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FOR GOA CLASS 10 PREPARATION

Goa Board Class 10 Sample Paper 2027 French T.L

EXAM	YEAR	TYPE	SUBJECT
Goa Class 10	2027	Sample Paper	French

SYLLABUS

FRENCH GRADE 10 (2026 - 27)

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

SECTION A (TEXTE)

Prose:

Leçon 1- Panjim, La Capitale De Goa
Leçon 2 : La Cigale Et La Fourmi
Leçon 3 : Au Restaurant
Leçon 4- Les Fêtes Nationales
Leçon 5- Les Sports
Leçon 6-Où Pars-Tu En Vacances ?
Leçon 7- Perrette Et Le Pot Au Lait
Leçon 8- Le Petit-Fils Vertueux
Leçon 9- Un Courriel

Poetry :

Poème 1- Nourritures
Poème 2- Quand Je Serai Grand
Poème 3- J'aime l'Âne

SECTION B (GRAMMAIRE)

Leçon 1- :

- Révision des verbes : Présent, Futur Proche à la forme affirmative, négative et interrogative.
- Révision des nombres ordinaux et cardinaux
- Adjectifs démonstratifs
- Pronoms Toniques

Leçon 2 :

- Complément d'objet indirect

Leçon 3 :

- Révision des Articles Partitifs
- Les Adjectifs / Pronoms Démonstratifs

- Expressions de Quantité
- Pronoms 'y' and 'en'

Leçon 4 :

- Pronom 'on'
- Révision de l'Impératif

Leçon 5 :

- Révision du Passé Composé

Leçon 6 :

- Pronoms Relatifs- qui, que, où, dont
- Adjectifs / Pronoms Possessifs

Leçon 7 :

- Le Conditionnel

Leçon 8 :

- Adverbes
- Expressions avec 'avoir'

Leçon 9 :

- Révision des différents pronoms personnels
- Expression 'En Quoi'

SECTION C (COMPREHENSION)

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

SECTION D (EXPRESSION)

- Appreciation questions
- Framing sentences
- Dialogue
- Picture Description
- Email Writing
- Paragraph Writing

Note:

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

ACADEMIC CALENDAR 2026- 2027

SUBJECT: FRENCH **GRADE: 10**

Sr. No	Month	Lesson No	Name of Unit/ chapter/ subtopic
1.	April 2026	Leçon 1 Leçon 2	Text: **Panjim, La capitale de Goa La cigale et la fourmi** Grammar: Les pronouns direct/ Les pronoms toniques All previously done units Comprehension: Picture/ Unseen passage Expression: Paragraph Writing
2.	June 2026	Leçon 3 Poème 1	Text: **Au Restaurant Nourritures** Grammar: Les pronouns y/ en Les articles partitifs Les adjectifs/ pronoms démonstratifs Comprehension: Picture/ Unseen passage Expression: dialogue Framing sentences
3.	July 2026	Leçon 4 Leçon 5	Text: **Les Fêtes Nationales Les Sports** Grammar: Pronoun 'on' Revision of Impératif Revision of Passé Composé and Passé Récent Prépositions Comprehension: Picture/ Unseen passage Expression: Paragraph Writing Picture description

4.	August 2026	Leçon 6 Poème 2	Text: **Où pars-tu en vacances?** **Quand je serai grand** Grammar: Les pronouns rélatifs Les adjectifs / pronoms possessifs Comprehension: Picture/ Unseen passage Expression: Paragraph Writing
5.	September 2026	Leçon 7	Text: **Perrette et le pot au lait** Grammar: Conditionnel Revision of tenses Expression: Picture description
6.	October 2026	Leçon 8	Text: **Le petit- fils vertueux** Grammar: Les adverbes Comprehension: Picture/ Unseen passage Expression: Paragraph Writing Dialogue
7.	November 2026	Leçon 9	Text: **Un courriel** Grammar: Revision of previous topics Comprehension: Picture/ Unseen passage Expression: Email writing
8.	December 2026	Poème3	Text: **J'aime l'âne** Grammar: Revision Comprehension: Picture/ Unseen passage Expression: Appreciation questions, Revision

FRENCH GRADE 10

MAPPING OF SYLLABUS WITH CURRICULUM GOALS

SERIAL NO.	CHAPTER NO. AND NAME	CURRICULUM GOALS	COMPETENCIES	LEARNING OUTCOMES
1.	**Leçon 1 –** Panjim, La Capitale De Goa	**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 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally. **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 20.** Recognizes and appreciates cultural experiences and diversity in the text and makes oral and written presentations.
2.	**Leçon 2** - La Cigale Et La Fourmi	**CG-3** Explores different forms of literature (samples from early to contemporary period)	**C3.1** Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)	**LO 5.** Reads aloud and recites poems/prose with appropriate stress, pauses, tone, and intonation. **LO 7.** Reads silently with comprehension and interprets different layers of meaning. **LO 17.** Writes short stories and composes poems on a given theme or on their own initiative.

				LO 19. Appreciates the similarities and differences between languages in a multilingual classroom and in society.
3.	**Leçon 3**- Au Restaurant	**CG-4** Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.	**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 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.
4.	**Poème 1**- Nourritures	**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.	**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, alliteration, 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. riddles, terms of endearment), anagrams, crosswords	**LO 5.** Reads aloud and recites poems/prose with appropriate stress, pauses, tone, and intonation. **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 17.** Writes short stories and composes poems on a given theme or on their own initiative.
5.	**Leçon 4**- Les Fêtes Nationales	**CG -2** Develops the capacity for effective oral and written communication in	**C2.1** Listens critically and reads different news articles, reports, and editorials to express opinions	**LO 1.** Listens to announcements, instructions, texts read aloud, audios, and videos to gather information, main

		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 and critiques on the various aspects of their social and cultural surroundings in oral and written form.	points, and details; responds accordingly by answering questions. **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.
6.	**Leçon 5-** Les Sports	**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.	**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	**LO 3.** Speaks fluently with appropriate pronunciation, intonation, and pauses, using proper grammar. **LO 4.** Listens to and expresses opinions on a variety of verbal mediums such as group discussions, PowerPoint presentations, radio programs, interviews etc. **LO 6.** Reads and comprehends given text/material using strategies such as scanning, predicting, inferring. **LO 15.** Uses words, phrases to make sense in different contexts.

7.	**Leçon 6**- Où Pars-Tu En Vacances ?	**CG 2** Develops the capacity for effective oral and written communication in different situations (formal and informal)	**C2.1** Listens critically and reads different news articles, reports, and editorials 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 and critiques on the various aspects of their social and cultural surroundings in oral and written form. **C2.4** Writes different kinds of letters and essays in an appropriate language for different audiences	**LO 3.** Speaks fluently with appropriate pronunciation, intonation, and pauses, using proper grammar. **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 20.** Recognizes and appreciates cultural experiences and diversity in the text and makes oral and written presentations.
8.	**Poème 2**- Quand Je Serai Grand	**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.	**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. metaphor, terms of endearment)	**LO 5.** Reads aloud and recites poems/prose with appropriate stress, pauses, tone, and intonation. **LO 6.** Reads and comprehends given text using strategies such as predicting, inferring. **LO 7.** Reads silently with comprehension and interprets different layers of meaning.
9.	**Leçon 7**- Perrette Et Le pot Au Lait	**CG-4** Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.	**C4.1** Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense and parts of speech.	**LO 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally.

				LO 6. Reads and comprehends given text/material using strategies such as scanning, predicting, inferring. **LO 11.** Uses appropriate punctuation marks and correct spelling of words during dictation.
10.	**Leçon 8-** Le Petit- Fils Vertueux	**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 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 3.** Speaks fluently with appropriate pronunciation, intonation, and pauses, using proper grammar. **LO 6.** Reads and comprehends given text/material using strategies such as scanning, predicting, inferring. **LO 10.** Writes short dialogues and participates in role-plays, skits, etc., for promoting social causes such as "Respect and care for elders" in the Indian context, etc. **LO 23.** Develops empathy for their classmates and others who are elderly, sick, in distress or in need of help.
11.	**Leçon 9-** Un Courriel	**CG-1** Develops reading comprehension and summarising skills by engaging with a variety of texts (e-mail, letter, post card)	**C 1.1** Identifies main points, summarises after a careful reading of the text, and responds coherently. **C1.2** Uses strategies to organise ideas and information to write for an intended purpose and audience.	**LO 1.** Listens to instructions, texts read aloud to gather information, main points, and details; responds accordingly by answering questions. **LO 12.** Reads and comprehends information in their environment

				outside of school, such as on billboards, advertisements, product labels, while visiting markets, etc. **LO 16.** Understands and deduces word meanings in different contexts and using a dictionary, thesaurus, and digital tools.
12.	**Poème 3-** J'aime l'Âne	**CG5:** 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.	**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. terms of endearment)	**LO 2.** Communicates thoughts, ideas, opinions, and viewpoints verbally and non-verbally. **LO 10.** Writes short dialogues and participates in role-plays, skits, etc., for promoting social causes such as "Animal Rights" in the Indian context, etc. **LO 17.** Writes short stories and composes poems on a given theme or on their own initiative. **LO 23.** Develops empathy for their classmates and others who are sick, in distress, or in need of help.

FRENCH GRADE 10

ASSESSMENT PATTERN 2026-2027

	Internal Assessment	Board Exam	Total
Marks	20 marks	80 marks	100 marks
Duration	--------	3 hours	-
	Assessments need to focus on practical skills in French. **Any 2 (Two) skills** may be tested using suitable rubrics: • Listening • Speaking • Reading • Writing. **10 marks for each skill tested**		

DESIGN OF THE QUESTION PAPER

Grade 10

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		56	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	21	42 mins
3.	Short Answer Type (SA)	5 mins	12	60 mins
4.	Long Answer Type (LA)	19 mins	3	58 mins
	TOTAL		56	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, 9, 10, 11, 13	16, 17, 18, 19, 20, 27	----------	47, 48, 49, 54, 56
Total No. of Choice questions	06	06	----------	05

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 56 questions of varied marks

GRADE 10 **MODEL QUESTION PAPER**

FRENCH

Marks : 80 **Duration : 3hrs**

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

SECTION A -TEXTE

Choisissez la bonne réponse : **(2)**

1. On utilise la poubelle bleue pour _____.
   - le papier
   - le métal
   - le plastique
   - les déchets non recyclables

2. Le fils du vieillard comprend sa faute et _____.
   - chasse sa femme de la maison
   - garde le vieillard à la maison
   - donne l'autre moitié de la couverture
   - chasse son fils de la maison

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

3. Le lait coule sur la route.
   - s'en va
   - rêvasse
   - se répand
   - a besoin de
4. La voiture est plus pratique que l'autobus.
   - grande
   - commode
   - célèbre
   - agréable

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

5. Une expression pour dire < le terrain du sport >.
   - l'équipe
   - le concours
   - l'émission
   - le stade

6. Une expression pour dire < un habitant de Paris >
    - parisien
    - anglais
    - indien
    - président

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

7. Pourquoi la cigale va-t-elle chez la fourmi?
   OU
7. Comment faire pour utiliser l'ordinateur?

8. Que demande le fils du vieillard à son petit garçon?
   OU
8. Où Perrette va-t-elle? Pourquoi?

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

« Je peux apporter ma voiture, apporte la tienne. »

9. Qui dit ces mots ?
10. Où vont-ils ?
11. Pourquoi veut-elle voyager en voiture ?

OU

« Romain, qu'est-ce que tu fais ce matin ? Mais Romain n'est pas là. »

9. Qui pose cette question ?
10. Où Romain va-t-il ?
11. Avec qui Romain y va-t-il ?

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

12. Comment le poète décrit-il les œufs ?
13. Quels animaux domestiques le poète aura-t-il ?
    OU
13. Où est-ce que l'âne marche ?

SECTION B - GRAMMAIRE

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

14. Les filles _____ au badminton quand elles ont entendu du bruit.
    - jouent
    - jouaient
    - jouer
    - vont jouer

15. Hier, Hélène _____une nouvelle chanson.
    - a appris
    - apprendre
    - apprendra
    - va apprendre

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

16. Nous _____(manger-présent) nos repas à 2h chaque jour.

OU

16. Ma mère _____(préparer – passé récent) un gâteau pour nous.

17. J'_____(aimer – conditionnel) avoir une tasse de thé.

OU

17. S'il était en forme, il _____(aller – conditionnel) avec vous.

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

18 Prenez <u>le déjeuner</u> à midi.

OU

18. Henri parle <u>au directeur</u>.

19. J'ai oublié <u>mes livres</u>.

OU

19. Nous sommes allés <u>au Canada</u> pour les vacances.

Posez la question correspondante aux mots soulignés : (1)

20. La jupe est <u>longue</u>.

OU

20. Mme. Dupré habite <u>à Paris</u>.

Choisissez le pronom démonstratif convenable : (1)

21. Cet homme-ci est très sympathique mais _____- là est antipathique.
    - celles
    - ceux
    - celle
    - celui

Choisissez le pronom possessif convenable : **(1)**

22. Prends ton parapluie, j'ai oublié _____.
    - le mien
    - la mienne
    - les miens
    - les miennes

Choisissez le pronom relatif convenable : **(2)**

23. La chanteuse _____chante bien est française.
    - qui
    - que
    - où
    - dont

24. Le jardin botanique est un jardin _____je vais souvent.
    - qui
    - que
    - où
    - dont

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

25. Il va _____Japon avec sa famille.
    - en
    - au
    - à
    - aux

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

26. Il achète des fruits parce qu'il ne mange pas _____légumes.
    - de la
    - de
    - des
    - du

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

27. Il y a un chien noir dans le parc. (Récrivez la phrase au négatif)

OU

27. Le mécanicien répare la voiture. (Mettez les mots soulignés au féminin)

28. La petite fille parle <u>avec politesse</u>. (Remplacez les mots soulignés par un adverbe convenable et récrivez la phrase)

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. Qui examine le malade ?
    - l'ingénieur
    - l'infirmière
    - l'architecte
    - la coiffeuse

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



31. La famille, dans quelle pièce de la maison est-elle assise ?
32. Quel animal peut-on voir dans l'image ?

Lisez le texte ci- dessous et répondez aux questions :

Le matin, Théo se lève à six heures. Il reste au lit un quart d'heure dans le noir avant de se lever, pour faire durer la nuit. Tous les matins, il suit la même routine : il commence par se laver le visage avant de prendre une douche. Ensuite, il se sèche très vite les cheveux pour aller manger son petit déjeuner. Il doit se dépêcher pour ne pas être en retard à l'école.

Après son repas, il retourne à la salle de bain pour se brosser les dents et pour aller aux toilettes. Théo vérifie qu'il a bien fait son lit avant de s'habiller et de partir à l'école. La journée est longue pour lui. Il doit étudier et écrire pendant quatre heures le matin et il ne peut se reposer que vingt minutes au moment de la récréation, à dix heures du matin. À midi, c'est l'heure de déjeuner. Pendant une heure et demie, Théo peut penser à autre chose qu'à l'école et s'amuser avec ses amis. La cloche de l'école sonne à quatorze heures pour que tout le monde retourne en classe jusqu'à dix-sept heures.

La journée n'est pas finie pour Théo qui doit rentrer à la maison pour faire ses devoirs. Une fois qu'il a tout fini, Théo peut enfin aller jouer et s'amuser avant de dîner avec ses parents. Théo prend souvent un bain le soir avant de jouer encore un peu et d'aller dormir.

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

33. Mon professeur porte _____des vêtements élégants.
    - souvent
    - autre
    - pendant
    - tout

34. Le soleil se lève _____.
    - le soir
    - le matin
    - l'après-midi
    - la nuit

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

35. Un autre mot pour ' se relaxer. '
36. Le contraire de " courte. "

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

37. Théo, pourquoi doit-il se dépêcher ?
38. A quelle heure la cloche de l'école sonne-t-elle ?
39. Après son repas, pourquoi Théo retourne-t-il à la salle de bain ?

Lisez le texte ci- dessous et répondez aux questions :

Chère Julie,

Je suis en vacances en Alsace. Il fait très froid ici. Hier il a même neigé. Aujourd'hui, avec ma famille (mes parents et mon frère) nous sommes allés au marché de Noël, c'était vraiment magnifique !

Dans ma famille, on adore goûter les spécialités régionales et on a déjà goûté la tarte flambée et les kouglofs (des gâteaux).

Félix n'arrête pas de manger des Bredele (des biscuits spéciaux d'ici). C'est vrai qu'ils sont très bons mais j'ai peur qu'il tombe malade. Demain, on pense à faire une promenade dans le quartier de la Petite France. Selon moi, c'est le plus beau quartier de Strasbourg !

Je voulais t'envoyer une photo mais nous n'avons pas de caméra. Mes parents nous ont insisté de prendre nos chaussures de marche pour faire des randonnées dans les montagnes.
J'espère que tu vas bien et que tes vacances au ski se passent bien aussi. On se reverra à la rentrée, j'ai hâte de te raconter le reste de mon voyage.

À bientôt ,

Marianne

Choisissez la bonne réponse : **(2)**

40. Où Marianne passe-t-elle ses vacances ?
    - en Italie
    - en Alsace
    - en Espagne
    - en Angleterre

41. Quel quartier de Strasbourg Marianne pense-t-elle être le plus beau ?
    - le quartier de la Gare
    - le quartier de la Krutenau
    - le quartier de la Petite France
    - le quartier Européen.

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

42. Le mot qui signifie < le jour après aujourd'hui >.
43. Le nom qui correspond au verbe < promener >

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

44. Quel temps faisait-il en Alsace ?
45. Pourquoi Marianne n'envoie pas de photos à Julie ?
46. Qu'est-ce que la famille de Marianne a goûté ?

SECTION D - EXPRESSION

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

47. Pourquoi aimez-vous la langue française ? (Donnez une raison)

OU

47. Dans le poème « J'aime l'âne », quelle qualité de l'âne appréciez -vous ?

48. Selon vous, pourquoi les touristes aiment-ils visiter le Taj Mahal ?

OU

48. Pourquoi aimez-vous la nature ? (Donnez une raison)

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

49. Le déjeuner

OU

49. orner

Complétez le dialogue entre M. Delgado et le chauffeur. **(4)**

Chauffeur : Bonjour, Monsieur. Où voulez- vous aller ?

50. M. Delgado : _____. C'est loin ?

Chauffeur : Non Monsieur, l'Hôtel de la Bastille n'est pas loin. Vous êtes suisse ?

M. Delgado: Non, je suis italien.

Chauffeur : L'Italie! C'est un beau pays.

M. Delgado : C'est vrai.

Chauffeur : Et combien de jours allez- vous rester en France ?

51. M. Delgado : _____.

Chauffeur : Eh bien, on est arrivé !

52. M. Delgado :_____?

Chauffeur : Ça fera 50 euros.

M. Delgado : Tenez, gardez la monnaie.

53. Chauffeur : _____.

M. Delgado : Au revoir.

54. Vous êtes Sunil et votre adresse électronique est (sunilpai@gmail.com). Vous visitez Paris pendant les vacances. Ecrivez un mél à votre ami Amit (amit25@yahoo.com), lui décrivant les beaux monuments que vous y avez vu. (45-50 mots) **(5)**

OU

Vous êtes Shanaya. Votre adresse électronique est (shanaya@yahoo.com). Vous écrivez un courriel à votre amie Regina (regina@gmail.com) l'invitant pour passer le week-end chez vous. (45-50 mots)

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

.



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

56. Les saisons en Inde

OU

56. Ma ville favorite

MODEL ANSWER KEY FOR GRADE 10
FRENCH

Marks : 80 **Duration : 3hrs**

SECTION A Texte

1. les déchets non recyclables 1
2. garde le vieillard à la maison 1
3. se répand 1
4. commode 1
5. le stade 1
6. parisienne 1

7. La cigale va chez la fourmi pour demander quelques provisions car elle n'avait rien à manger. 2

OU

7. Pour utiliser l'ordinateur, il faut l'allumer, puis entrer le nom d'utilisateur: et puis le mot de passe: 2 croissants.

8. Le fils du vieillard demande à son garçon d'aller à l'écurie et d'apporter la couverture des chevaux. 2

OU

8. Perrette va à la ville pour vendre un pot de lait.

9. Célia dit ces mots. 1
10. Ils vont à un camp nature à Bondla. 1
11. Elle veut voyager en voiture car la voiture sera plus commode et confortable que le bus. 1

OU

9. Le père de Romain dit ces mots.
10. Romain va au stade.
11. Romain y va avec ses amis Paul et Rahul

12. Selon le poète un œuf est très fragile et beau. Il n'est ni rond, ni carré, ni pointu. 2
13. Le poète aura des chevaux, des moutons et des vaches. 2

OU

13. L'âne nous fait pitié car il a tant travaillé.

SECTION B Grammaire

14. jouaient 1
15. a appris 1
16. mangeons 1

OU

16. vient de préparer

17. aimerais 1

OU

17. irait

18. Prenez – **le** à midi 1

OU

18. Henri **lui** parle.

19. Je **les** ai oubliés. 1

OU

19. Nous **y** sommes allés pour les vacances.

20. Comment est la jupe ? 1

OU

20 . Mme. Dupré, où habite-t-elle ? / Où habite Mme. Dupré ?

21. celui. 1

22. le mien 1

23. qui 1

24. où 1

25. au 1

26. de 1

27. Il **n'**y a **pas de** chien noir dans le parc. 1

OU

27. La mécanicienne répare la voiture.

28. La petite fille parle poliment. 1

SECTION C Comprehension

29. dans l'hôpital 1

30. l'infirmière 1

31. La famille est dans le salon. 1

32. On peut voir un chien dans l'image 1

33. souvent 1

34. le matin 1

35. se reposer 1

36. longue 1

37. Il doit se dépêcher pour ne pas être en retard à l'école. 2

38. La cloche de l'école sonne à quatorze heures. 2

39. Après son petit déjeuner, Théo retourne à la salle de bain pour se brosser

les dents et pour aller aux toilettes. 2

40. en Alsace 1
41. le quartier de la Petite France 1

42. demain 1
43. une promenade 1

44. . Il faisait froid en Alsace. 2
45. Marianne n'envoie pas de photo à Julie, car ils n'ont pas de caméra. 2
46. La famille de Marianne a goûté la tarte flambée et les kouglofs. 2

SECTION D Expression

47. J'aime la langue française parce qu'elle est douce / elle est intéressante / elle est la plus belle langue du monde / elle est facile à apprendre. 2
OU
J'apprécie l'âne parce qu'il est doux / gentil/ il travaille beaucoup du matin jusqu'au soir / il est fidèle à son maitre / il travaille même s'il est blessé

48. Les touristes aiment visiter le Taj Mahal parce qu'il est magnifique, majestueux, c'est un monument dédié à l'amour. etc 2
OU
La nature est très belle / tout est vert et calme dans la nature /
On peut respirer l'air pur. / J'adore les arbres, les fleurs et les animaux qui font partie de la nature. 1

49. le déjeuner OU orner. (The answer should be grammatical correct). 1

50. Bonjour, je veux aller à l'Hôtel de la Bastille 1
51. Je vais rester en France pour deux jours. 1
52. Ça fera combien ? 1
53. Merci Beaucoup ! 1
(Accept any logically correct answer in the dialogue)

54. E-mail 5
Total 5 marks : 1 mk for format; 2½ mk for content; 1½ mk for accuracy and grammatical correctness.

55.Total 5 marks : 3 mk for content/ relevance to the picture; 2 mk for accuracy and grammatical correctness. 5

56. Total 5 marks : 3 mk for content/ relevance to the topic; 2 mk for accuracy and grammatical correctness. 5

BLUEPRINT (LANGUAGE)

Subject: French **Grade 10**

Max Marks: 80 **Duration: 3 hours**

	OBJECTIVES →	KNOWLEDGE OF ELEMENTS OF LANGUAGE				COMPREHENSION				EXPRESSION				APPRECIATION				Total
	Form of Questions	MCQ (O)	VSA	SA	E/ LA	MCQ (O)	VSA	SA	E/ LA	MCQ (O)	VSA	SA	E/ LA	MCQ (O)	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 marks				24 marks				20 marks				4 marks				**80 marks**

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

Summary:

Essay (E / LA)	No. 03	Marks 15
Short Answer (SA)	No. 12	Marks 24
Very Short Answer (VSA)	No. 21	Marks 21
Objective (MCQ)	No. 20	Marks 20

FRENCH GRADE 10

INTERNAL ASSESSMENT 2026 - 2027

- Any **two skills** are to be tested. Students may choose any topic from the list of suggested activities
- **10 marks per skill, total: 20 marks**
- ASSESSMENTS MUST BE EVALUATED USING SUITABLE RUBRICS
- ALL RECORDS TO BE MAINTAINED.

SUGGESTED ACTIVITIES / TASKS

A. LISTENING SKILLS

1. Game of 'Jacques a dit' (Simon Says) as a way to emphasise the importance of focus and following directions.
2. Games based on a map of Panjim/ Delhi/ Paris- Follow directions to arrive at monuments, tourist sites.
3. Listen to a poem/ song and complete exercises on grammar / vocabulary based on it.
4. Complete exercises based on a weather report (audio).
5. Diksha audio lessons could be played and comprehension questions asked.
6. Listen to audio stories/ conversations/ recipes etc and answer a questionnaire.

B. SPEAKING SKILLS

1. Role Play
    A. Conversation between a tourist or tourist guide and a local giving directions to various monuments.
    B. At a restaurant (employees and clients) ... etc
2. Prepare and explain a PowerPoint presentation on local food products, monuments of France, Goa, Delhi etc
3. Recite a French poem / Narrate a story in French
4. 1 minute talk in French (using appropriate verb tenses)
    A. A football game you attended
    B. How you celebrated National Days / Annual Days in your school.
    C. How you spent your summer holidays.
    D. Your plans for the future. … etc
5. Describe your home
    - Type of house
    - Rooms of the house
    - Furniture and appliances in each room.
6. Sing a French song.
7. Play the Coffee Pot game- Frame questions to identify monuments/ personalities/ places etc
8. Prepare a video of a dish being made, giving step by step instructions.
9. Create and present a Diorama - eg. The storming of the Bastille, Football field with players, Bastille Day with the Champs Élysées, monuments of Delhi etc.
10. Monologue /Dialogue in a Bag – based on pictures

Note: All presentations must be in French

C. READING SKILLS

1. Read a French Fairy tale/ short story/ unseen passage/ poem/ folktale (contes) aloud in class to check for expression, pronunciation, intonation etc.
2. Read and follow instructions for a Treasure Hunt/ directions to a place.
3. Read an article from a French newspaper/ magazine and answer simple questions based on it.
4. Read the story after putting the jumbled sections in order.

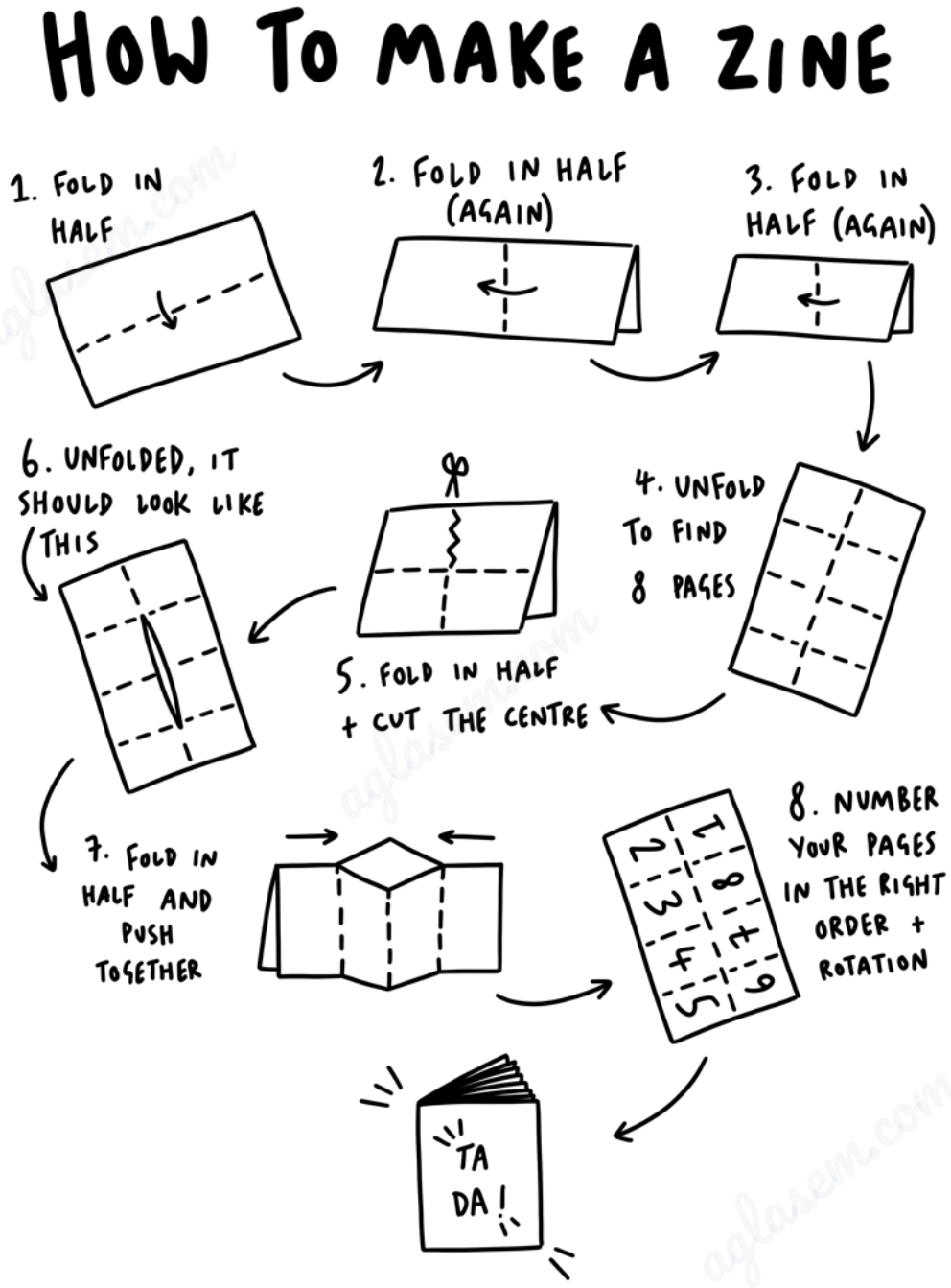
D. WRITING SKILLS

1. Depict ' La cigale et la fourmi' or any other fable/ story in the form of a comic strip.
2. Select a comic strip/ illustrated story and translate it in French.
3. Design a menu card.
4. Translate a recipe of a Goan dish in French.
5. Write a poem in French on any animal depicting its qualities, or on colours, parts of the body.
6. Create a ***Calligram** of a French poem / verse.
7. Write an E-Mail / Postcard on a given theme.
8. Present/ select a situation and write a dialogue between two people.
9. Design a poster / brochure as part of a Tourism Campaign for France / India or any city in these two countries. Use appropriate captions and slogans.
10. Prepare a poster of the components of a balanced diet.
11. Create a ** **Zine** (mini magazine) on any topic of your choice. (Food, wine, cheese, perfume etc)

*** Calligram**



**Zine - Using a single A4 size sheet of paper



Source: Wakefield, Daisy. "How to Make Your Own Zine." *42nd Street*, www.42ndstreet.org.uk/support/read/how-to-make-your-own-zine/

GRADE 10 RUBRICS FOR FRENCH INTERNAL ASSESSMENT

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

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, however a lot was left out or was not accurate.	Left out most of the answers or answers were unrelated to the 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 poem/ song and complete exercises on grammar / vocabulary based on it.
2. Listen to audio stories and answer a questionnaire 3. Complete exercises based on an audio weather report
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 $\frac{\text{Marks}}{2}$	Marks out of 10
1									
2									
3									
4									

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.Recite a French poem / Narrate a story in French 2. Role Play 3. Prepare and explain a PowerPoint presentation 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									
4									

3 (a). RUBRICS FOR READING COMPREHENSION SKILLS:

CRITERIA	**Excellent (4 marks)**	**Good (3 marks)**	**Satisfactory (2 marks)**	**Needs improvement (1 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.
E. Comprehension	Can identify and understand all main ideas and key vocabulary.	Can identify most main ideas and key vocabulary independently.	Can identify some main ideas and key vocabulary.	Can identify a few ideas and key vocabulary but with support from the teacher.

3 (a). RECORD OF ASSESSMENT OF READING COMPREHENSION SKILLS

Activity / Task :

1. Read a French Fairy tale/ short story/ unseen passage/ poem/ folktale (contes) followed by a questionnaire

2. ….

Criteria:

A. Pronunciation/ Clarity B. Pausing C. Intonation D. Fluency E. Comprehension

Roll No	**Activity / Task**	**A**	**B**	**C**	**D**	**E**	Total Marks out of 20	Total $\frac{\text{Marks}}{2}$	Marks out of 10
1									
2									
3									
4									

3 (b). 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 (b). RECORD OF ASSESSMENT OF READING SKILLS

Activity / Task :

1. Read a French Fairy tale/ short story/ unseen passage/ poem/ folktale (contes)

2.….

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								

3								
4								

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. Write a poem in French on any animal depicting its qualities. 2. Write an E-Mail / Postcard 3….
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									
3									
4									