> - Masculine and feminine - Singular and plural 	
	5.4 Recognises and knows the articles	<ul style="list-style-type: none"> • Definite articles • Indefinite articles • Partitive articles 	
	5.5 Recognises and knows the adjectives	<ul style="list-style-type: none"> • Demonstrative adjectives • Possessive adjectives • Interrogative adjectives • Qualitative adjectives 	
	5.6 Recognises and knows the pronouns	<ul style="list-style-type: none"> • Personal pronouns • Possessive pronouns • Demonstrative pronouns • Relative pronouns – simple and complex • Interrogative pronouns 	

Competency	Competency Level	Content	No. of Periods
	5.7 Knows and recognises the verb groups	<ul style="list-style-type: none"> • Conjugation of verbs • Pronominal verbs • Moods and tenses • Indicative <ul style="list-style-type: none"> -Present tense -Future tense and Future perfect tense -Imperfect tense -Immediate Future form -Recent Past form • Imperative • Infinitive form • Adverbs • Prepositions • Conjunctions 	

Competency	Competency Level	Content	No. of Periods
	5.8 Recognises the sentence structures	<ul style="list-style-type: none"> • Different types of sentences <ul style="list-style-type: none"> - Affirmative - Negative - Interrogative - Exclamative - Simple sentence-Independent clause 	

Competency	Competency Level	Content	No. of Periods
6. Engages in translations	6.1 Translates a simple text into French	<ul style="list-style-type: none"> • Short unseen texts 	40 periods

Competency	Competency Level	Content	No. of Periods
<p>7. Engages in appreciating literary texts and explains the extracted values and ethics in the texts</p>	<p>7.1 Appreciates French Literature through selected short literary texts and extracts their values and ethics</p>	<ul style="list-style-type: none"> • A selection of prescribed French texts 	<p>30 periods</p>

3.2 Grade 13 –

Competency (C.E.)	Competency Level	Content	No. of Periods
<p>1. Reads and responds</p>	<p>1.1 Understands ideas and facts stated in a variety of different texts</p> <p>1.2 Deduces meaning from the context</p> <p>1.3 Summarises a text</p>	<ul style="list-style-type: none"> • Descriptive, narrative and factual texts • Official reports, minutes and communiqués • Texts appearing in the written media • Texts of description, argument and opinion from non-literary sources • Descriptive, narrative and factual texts • Graphically displayed information • Texts of description, argument and opinion 	<p>50 periods</p>

Competency (P.E.)	Competency Level	Content	No. of Periods
<p>2. Uses French creatively and innovatively in written communication</p>	<p>2.1 Writes different types of letters</p> <p>2.2 Writes different types of texts</p> <p>2.3 Narrates</p> <p>2.4 Composes a C.V. and application for employment</p> <p>2.5 Writes reports</p>	<ul style="list-style-type: none"> • Official, requests for information, giving information • Dialogues, compositions, articles, creative productions • Stories, events and happenings • Personal experiences • School activities and events 	<p>60 periods</p>

Competency (P.O.)	Competency Level	Content	No. of Periods
<p>3. Communicates clearly, fluently and concisely</p>	<p>3.1 Expresses approval, disapproval, appreciation and justification of one's action</p> <p>3.2 Gives instructions and orders</p> <p>3.3 Reports what others have said</p> <p>3.4 Narrates an event and/or an incident</p> <p>3.5 Talks about a country and its people</p> <p>3.6 Expresses certainty, probability, doubt</p> <p>3.7 Expresses opinion</p> <p>3.8 Carries out a simple conversation</p>	<p>In communicative situations</p> <ul style="list-style-type: none"> • A variety of role-play situations 	<p>30 periods</p>

Competency (C.O.)	Competency Level	Content	No. of Periods
<p>4. Engages in active listening and responds appropriately</p>	<p>4.1 Understands a recorded conversation and/or a document and answers questions</p>	<ul style="list-style-type: none"> • Authentic documents 	<p>30 periods</p>

Competency	Competency Level	Content	No. of Periods
<p>5. Uses grammar for the purpose of accurate and effective communication</p>	<p>5.1 Recognises the verb groups</p> <p>5.2 Recognises the sentence structure</p> <p>5.2.1 Complex sentence</p> <p>5.2.2 Principle clause</p> <p>5.2.3 Subordinate clause</p>	<ul style="list-style-type: none"> • Moods and tenses • Indicative <ul style="list-style-type: none"> - Pluperfect tense • Past historic • Conditional <ul style="list-style-type: none"> - Present - Past • Subjunctive <ul style="list-style-type: none"> - Present • Present participle and Past participle • Gerund • Active voice and Passive voice 	<p>60 periods</p>

Competency	Competency Level	Content	No. of Periods
<p>6. Engages in translations</p>	<p>6.1 Translates a text into French</p>	<ul style="list-style-type: none"> • Short unseen texts where the degree of language difficulty is equivalent to that of the recommended text 	<p>40 periods</p>

Competency	Competency Level	Content	No. of Periods
<p>7. Engages in appreciating literary texts and explains the extracted values and ethics in the texts</p>	<p>7.1 Appreciates French Literature through selected short literary texts and extracts their values and ethics</p>	<ul style="list-style-type: none"> • A selection of prescribed French texts 	<p>30 periods</p>

4.0 Teaching Learning process

An essential component in the “Teaching Learning Process” is that it has to be interactive: interaction between the students and the teacher and between the students themselves. This interaction will only take place in a learning environment in which, from the very start the student finds “her / his place” and feels “comfortable”. The responsibility of creating this environment, one which is conducive to interactive learning, lies with the Teacher and the methodology used in the classroom. Teaching methods should bring out the creativity and spontaneity in the learner and build a natural sensitivity to and appreciation of the French Language, Literature and Culture. The use of spoken French in the classroom should be initiated by the Teacher and encouraged amongst students through role plays, group presentations, and reading sessions.

5.0 School Policy and Programmes

French being a Foreign Language in Sri Lanka the Schools that teach the Language have a major role to play in its development. Library resources, audio-visual equipment: cassette players, television, recorded material to be used in the classroom are basic essentials for teaching and learning the language. School authorities should be supportive of initiatives taken by the teachers of French in their schools to develop the study of French and create awareness about the language amongst the students and staff through various activities: French Language Days, French Language Seminars.

6.0 Assessment and Evaluation

It is intended to implement this syllabus in schools with the School Based Assessment (SBA) process. Teachers will prepare creative teaching – learning instruments on the basis of school terms. School Based Assessment will be carried out according to the assessment criteria drawn-up specially for French. (Refer to the Resource Book Teacher’s of French)

The First Examination under this syllabus will be held in 2011.

The details together with the format and the nature of questions will be introduced by the Department of Examinations.