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FOR GOA CLASS 9 PREPARATION

Goa Board Class 9 Sample Paper 2027 French T.L

EXAM	YEAR	TYPE	SUBJECT
Goa Class 9	2027	Sample Paper	French

SYLLABUS

FRENCH GRADE 9 (2026-27)

TEXTBOOK - LE NOUVEAU PAS À PAS – II (Goa Board)

SECTION A (TEXTE)

Prose and Poetry:

Leçon 1 - Au marché de légumes- Ingrid fait les courses
Leçon 2 - J'ai visité Paris
Leçon 3 - La santé
Leçon 4 - Au magasin de vêtements
Leçon 5 - Le voyage en France
Leçon 6 - A la plage
Leçon 7- Le Carnaval
Leçon 8 A - La poésie française (Petite souris)
Leçon 8 B - La poésie française (Crayons de couleur)

SECTION B (GRAMMAIRE)

Leçon 1- :

- Conjugation: acheter, pouvoir, devoir
- Il faut et devoir
- Les expressions de quantité

Leçon 2 :

- Le Passé Composé (l'auxiliaire AVOIR/ ETRE)
- Le Passé Récent
- Les Adjectifs Qualificatifs et la place des adjectifs

Leçon 3 :

- L'Imparfait - la forme/ l'usage
- Mettre le verbe à l'imparfait ou au passé composé

Leçon 4 :

- Les verbes irréguliers- essayer, nettoyer
- les comparatifs
- Le complément d'object direct
- Pronoms démonstratifs

Leçon 5 :

- Futur simple – la forme/ l'usage et les verbes irréguliers

Leçon 6 :

- Verbes pronominaux
- Les pronoms réflechis

Leçon 7 :

- Review of tenses relevant to La Carte Postale

Leçon 8 A and 8 B :

- les Adjectifs de couleur

SECTION C (COMPREHENSION)

- Pictures and Unseen Passages
- Questions to assess inference, evaluation, vocabulary and interpretation

SECTION D (EXPRESSION)

- Introductions (La présentation)
- Appreciation questions
- Framing sentences
- Dialogue writing
- Picture Description
- Paragraph Writing
- Postcard writing

Note:

All Grammar topics taught in Std VIII are to be included for testing in Std IX.

ACADEMIC CALENDAR 2026 - 2027

SEMESTER I

Subject- FRENCH **Grade 9**

Sr. No.	Month & Year	Lesson No	Name of Unit/Chapter/Subtopic
1	April- 2026	Leçon 1	Text: **Au Marché de Légumes- Ingrid Fait les Courses** (Text only) Grammar: Revision of grammar from std 8
2	June- 2026	Lecon 1 (contd) Leçon 8 **A**	Text: **Au Marché de Légumes- Ingrid Fait les Courses** (Grammar) Grammar: All the grammar in the lesson Expression: Complete the dialogue Poem: **La Poésie Française (A) Petite Souris** Comprehension passages
3	July- 2026	Leçon 2	Text: **J'ai Visité Paris** Grammar: All the grammar in the lesson Comprehension passages Expression: Picture description
4	August- 2026	Leçon 3	Text: **La Santé** Grammar: All the grammar in the lesson Expression: Paragraph writing
5	September 2026	Leçon 4	Text: **Au Magasin de Vêtements** Grammar: All the grammar in the lesson Picture Comprehension: Questions based on a picture.
6	October 2026		Revision and Exam
SEMESTER I EXAM			

SEMESTER II

Subject- FRENCH **Grade 9**

Sr. No.	Month & Year	Lesson No	Name of Unit/Chapter/Subtopic
1	November- 2026	Leçon 5	Text: **Le Voyage en France** (only the text) Expression: Picture description
2	December- 2026	Leçon 5 (contd)	**Le Voyage en France** (only the grammar) Comprehension passages Expression: Paragraph writing
3	January- 2027	Leçon 6	Text: **A la Plage** Grammar: All the grammar in the lesson Picture Comprehension: Questions based on a picture.
4	February- 2027	Leçon 7 Leçon 8 **B**	Text: **Le Carnaval** Expression: Write a postcard Poem: **La Poésie Française (B) Crayons de Couleur** Comprehension passages Expression: Complete the dialogue
SEMESTER II EXAM			

FRENCH GRADE 9

MAPPING OF SYLLABUS WITH CURRICULUM GOALS

SERIAL NO.	CHAPTER NO. AND NAME	CURRICULUM GOALS	COMPETENCIES	LEARNING OUTCOMES
1.	**Leçon 1 –** Au Marché de Légumes :Ingrid Fait les Courses	**CG-1** Develops reading comprehension and summarising skills by engaging with a variety of texts (essays, articles, and news reports) and uses various strategies to write for different audiences. **CG-2** Develops the capacity for effective oral and written communication in different situations (formal and informal)	**C 1.1** Identifies main points, summarises after a careful reading of the text, and responds coherently. **C1.2 U**ses strategies to organise ideas and information to write for an intended purpose and audience **C2.2** Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity) **C2.3** Shares ideas on the various aspects of their social and cultural surroundings in oral and written form	**LO 1.** Listens to announcements, instructions, texts read aloud, audios, and videos to gather information, main points, and details; responds accordingly by answering questions. **LO 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally. **LO 3.** Speaks fluently with appropriate pronunciation, intonation, and pauses, using proper grammar. **LO 5.** Reads aloud prose with appropriate stress, pauses, tone, and intonation. **LO** 7**.** Reads silently with comprehension and interprets different layers of meaning. **LO 11.** Uses appropriate punctuation marks and correct spelling of words during dictation. **LO 14.** Uses grammatical elements in context, such as tense and mood, subject-verb agreement, pronouns, adjectives, prepositions, quantity, etc.

				LO 22. Compares and contrasts their own Indian culture with Francophone cultures.
2.	**Leçon 2** – J'ai Visité Paris	**CG-2** Develops the capacity for effective oral and written communication in different situations (formal and informal) **CG-4** Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.	**C2.1** Listens critically and reads different news articles, reports etc to express opinions. **C2.2** Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity) **C2.3** Shares ideas on the various aspects of their social and cultural surroundings in oral and written form **C2.4** Writes letters and essays in an appropriate language for different audiences. **C4.1** Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	**LO 3.** Speaks fluently with appropriate pronunciation, intonation, and pauses, using proper grammar. **LO 5.** Reads aloud prose with appropriate stress, pauses, tone, and intonation. **LO 9.** Writes informal letters, invitations, advertisements, slogans, messages, signboards, itineraries, travel brochures. **LO 13.** Interprets maps, pictures etc to speak or write a paragraph based on interpretation. **LO 14.** Uses grammatical elements in context, such as tense and mood, subject-verb agreement, pronouns, adjectives, prepositions, quantity, etc. **LO 20.** Recognizes and appreciates cultural experiences and diversity in the text and makes oral and written presentations. **LO 21.** Identifies and appreciates aspects of Francophone cultures, including traditions, holidays, and customs.

				LO 22. Compares and contrasts their own Indian culture with Francophone cultures.
3.	**Leçon 3**- La Santé	**CG-2** Develops the capacity for effective oral and written communication in different situations (formal and informal) **CG-4** Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.	**C2.2** Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity) **C2.3** Shares ideas on the various aspects of their social and cultural surroundings in oral and written form **C4.1** Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	**LO 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally. **LO 3.** Speaks fluently with appropriate pronunciation, intonation, and pauses, using proper grammar. **LO 10.** Writes short dialogues and participates in role-plays, skits, etc., for promoting social causes such as "The importance of a balanced diet" in the Indian context, etc. **LO 11.** Uses appropriate punctuation marks and correct spelling of words during dictation. **LO 14.** Uses grammatical elements in context, such as tense and mood, subject-verb agreement, pronouns, adjectives, prepositions, quantity, etc **LO 23.** Develops empathy for their classmates and others who are elderly, sick, in distress or in need of help.
4.	**Leçon 4** – Au Magasin de Vêtements	**CG-1** Develops reading comprehension and summarising skills by engaging with a variety of texts (essays, articles, and news reports) and uses various	**C 1.1** Identifies main points, summarises after a careful reading of the text, and responds coherently.	**LO 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally.

		strategies to write for different audiences. **CG-2** Develops the capacity for effective oral and written communication in different situations (formal and informal)	**C2.2** Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity) **C2.3** Shares ideas on the various aspects of their social and cultural surroundings in oral and written form	**LO 3.** Speaks fluently with appropriate pronunciation, intonation, and pauses, using proper grammar. **LO 5.** Reads aloud and recites poems/prose with appropriate stress, pauses, tone, and intonation. **LO 8.** Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme. **LO 9.** Writes informal letters, invitations, advertisements, slogans, messages, signboards, itineraries, travel brochures. **LO 14.** Uses grammatical elements in context, such as tense and mood, subject-verb agreement, pronouns, adjectives, prepositions, quantity, etc. **LO 18.** Uses their bilingual or multilingual abilities to understand a text and participates in activities such as translation. **LO 19.** Appreciates the similarities and differences between languages in a multilingual classroom and in society. **LO 20.** Recognizes and appreciates cultural experiences and diversity in the text and makes oral and written presentations.

				LO 22. Compares and contrasts their own Indian culture with Francophone cultures.
5.	**Leçon 5-** Le Voyage en France	**CG-1** Develops reading comprehension and summarising skills by engaging with a variety of texts (essays, articles, and news reports) and uses various strategies to write for different audiences. **CG-4** Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.	**C 1.1** Identifies main points, summarises after a careful reading of the text, and responds coherently. **C1.2 U**ses strategies to organise ideas and information to write for an intended purpose and audience **C4.1** Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	**LO 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally. **LO 5.** Reads aloud prose with appropriate stress, pauses, tone, and intonation. **LO 6.** Reads and comprehends given text using strategies such as predicting, inferring. **LO 9.** Writes informal letters, invitations, advertisements, slogans, messages, signboards, itineraries, travel brochures. **LO 12.** Reads and comprehends information in their environment outside of school, such as on billboards, advertisements, product labels, while visiting markets, etc. **LO 13.** Interprets maps, graphs, tables to speak or write a paragraph based on interpretation. **LO 14.** Uses grammatical elements in context, such as tense and mood, subject-verb agreement, pronouns, adjectives, prepositions, quantity, etc.

				LO 20. Recognizes and appreciates cultural experiences and diversity in the text and makes oral and written presentations. **LO 21.** Students can identify and appreciate aspects of Francophone cultures, including traditions, holidays, and customs.
6.	**Leçon 6-** À la Plage	**CG-2** Develops the capacity for effective oral and written communication in different situations (formal and informal) **CG-4** Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.	**C2.1** Listens critically and reads different journal entries and reports to express opinions. **C2.3** Shares ideas on the various aspects of their social and cultural surroundings in oral and written form **C2.4** Writes journal entries, letters etc in an appropriate language for different audiences. **C4.1** Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender and parts of speech.	**LO 1.** Listens to announcements, instructions, texts read aloud, audios, and videos to gather information, main points, and details; responds accordingly by answering questions. **LO 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally. **LO 7.** Reads silently with comprehension and interprets different layers of meaning. **LO 9.** Writes informal letters, invitations, advertisements, slogans, messages, signboards, itineraries, travel brochures. **LO 10.** Writes short dialogues and participates in role-plays, skits, etc., for promoting social causes such as environmental conservation, beach cleanliness in the Indian context, etc. **LO 12.** Reads and comprehends information in their environment

				outside of school, such as on billboards, advertisements, product labels, while visiting markets, etc. **LO 14.** Uses grammatical elements in context, such as tense and mood, subject-verb agreement, pronouns, adjectives, prepositions, quantity, etc. **LO 15.** Uses words, phrases to make sense in different contexts. **LO 21.** Students can identify and appreciate aspects of Francophone cultures, including traditions, holidays, and customs
7.	**Leçon 7**- Le Carnaval	**CG-1** Develops reading comprehension and summarising skills by engaging with a variety of texts (essays, articles, and news reports) and uses various strategies to write for different audiences. **CG-2** Develops the capacity for effective oral and written communication in different situations (formal and informal)	**C 1.1** Identifies main points, summarises after a careful reading of the text, and responds coherently. **C1.2 U**ses strategies to organise ideas and information to write for an intended purpose and audience **C2.2** Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity) **C2.3** Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form.	**LO 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally. **LO 5.** Reads aloud and recites poems/prose with appropriate stress, pauses, tone, and intonation. **LO 8.** Writes short answers, paragraphs using appropriate vocabulary and grammar on a given theme. **LO 9.** Writes informal letters, invitations, advertisements, slogans, messages, signboards, itineraries, travel brochures. **LO 16.** Understands and deduces word meanings in different contexts

			C2.4 Writes post cards, letters and essays in an appropriate language for different audiences.	and using a dictionary, thesaurus, and digital tools. **LO 20.** Recognizes and appreciates cultural experiences and diversity in the text and makes oral and written presentations. **LO 21.** Students can identify and appreciate aspects of Francophone cultures, including traditions, holidays, and customs. **LO 22.** Students can compare and contrast their own Indian culture with Francophone cultures.
8.	**8A.-La Poésie Française :** Petite Souris	**CG-3:** Explores different forms of literature (poetry). **CG-5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes and other word plays and games unique to the language.	**C3.1** Identifies and appreciates different forms of Literature such as poetry, drama etc **C5.1** Understands the phonetics and script of the language, the number of vowels and how they interact and are used. **C5.2** Engages in the use of rhymes and other wordplays in the language, to make speech and writing more interesting and enjoyable. **C5.3** Becomes familiar with some of the major word games in the language (e.g. rhyming words,) and humour.	**LO 3.** Speaks fluently with appropriate pronunciation, intonation, and pauses, using proper grammar. **LO 5.** Reads aloud and recites poems with appropriate stress, pauses, tone, and intonation. **LO 8.** Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme. **LO 17.** Composes poems on a given theme or on their own initiative.

9.	**8B- La Poésie Française** : Crayons de Couleur	**CG-3:** Explores different forms of literature (poetry). **CG-5:** Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes and other word plays and games unique to the language.	**C3.1** Identifies and appreciates different forms of Literature such as poetry, drama etc **C5.1** Understands the phonetics and script of the language, the number of vowels and how they interact and are used. **C5.2** Engages in the use of rhymes and other wordplays in the language, vocabulary to make speech and writing more interesting and enjoyable. **C5.3** Becomes familiar with some of the major word games in the language (e.g. rhyming words)	**LO 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally. **LO 3.** Speaks fluently with appropriate pronunciation, intonation, and pauses, using proper grammar. **LO 5.** Reads aloud and recites poems with appropriate stress, pauses, tone, and intonation. **LO 17.** Composes poems on a given theme or on their own initiative. **LO 22.** Students can compare and contrast certain aspects and symbolism in their own Indian culture with Francophone cultures.

GRADE 9 FRENCH ASSESSMENT PATTERN (2026-27)					
	Written Exam		Internal Assessment		Total
Semester I	**Lessons: 1,2,3,4** **Poem 8 A**	80 marks 20 marks MCQ 60 marks Subjective questions	Language skills: Listening, Speaking 10 marks each	20 marks	100 marks
Semester II	**Lessons: 5,6,7** **Poem 8 B**	80 marks 20 marks MCQ 60 marks Subjective questions	Language skills: Reading, Writing 10 marks each	20 marks	100 marks

SEMESTER I

DESIGN OF THE QUESTION PAPER

GRADE : 9

Duration: 3 hrs **Subject :FRENCH** **Max. Marks 80**

The weightage or the distribution of marks over different dimensions of the question paper shall be as follows:

1. Weightage to Learning Outcomes

S.No.	Learning Outcomes	Marks	Percentage of Marks
1.	Knowledge of language elements	32	40%
2.	Comprehension	24	30%
3.	Expression	20	25%
4.	Appreciation	04	5%
TOTAL			100%

2. Weightage to Content / Subject Units

S.No.	Content Areas	Marks
1.	Prose and Poetry	17
2.	Grammar	15
3.	Comprehension	24
4.	Expression	24
	TOTAL	80

3. Weightage to Forms of Questions

Sr. No	Form of Questions	Marks for each question	Number of questions	Total Marks	%
1.	Objective Type (MCQ)	1	20	20	25%
2	Very Short Answer Type (VSA)	1	26	26	32.5%
3	Short Answer Type (SA)	2	12	24	30%
4	Long Answer Type (LA)	5	02	10	12.5%
	TOTAL		58	80	100%

The expected time for different types of question would be as follows:

S.No.	Form of Questions	Approx.time for each Question in minutes (t)	Number of questions (n)	Approx. time for each form of question in mins (n x t)
1.	Objective Type (MCQ)	1 min	20	20 mins
2.	Very Short Answer Type (VSA)	2 mins	26	60 mins
3.	Short Answer Type (SA)	5 mins	12	60 mins
4.	Long Answer Type (LA)	20 mins	2	40 mins
	TOTAL		62	180 mins

As the total time is calculated on the basis of the number of questions required to be answered and the length of their anticipated answers, it would, therefore, be advisable for the candidates to budget their time properly by cutting out the superfluous words and be within the expected time limits.

4. Scheme of Options

There will be no overall choice. However, there is an internal choice as follows:

	Section A	Section B	Section C	Section D
Question numbers	7, 8	16, 17, 18, 19, 20, 27	----------	51, 53,54,60
Total No. of Choice questions	02	06	----------	04

5. Weightage to Difficulty level of questions:

S.No.	Estimated difficulty level of questions	Percentage
1.	Easy	20 %
2.	Average	60 %
3.	Difficulty	20 %

A question may vary in difficulty level from individual to individual. As such, the assessment in respect of each question will be made by the paper setter on the basis of general anticipation from the group as a whole taking the examination. This provision is only to make the paper balanced in its weightage, rather than to determine the pattern of marking at any stage.

6. Number of Main Questions:

There will be 60 questions of varied marks

SEMESTER II

DESIGN OF THE QUESTION PAPER

GRADE : 9

Duration: 3 hrs **Subject :FRENCH** **Max. Marks 80**

The weightage or the distribution of marks over different dimensions of the question paper shall be as follows:

1. Weightage to Learning Outcomes

S.No.	Learning Outcomes	Marks	Percentage of Marks
1.	Knowledge of language elements	32	40%
2.	Comprehension	24	30%
3.	Expression	20	25%
4.	Appreciation	04	5%
TOTAL			100%

2. Weightage to Content / Subject Units

S.No.	Content Areas	Marks
1.	Prose and Poetry	17
2.	Grammar	15
3.	Comprehension	24
4.	Expression	24
	TOTAL	80

3. Weightage to Forms of Questions

Sr. No	Form of Questions	Marks for each question	Number of questions	Total Marks	%
1.	Objective Type (MCQ)	1	20	20	25%
2	Very Short Answer Type (VSA)	1	21	21	26.25%
3	Short Answer Type (SA)	2	12	24	30%
4	Long Answer Type (LA)	5	03	15	18.75%
	TOTAL		58	80	100%

The expected time for different types of question would be as follows:

S.No.	Form of Questions	Approx.time for each Question in minutes (t)	Number of questions (n)	Approx. time for each form of question in mins (n x t)
1.	Objective Type (MCQ)	1 min	20	20 mins
2.	Very Short Answer Type (VSA)	2 mins	25	50 mins
3.	Short Answer Type (SA)	5 mins	10	50 mins
4.	Long Answer Type (LA)	20 mins	3	60 mins
	TOTAL		58	180 mins

As the total time is calculated on the basis of the number of questions required to be answered and the length of their anticipated answers, it would, therefore, be advisable for the candidates to budget their time properly by cutting out the superfluous words and be within the expected time limits.

4. Scheme of Options

There will be no overall choice. However, there is an internal choice as follows:

	Section A	Section B	Section C	Section D
Question numbers	7, 8	16, 17, 18, 19, 20, 27	----------	47,48,49,56
Total No. of Choice questions	02	06	----------	04

5. Weightage to Difficulty level of questions:

S.No.	Estimated difficulty level of questions	Percentage
1.	Easy	20 %
2.	Average	60 %
3.	Difficulty	20 %

A question may vary in difficulty level from individual to individual. As such, the assessment in respect of each question will be made by the paper setter on the basis of general anticipation from the group as a whole taking the examination. This provision is only to make the paper balanced in its weightage, rather than to determine the pattern of marking at any stage.

7. Number of Main Questions:

There will be 56 questions of varied marks

INTERNAL ASSESSMENT FOR GRADE 9 FRENCH 2026-27

Testing of Language Skills :

Semester I: Listening (10 marks) and Speaking (10 marks)

Semester II: Reading (10 marks) and Writing (10 marks)

SUGGESTED LIST OF ACTIVITIES :

SEMESTER I

LISTENING SKILLS

1. Listen to a French audio story followed by a questionnaire
2. Watch a French video clip without subtitles followed by a questionnaire
3. Listen to a French song followed by a questionnaire

SPEAKING SKILLS

1. Powerpoint presentation on monuments of Paris / France, Festivals, Seasons of France / Goa etc
2. 1 minute talk / speech
   - La ville de Paris / Mes vacances à Paris
   - Une visite au marché
   - Une visite au magasin de vêtements…etc
3. Story -telling
4. Monologue…….etc

SEMESTER II

READING SKILLS

1. Read aloud a fairy tale / short story/ unseen passage in French
2. Read from authentic resources like French magazines, newspapers

WRITING SKILLS

1. Paragraph writing on a suitable topic
2. Write a postcard or email
3. Create a dialogue on a given scenario
4. Write a poem
5. Create a travel brochure / advertisement for a garment shop…..etc

NOTE:

SUITABLE RUBRICS MUST BE CREATED FOR EACH SKILL TESTED.

RECORDS MUST BE MAINTAINED FOR THE PERUSAL OF THE BOARD.

RUBRICS FOR FRENCH INTERNAL ASSESSMENT FOR STD 9 (2026-27)

INSTRUCTIONS FOR THE TEACHERS:

- Properly orient students about the assessment as per the guidelines at the beginning of the academic year.
- Guide the students in the selection of the topics.
- Create rubrics for assessment and **share and explain to the students before they start** so that they know the parameters / criteria of assessment

SEMESTER I Listening & Speaking

SEMESTER II Reading & Writing

- Record of the assessment must be maintained for scrutiny if required

Sample Rubrics are attached here. Teachers are free to prepare suitable rubrics for the activities or tasks selected.

1. RUBRICS FOR LISTENING SKILLS:

CRITERIA	Excellent (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
A. Make connections/ Ask Questions	The student links what they are hearing to prior knowledge in the subject and/or assimilates knowledge from other areas 80% of the time	The student links what they are hearing to prior knowledge in the subject and/or assimilates knowledge from other subjects	The student links what they are hearing to prior knowledge in the subject and/or assimilates knowledge from other areas with teacher help.	The student is unable to link what they are hearing to any prior knowledge in the subject or assimilate knowledge from another subject
B. General Understanding	Showed a very good general understanding of all the vocabulary and information by completing all the questions.	Showed a good general understanding of the vocabulary and information with most questions completed	Did not understand a lot of the vocabulary and information but was able to complete some of the questions.	Did not understand enough vocabulary or information to answer the questions.
C. Listens for detail	Included all the specific information and details in his / her answers.	Was able to include most of the specific information and details in his / her answers.	Showed limited ability to listen for details and occasionally included specific information.	Was unable to grasp specific details while listening and did not include it in the answers.
D. Accuracy of answers	Content was accurate and related to	Most answers were accurate with only a few errors.	Included a small amount of information,	Left out most of the answers or answers were unrelated to the

	information given.		however a lot was left out or was not accurate.	information given.
E. Summarisation of Key Points	Was able to identify the main theme and key details, summarised both in an organised manner.	Was able to identify the main theme and some key details, had difficulty in summarising both in an organised manner.	Was able to identify the main theme and very few or no key details, so summarised what he / she had listened to in a disorganised manner.	Was not able to identify the main theme nor any key details correctly, so was unable to summarise what he / she had listened to.

1. RECORD OF ASSESSMENT OF LISTENING SKILLS

Activity / Task :

1. Listen to a French audio story followed by a questionnaire
2. Watch a French video clip without subtitles followed by a questionnaire
3. Listen to a French song followed by a questionnaire…….4…..

Criteria:

A. Make connections/ Ask Questions B. General Understanding C. Listens for detail
D. Accuracy of answers E. Summarisation of Key Points

Roll No	**Activity / Task**	**A**	**B**	**C**	**D**	**E**	Total Marks out of 20	Total Marks 2	Marks out of 10
1									
2									

2. RUBRICS FOR SPEAKING SKILLS :

CRITERIA	Excellent (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
A. Pronunciation	Consistently uses accurate pronunciation	Uses correct pronunciation most of the times	Uses correct pronunciation sometimes	Seldom uses correct pronunciation
B. Fluency	Speaks French fluently / never reverts back to English or another language	Rarely pauses / rarely reverts to English or another language	Sometimes pauses/ sometimes reverts back to English or another language	Interrupted speech frequently/ often reverts back to English or another language
C. Vocabulary	Consistently uses a wide range of new vocabulary	Frequently uses a wide range of vocabulary	Sometimes uses new vocabulary	Rarely uses new vocabulary/ repeats words all the time
D. Grammatical accuracy	No grammatical errors / very accurate	Some errors that do not interfere with the meaning of the sentence	Frequent errors that sometimes make it difficult to understand the sentence	Multiple errors that distort the meaning of the sentence
E. Presentation / content	Consistently uses an expressive voice, facial expression and gestures while speaking. Content accurate.	Demonstrates an expressive voice, facial expression and gestures most of the time while speaking. Most of the content was accurate.	Uses an expressive voice, facial expression and gestures sometimes while speaking. Content partially accurate	Rarely uses an expressive voice nor facial expression nor gestures while speaking. Content inaccurate.

2. RECORD OF ASSESSMENT OF SPEAKING SKILLS

Activity / Task :

1. Powerpoint presentation on monuments of Paris / France, Festivals, Seasons of France / Goa etc
2. 1 minute talk / speech
   - La ville de Paris / Mes vacances à Paris
   - Une visite au marché etc
3. Story -telling ……..4…..

Criteria:

A. Pronunciation B. Fluency C. Vocabulary D. Grammatical accuracy
E. Presentation / content

Roll No	Activity / Task	A	B	C	D	E	Total Marks out of 20	Total Marks 2	Marks out of 10
1									
2									

3. RUBRICS FOR READING SKILLS:

CRITERIA	Excellent (5 marks)	Good (4 marks)	Satisfactory (3 marks)	Needs improvement (2 mark)
A. Pronunciation/ Clarity	Reads clearly and distinctly all the time. Pronounces all words correctly	Reads clearly most of the time. Mispronounces a few words.	Reads fairly clearly, sometimes mispronounces words.	Lacks confidence and mispronounces most words while reading.
B. Pausing	Almost all the reading is characterized by pausing to reflect punctuation and meaning of the text.	Most of the reading evidences appropriate pausing to reflect the punctuation and meaning of the text.	Some pausing to reflect the punctuation and meaning of the text.	Almost no pausing to reflect punctuation or meaning of the text.
C. Intonation	All of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text.	Most of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text.	Some evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	Almost no variation in voice or tone (pitch) to reflect the meaning of the text.
D. Fluency	Reads fluently, in a natural and rhythmic manner	Reads in a meaningful manner with very few stops.	Reads in a meaningful manner but needs to still figure out some words.	Reads but needs to stop and figure out most words.

3. RECORD OF ASSESSMENT OF READING SKILLS

Activity / Task :

1. Read aloud a fairy tale / short story/ unseen passage in French
2. Read from authentic resources like French magazines, newspapers …….3……

Criteria:
A. Pronunciation/ Clarity B. Pausing C. Intonation D. Fluency

Roll No	Activity / Task	A	B	C	D	Total Marks out of 20	Total Marks 2	Marks out of 10
1								
2								

4. RUBRICS FOR WRITING SKILLS :

CRITERIA	Excellent (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
A. Content / Ideas	Writing is clearly focused. Holds the reader's attention. Contains all details of the topic /theme	Writing is purposeful. Contains some details of the theme / topic	Writing is related to the topic but very few details on the theme / topic	Writing is extremely limited in communicating the central theme / topic
B. Vocabulary	Effective and engaging use of word choices	Frequent use of a variety of word choices	Shows some use of word choices	Inaccurate word choices which obscure the meaning
C. Grammar	All sentences are very well constructed. No grammar / spelling errors.	Most sentences are well constructed. Few grammar / spelling errors but does not interfere with understanding the sentence	Sentences are fairly well constructed but few grammar / spelling errors which interferes with understanding to some extent	Sentences are difficult to understand. Numerous errors in grammar/ spelling
D. Language control	Demonstrates a high degree of language control	Demonstrates a fair degree of language control	Demonstrates minimal degree of language control	Falls short in demonstrating language control
E. Organization	Information is relevant and presented in logical order. An excellent overview of the topic is provided	Information is relevant, presented in logical order but lacks overview of the topic	Information is partially relevant but lacks logical order	Information is irrelevant / not in logical order / disorganized

RECORD OF ASSESSMENT OF WRITING SKILLS

Activity / Task :

1. 1 Paragraph writing on a suitable topic
2. Write a postcard
3. Create a dialogue on a given scenario… ..... 4….

Criteria:

A. Content / Ideas B. Vocabulary C. Grammar D. Language control E. Organization

Roll No	Activity / Task	A	B	C	D	E	Total Marks out of 20	Total Marks 2	Marks out of 10
1									
2									

BLUEPRINT (LANGUAGE) (2026-27)

Subject: French **GRADE: 9**

Paper: SEMESTER I **Max Marks: 80** **Duration: 3 hours**

	OBJECTIVES →	KNOWLEDGE OF ELEMENTS OF LANGUAGE				COMPREHENSION				EXPRESSION				APPRECIATION				Total
	Form of Questions	MCQ	VSA	SA	E/ LA	MCQ	VSA	SA	E/ LA	MCQ	VSA	SA	E/ LA	MCQ	VSA	SA	E LA	
	Marks	1	1	2	5	1	1	2	5	1	1	2	5	1	1	2	5	
Sr. No.	CONTENT																	
1.	Prose & poetry	6(1)	3(1)	4(2)														17
2.	Grammar	8(1)	7(1)															15
3.	Comprehension					6(1)	6(1)	6(2)										24
4.	Expression										10(1)		2(5)			2 (2)		24
	Sub Total	14(1)	10(1)	4(2)		6(1)	6(1)	6(2)			10(1)		2(5)			2 (2)		80
	TOTAL	32				24				20				04				**80 marks**

Note: Figures outside the brackets indicate the number of questions and figures within the brackets indicate the marks per question

Summary:

Essay (E / LA)	No. 02	Marks 10
Short Answer (SA)	No. 12	Marks 24
Very Short Answer (VSA)	No. 26	Marks 26
Objective (MCQ)	No. 20	Marks 20

BLUEPRINT (LANGUAGE) (2026-27)

Subject: French **GRADE : 9**

Paper: SEMESTER II **Max Marks: 80** **Duration: 3 hours**

	OBJECTIVES →	KNOWLEDGE OF ELEMENTS OF LANGUAGE				COMPREHENSION				EXPRESSION				APPRECIATION				Total
	Form of Questions	MCQ	VSA	SA	E/ LA	MCQ	VSA	SA	E/ LA	MCQ	VSA	SA	E/ LA	MCQ	VSA	SA	E LA	
	Marks	1	1	2	5	1	1	2	5	1	1	2	5	1	1	2	5	
Sr. No.	CONTENT																	
1.	Prose & poetry	6(1)	3(1)	4(2)														17
2.	Grammar	8(1)	7(1)															15
3.	Comprehension					6(1)	6(1)	6(2)										24
4.	Expression										5(1)		3(5)			2 (2)		24
	Sub Total	14(1)	10(1)	4(2)		6(1)	6(1)	6(2)			5(1)		3(5)			2 (2)		80
	TOTAL	32				24				20				04				**80 marks**

Note: Figures outside the brackets indicate the number of questions and figures within the brackets indicate the marks per question

Summary:

Essay (E / LA)	No. 3	Marks 15
Short Answer (SA)	No. 12	Marks 24
Very Short Answer (VSA)	No. 21	Marks 21
Objective (MCQ)	No. 20	Marks 20

GRADE 9 **MODEL QUESTION PAPER** **2026-27**

SEMESTER I

FRENCH **Marks: 80**

Duration: 3 hrs

INSTRUCTIONS:1) All questions are compulsory.
2) Figures to the right indicate full marks.

SECTION A TEXTE

Choisissez la bonne réponse : **(2)**

1. Au marché Ingrid va chez _____.
   - le poissonnier
   - le médecin
   - le marchand de fruits et de légumes
   - le boucher

2. Le musée très célèbre à Paris est _____.
   - Le Louvre
   - Le Panthéon
   - Les Invalides
   - La Tour Eiffel

Choisissez le mot / l'expression du texte pour remplacer les mots soulignés : **(2)**

3. Quand il y a un accident sur la route, il faut appeler la police **immédiatement.**
   - maintenant
   - tout de suite
   - toute la journée
   - fortifiant

4. Véronique **va avec** sa cousine au théâtre.
   - accompagne
   - arrive
   - passe
   - attend

Choisissez la bonne réponse aux devinettes suivantes : **(2)**

5. Le médecin écrit ceci après avoir examiné le malade.
   - Une recette
   - Une ordonnance
   - Un chèque
   - Une lettre

6. Les bijoux portés sur les doigts.
   - Les bracelets

- Les colliers
- Les chaînes
- Les bagues

Répondez aux questions suivantes en phrases complètes : (10 – 15 mots) (4)

7. Pourquoi Ingrid n'aime-t-elle pas aller au supermarché ?
   OU
7. Ingrid, pour qui prépare-t-elle la salade niçoise ?

8. Qu'est-ce que Pierre a fait pendant sa maladie ?
   OU
8. Quel type de chemise choisit Karl ? Pourquoi ?

Lisez la phrase du texte et répondez aux questions suivantes en phrases complètes: (3)

« Nous sommes allés à Versailles. »

9. Qui est allé à Versailles ?
10. Où est Versailles ?
11. Pourquoi sont-ils allés à Versailles ?

Répondez aux questions suivantes en phrases complètes : (10 -15 mots) (4)

12. Que fait la souris grise quand elle n'est pas dans sa cachette ?
13. Quand est-ce que la petite souris rouge mange tout ?

SECTION B GRAMMAIRE

Trouvez la forme verbale qui convient : (2)

14. _____les fenêtres, mes enfants!

- Ferme
- Fermons
- Fermez
- Fermer

15. Hier, les deux filles _____au concert.

- vont
- vont aller
- vient d'aller
- sont allées

Récrivez les phrases suivantes en mettant les verbes entre parenthèses aux temps indiqués : (2)

16. Hier, mes amis _____(venir – passé composé) chez moi.

OU

16. Nous _____(chanter – imparfait) l'hymne national tous les jours.

17. Elle _____ (nettoyer– présent) la chambre.

OU

17. Je n'ai pas faim, je _____ (manger– passé récent) deux sandwichs.

Récrivez les phrases suivantes en remplaçant les mots soulignés par des pronoms convenables : (2)

18. **La mère** prépare le repas pour sa famille.

OU

18. **Les enfants** jouent sur la plage.

19. Il a acheté **cet appartement.**

OU

19.Nous lisons **le journal** .

Posez la question correspondante aux mots soulignés : (1)

20. **Hélène** boit du coca.

OU

20. Ils écoutent **une histoire**.

Choisissez l'adjectif démonstratif ou le pronom démonstratif convenable : (2)

21. _____ homme aime jouer au tennis.

- Ces
- Cette
- Ce
- Cet

22. Cette robe est en soie. _____de Julie est en coton.

- celle
- celles
- celui
- ceux

Choisissez l'adjectif possessif convenable correspondant au sujet pour compléter la phrase: (2)

23. J'ai mis _____livres sur les étagères dans le salon.

- mes
- mon
- son
- ton

24. Nous partons en vacances avec _____amis .

- ses
- tes
- mes
- nos

Choisissez la préposition convenable pour compléter la phrase : (1)

25. Il fait frais _____ printemps.

- au
- en
- dans
- à

Choisissez l'article partitif convenable pour compléter le blanc : (1)

26. Elle mange _____fromage comme dessert.

- des
- de
- de la
- du

Faites selon les indications : (2)

27. Je bois du thé au petit déjeuner. (Récrivez la phrase au négatif)

OU

27. L'acteur est suisse. (Mettez les mots soulignés au féminin)

28. Désirez-vous boire une _____ de café? (Remplissez le blanc avec l' expression de quantité convenable)

SECTION C COMPREHENSION

Observez l'image et choisissez la bonne réponse : (2)



29. Quel festival célèbre la famille ?
    - Eid
    - Noël
    - Diwali
    - Pâques

30. Dans quel mois célèbre-t-on ce festival ?
    - octobre
    - novembre
    - décembre
    - janvier

Observez l'image et répondez aux questions qui suivent : (2)



31. Combien de membres y a -t-il dans cette famille ?
32. Que fait la famille ?

Lisez le texte ci- dessous et répondez aux questions :

Sabine habite dans une assez grande maison à Bordeaux en France. Elle habite avec son père, sa sœur et ses deux poissons rouges qui s'appellent Marvin et Jojo. La maison de Sabine a huit pièces. En bas, il y a le salon, la salle à manger et la cuisine. Il y a un petit bureau à côté de la cuisine. Sabine adore passer du temps dans le salon car il y a une grande télévision et un canapé très confortable. En haut il y a la salle de bain et les chambres. Sabine partage sa chambre avec les poissons rouges. Derrière la maison, il y a un joli jardin où il y a une pelouse verte, des fleurs et un grand arbre. Quand le soleil brille, Sabine mange avec sa famille dans le jardin. Il y a aussi un petit garage. Ce qui est bizarre, c'est que son papa n'a pas de voiture !

Choisissez un mot / une expression du texte convenable pour compléter la phrase : **(2)**

33. J'adore me reposer sur le canapé dans _____ et regarder la télévision.
    - la cuisine
    - le bureau
    - le salon
    - le garage

34. En été, les jardins de mes voisins sont pleins de _____.
    - pièces
    - fleurs
    - poissons rouges
    - voitures

Trouvez dans le texte : **(2)**

35. Un autre mot pour ' aimer beaucoup. '
36. Le contraire de " petite. "

Répondez en phrases complètes aux questions suivantes : **(6)**

37. Sabine, avec qui habite-t-elle à Bordeaux ?
38. Pourquoi Sabine adore-t-elle passer du temps dans le salon ?
39. Pourquoi le garage de Sabine est-il bizarre ?

Lisez le texte ci- dessous et répondez aux questions :

L'été est bientôt fini et papa fait des courses pour acheter des crayons, de la colle et toutes sortes de choses pour Nicolas, le grand frère de Jérémie. Nicolas va aller à l'école cette année. Il est fier d'aller à l'école. Jérémie veut y aller aussi. "Non," dit Nicolas "tu es trop petit." Jérémie boude. "Que se passe-t-il ?" dit maman. "Je veux aller à l'école, moi aussi." dit Jérémie. "Tu as seulement trois ans, mon trésor, il faut attendre encore. Mais que dirais-tu de jouer à l'école à la maison ?" Maman donne à Jérémie du papier et des crayons ainsi qu'un petit tableau avec une craie. Ensemble, ils placent des chaises en rond et les toutous de Jérémie deviennent des élèves. Jérémie dit à maman, "J'aime mieux mon école que celle de Nicolas." "Ah oui ? Pourquoi ?" demande Maman. "Parce qu'ici, c'est moi le professeur."

Choisissez la bonne réponse : **(2)**

40. Que fait Papa quand l'été est bientôt fini ?
    - Il va à l'école.
    - Il joue avec Nicolas.
    - Il achète des crayons et de la colle pour Nicolas.
    - Il devient élève.

41. Pourquoi Jérémie ne peut-il pas aller à la maternelle ?
    - La maternelle est trop loin.
    - Il est trop grand pour la maternelle.
    - Il reste à la maison avec ses parents.
    - Il est trop petit pour la maternelle.

Trouvez dans le texte : **(2)**

42. Un verbe qui est le contraire de < vendre >.
43. Le nom qui signifie < le shopping >

Répondez en phrases complétez aux questions suivantes : **(6)**

44. Pourquoi le petit Jérémie boude-t-il ?
45. Maman, que donne-t-elle à Jérémie ?
46. Pourquoi Jérémie aime mieux son école que celle de Nicolas ?

SECTION D EXPRESSION

Utilisez ces quatre mots clés pour présenter cette personne : **(4)**

Pierre Dubois -- français – Paris – professeur

47. _____.
48. _____.
49. _____.
50. _____.

Composez une phrase avec l'expression suivante : **(2)**

51. étudiant

OU

51. à la mode
52. malade

Répondez aux questions suivantes en phrases complètes : **(4)**

53. Aimez-vous faire les courses ? Pourquoi ? (Donnez une raison)

OU

Pourquoi les médecins sont-ils importants ?

54. Qu'est -ce que vous appréciez de votre école ?

OU

Aimerez-vous visiter la France ? (Donnez une raison)

Complétez le dialogue suivant entre Mme. Dupont et Xavier, le fils de Mme. Leblanc. **(4)**

Mme.Leblanc: Bonjour Mme. Dupont. C'est mon fils Xavier.

55. M.Dupont: Bonjour Mme. Leblanc. Bonjour Xavier. _____?

Xavier: Bonjour. Moi, j'ai douze ans.

M.Dupont: Quel est le nom de ton école ?

56. Xavier: _____.

M.Dupont: Et à quelle heure tu te lèves le matin?

57. Xavier:_____.

M. Dupont : Comment vas-tu à l'école ?

58. Xavier : _____.

59. **Écrivez un paragraphe (45- 50 mots) pour décrire l'image suivante :** **(5)**



60. **Écrivez un paragraphe sur <u>un</u> de ces sujets suivants (45- 50 mots) :** **(5)**

Ma fête favorite

OU

Une visite au marché

_____

GRADE 9 **MODEL QUESTION PAPER** **2026-27**

SEMESTER II

FRENCH **Marks: 80**

Duration: 3 hrs

INSTRUCTIONS:1) All questions are compulsory.
2) Figures to the right indicate full marks.

SECTION A TEXTE

Choisissez la bonne réponse : **(2)**

1. Les trois filles vont visiter _____pour connaitre son activité industrielle.
   - Paris
   - Lyon
   - Grenoble
   - L'Île de Ré

2. Si l'on va trop loin _____, on risque de se noyer.
   - de la plage
   - de la ville
   - du rivage
   - de la mer

Choisissez le mot/l'expression du texte pour remplacer les mots soulignés: **(2)**

3. Mon petit frère est très <u>envieux</u> de mon cadeau.
   - grand
   - différent
   - content
   - jaloux

4. Jane est <u>très contente</u> d'aller pour son voyage.
   - grande
   - partie
   - ravie
   - vieille

Choisissez la bonne réponse aux devinettes suivantes : **(2)**

5. La mère d'un parent
   - la tante
   - la sœur
   - la grand- mère
   - la mère

6. Le jour de la semaine qui suit le vendredi
   - samedi
   - jeudi
   - dimanche
   - lundi

Répondez aux questions suivantes en phrases complètes:(10–15mots) **(4)**

7. Les filles, pourquoi visiteront-elles Lyon ?

   OU

7. Qu'est-ce que Doreen voudrait faire ? Pourquoi ?

8. Qu'est-ce que l'auteur du journal va faire à la plage ?

   OU

8. Quelle difficulté aura l'auteur en septembre ?

Lisez les phrases du texte et répondez aux questions suivantes en phrases complètes: **(3)**

«Les Portugais ont amené cette tradition européenne.»

9. De quelle tradition parle- t- on ici ?
10. Où les Portugais ont – ils amené cette tradition ?
11. Avant comment s'appelait cette tradition ?

Répondez aux questions suivantes en phrases complètes:(10-15mots) **(4)**

12. De quelle couleur sont les pommes et les praires ?
13. Nommez deux choses rouges dans le poème « Crayons de couleur »

SECTION B GRAMMAIRE

Trouvez la forme verbale qui convient: **(2)**

14. Je _____du coca au restaurant hier.
    - ai bu
    - buvait
    - bois
    - vais boire

15. Hélène _____ ce roman demain.
    - a lu
    - lit
    - lira
    - vont lire

Récrivez les phrases suivantes en mettant les verbes entre parenthèses aux temps indiqués : **(2)**

16. Il _____ (faire -présent) chaud aujourd'hui.

OU

16. Pierre _____(arriver –passé récent) de Paris.

17.Ma mère _____(acheter – futur proche) beaucoup de cadeaux.

OU

17. Les enfants _____(s'amuser – futur simple) avec leurs amis.

Récrivez les phrases suivantes en remplaçant les mots soulignés par des pronoms convenables: (2)

18. **La femme** va au marché.

OU

18. **Mes cousins** vont à Panjim.

19. Henri reçoit **la lettre.**

OU

19. Elle achète **le sac noir**

Posez la question correspondante aux mots soulignés: (1)

20. **Ingrid** fait ses courses.

OU

20 Laurent habite **à Lyon**.

Choisissez l'adjectif démonstratif ou le pronom démonstratif convenable : (2)

21 _____ filles sont japonaises.

- Cette
- Celles
- Ces
- Cet

22 Ce roman-ci est plus intéressant que _____-là.

- celle
- celui
- celles
- ceux

Choisissez l'adjectif possessif convenable correspondant au sujet: (2)

23. Je ne trouve pas _____ cahier.
    - mon
    - ma
    - mes

- nos

24. Elle aime beaucoup _____ sœurs.
    - sa
    - son
    - ses
    - notre

Choisissez la préposition convenable : **(1)**

25. Ravi va _____Canada en automne.
    - au
    - aux
    - en
    - à

Choisissez l'article partitif convenable: **(1)**

26. Janet achète des fruits mais pas _____légumes.
    - du
    - de la
    - des
    - de

Faites selon les indications: **(2)**

27. Rahul boit du jus d'orange. (Récrivez la phrase au négatif)

OU

27. Le chanteur chante une belle chanson. (Mettez les mots soulignés au féminin)

28. Le train arrive à 7h.30 du matin. (Ecrivez l'heure soulignée en lettres)

SECTION C COMPREHENSION

Observez l'image et choisissez la bonne réponse : **(2)**



29. Où se passe cette scène ?
    - dans la classe
    - dans le jardin
    - dans le musée
    - dans l'hôpital

30. Où est le tableau ?
    - devant le professeur
    - derrière le professeur
    - derrière les étudiants
    - sous le mur

Observez l'image et répondez aux questions qui suivent : **(2)**



31. Les enfants, où sont-ils ?
32. Dans cette image, nommez deux choses qu'on peut voir dans le ciel.

Lisez le texte ci-dessous et répondez aux questions :

Marianne vit à Montréal depuis quinze ans. Elle est arrivée ici à l'âge de cinq ans. Son père est médecin et sa mère est infirmière. Marianne vient de finir ses études. Elle travaille dans une agence de voyages comme secrétaire. Elle aime son travail parce qu'elle rencontre beaucoup de gens. Comme la famille de Marianne, il y a beaucoup d'autres familles françaises qui vivent au Québec. Tous ces Français immigrés veulent retourner en France quand ils ont gagné assez d'argent. Les parents de Marianne aussi. Mais Marianne, qu'est-ce qu'elle pense ? Elle aime bien la France. Elle est déjà allée deux fois dans ce pays. Mais pour elle, la vie c'est à Montréal. C'est ici qu'elle a tous ses souvenirs d'enfance avec ses voisins. Elle a des amis à New York et à Toronto…. Et maintenant elle ne peut pas imaginer sa nouvelle vie en France sans ces chers souvenirs.

Choisissez un mot / une expression du texte convenable pour compléter la phrase : **(2)**

33. Cette semaine, il ne fait pas de soleil _____trois jours.
    - depuis
    - après
    - maintenant
    - déjà

34. Les enfants trouvent difficile _____la vie adulte.
    - de venir
    - de gagner
    - d' imaginer
    - d' arriver

Trouvez dans le texte: **(2)**

35. Un mot qui signifie « une personne qui écrit des ordonnances'
36. Le contraire de « un peu »

Répondez en phrases complètes aux questions suivantes : **(6)**

37. Où est-ce que Marianne travaille ?
38. Quand les parents de Marianne vont- ils retourner en France ?
39. Selon Marianne, pourquoi 'la vie c'est à Montréal'?

Lisez le texte ci-dessous et répondez aux questions :

Chaque année, le petit village de Saint-Suliac organise une grande fête en été. Les habitants décorent les rues avec des guirlandes colorées. Il y a un marché où on peut acheter des fruits, des légumes, et des produits locaux comme du miel et du fromage. Les enfants adorent la fête parce qu'il y a un carrousel et des jeux. Le soir, tout le monde se réunit sur la place principale pour danser et regarder un feu d'artifice. C'est un moment très spécial pour tous les habitants de Saint-Suliac.

Choisissez la bonne réponse : **(2)**

40. Quand est-ce qu'on organise la fête ?
    - en automne
    - au printemps
    - en été
    - en hiver

41. Où est-ce que tout le monde se réunit le soir ?
    - le quartier principale

- la rue principale
- la place principale
- le quartier

Trouvez dans le texte: **(2)**

42. Le mot qui signifie 'les personnes qui habitent dans un lieu'.
43. Le nom qui correspond au verbe ' produire'

Répondez en phrases complètes aux questions suivantes : **(6)**

44. Quels produits peut-on acheter au marché ?
45. Pourquoi les enfants aiment-ils la fête ?
46. Que fait tout le monde le soir sur la place principale ?

SECTION D EXPRESSION

Répondez aux questions suivantes : **(4)**

47. Pourquoi aimez-vous les vacances d'été ? (Donnez une raison)
    OU
    Aimerez-vous visiter Paris ? Pourquoi ? (Donnez une raison)
48. Selon vous, pourquoi les gens aiment-ils aller à la plage ?
    OU
    Selon vous, qu'est-ce que la couleur 'verte' symbolise ? (Donnez une raison)

Composez une phrase avec l'expression suivante : **(1)**

49. la rue
    OU
    s'amuser

Complétez le dialogue entre Mme. D'Souza et son fils Roshan . **(4)**

50. Mme. D'Souza : _____?

Roshan : Je vais au cinéma maman.

Mme D'Souza : Mais avec qui vas-tu au cinéma ?

51. Roshan : _____.

Mme D'Souza : Eh bien, comment voyageras – tu ?

52. Roshan : _____

Mme D'Souza : Et la nourriture ? Qu'est-ce que tu vas manger ?

53. Roshan :_____.

Mme D'Souza : D'accord, Prend soin.

54. Vous êtes Jason /Jeanette et vous habitez à Panjim. Écrivez une carte postale à ton ami Varad / amie Veena qui habite à Delhi, pour lui décrire le Carnaval à Goa. (45-50 mots) **(5)**

55. **Écrivez un paragraphe (45- 50 mots) pour décrire l'image suivante :** **(5)**

.



56. **Écrivez un paragraphe sur <u>un</u> de ces sujets suivants (45- 50mots):** **(5)**

Les fêtes en Inde

OU

Une journée à la plage.

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