

National Curriculum of Pakistan
2022-23

FRENCH

Grades 11-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

FRENCH for Grade 11-12

The French Language curriculum outlines the following competencies of language learning:

- A. Oral communication skills (Speaking + Listening Skills)
- B. Reading
- C. Vocabulary and Grammar
- D. Writing

These competencies are the areas of language learning which are based on the Common European Framework of Reference for Languages (CEFR). The French elective course will be offered to students in grades 11-12. By the end of two years, the student will attain the CEFR A2 level which means he/she will be able to speak and write sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. The student would be able to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. The student then may appear in the proficiency level DELF A2 exam.

A. Oral Communications Skills (Speaking + Listening Skills)

Standard 1: Develop competence in listening and spoken language, to communicate concrete information

Grade 11	Grade 12
Benchmark I: Listen to, respond and interpret audio/visual information articulated clearly in a variety of texts/scenarios related to daily life, preferences, and family etc.	
Student Learning Outcomes	
[SLO: F-11-A-01]: Identify and recognize sounds, words, and basic phrases in French and repeat them. Recognise short, simple instructions for actions such as “Arrêtez, fermez la porte and entrez etc.”	[SLO: F-12-A-01]: Begin to identify and name familiar expressions e.g. happy, sad, surprised etc. and basic phrases aimed at meeting your everyday needs
[SLO: F-11-A-02]:	[SLO: F-12-A-02]: Use numbers, prices, and dates in familiar, everyday contexts.

Recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.	
[SLO: F-11-A-03]: Comprehend information related to oneself (e.g nationality, family, daily routine, hobbies etc) and listen to smaller/short conversations	[SLO: F-12-A-03]: Comprehend essential information from short, recorded passages or broadcasts related to everyday matters (e.g forecast, sports and results etc)
[SLO: F-11-A-04]: Listen to and comprehend a series of instructions for familiar everyday activities (e.g sports, cooking, booking etc)	[SLO: F-12-A-04]: Identify and recognize figures, prices and time in an announcement e.g. railway, airport and shops
[SLO: F-11-A-05]: Introduce yourself to others and can ask and answer questions about personal details such as where you live, people you know and things you have	[SLO: F-12-A-05]: Engage effectively in a conversation with others
Benchmark II: Communicate routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	
Student Learning Outcomes	
[SLO: F-11-A-06]: Recognize and use French greetings and salutations (e.g Bonjour, au revoir, bonne journée) Ask and produce simple, isolated phrases about people and places	[SLO: F-12-A-06]: Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
[SLO: F-11-A-07]: Identify the topic of discussion and change the topic in a conversation conducted slowly and clearly. Respond to and ask questions related to oneself (e.g. nationality, family, hobbies, daily routine etc)	[SLO: F-12-A-07]: Listen and comprehend announcements (e.g. cinema program, sports event, delay in train/plane).

[SLO: F-11-A-08]: Use simple words/signs and non-verbal signals to show interest in an idea Convey simple, predictable information given in short, very simple signs and notices, posters and programs	[SLO: F-12-A-08]: Construct short, simple answers with proper syntax and pronunciation and employ verbal communication skills to convey and comprehend information, using present, past, and future tenses appropriately.
[SLO: F-11-A-09]: Produce short phrases regarding personal information (age, address etc), likes, dislikes and preferences	[SLO: F-12-A-09]: Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters

B. READING

Standard 1: Use strategies to identify, connect, visualize, and comprehend the importance of both written and signed texts.

Benchmark I: Read a text with phonological awareness, leading to recognizing familiar and unfamiliar words	Benchmark II: Find the main idea of the text while reinforcing and enhancing the vocabulary, grammar and pronunciation.
B1. Reading Comprehension	
[SLO: F-11-B-01]: Recognize familiar words/signs illustrated with images using familiar vocabulary. Differentiate between different sounds	[SLO: F-12-B-01]: Discuss the meaning of unfamiliar words in context.
[SLO: F-11-B-02]: Identify and recognize familiar names, words and basic phrases in short, simple texts.	[SLO: F-12-B-02]: Respond to short, illustrated narratives in short answers and MCQs.
[SLO: F-11-B-03]: Deduce the meaning of an unknown word/sign in a familiar everyday text/subject. Identify and read a single phrase at a time, picking up familiar names, words and basic phrases from a short paragraph/ text	[SLO: F-12-B-03]: Retrieve information from a text and re-present it in a variety of forms including matching and linking information, ordering, and copying.
[SLO: F-11-B-04]:	[SLO: F-12-B-04]:

Read short, simple texts containing everyday, job-related or shared international vocabulary items.	Respond to texts containing everyday, job-related or shared international vocabulary items.
[SLO: F-11-B-05]: Locate and comprehend simple, important information in advertisements, leaflets and brochures.	[SLO: F-12-B-05]: Locate specific information in lists, texts, leaflets, notices etc and respond accordingly.
[SLO: F-11-B-06]: Identify and read the title of an article, book or chapter; the function of captions and sub-heads	[SLO: F-12-B-06]: Start reading short, simple stories and comic strips involving familiar, concrete situations described in high-frequency everyday language.
	[SLO: F-12-B-07]: Comprehend the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).

C. VOCABULARY AND GRAMMAR

Standard 1: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

Grade 11	Grade 12
Benchmark I: Examine a range of strategies and resources to use vocabulary accurately using linguistic conventions in reading, writing and spoken language.	
C1. VOCABULARY	
[SLO: F-11-C1-01]: Recognise and use Salutations, Greetings and Farewells	[SLO: F-12-C-01]: Describe Seasons and meteorology
[SLO: F-11-C1-02]: Recognize the French alphabet	[SLO: F-12-C-02]: Recognize Food items
[SLO: F-11-C1-03]: Talk about Personal Information (Name, Address, Age, etc.)	[SLO: F-12-C-03]: Name Utensils
[SLO: F-11-C1-04]: Recognise Cardinal Numbers	[SLO: F-12-C-04]: Discuss lexical items related to Money

[SLO: F-11-C1-05] Recognise Ordinal Numbers	[SLO: F-12-C-05]: Talk about City life and activities
[SLO: F-11-C1-06]: Recognize Days of the week and months	[SLO: F-12-C-06]: Talk about several subjects and Studies
[SLO: F-11-C1-07]: Use Body parts (Hand, foot, head, etc.)	[SLO: F-12-C-07]: Practice the vocabulary related to Health and body
[SLO: F-11-C1-08]: Accurately identify and articulate the names of countries and nationalities.	[SLO: F-12-C-08]: Investigate cultural diversity by exploring the historical, social, and linguistic aspects associated with different countries and nationalities
[SLO: F-11-C1-09]: Use classroom vocabulary (teacher, student, chair, table, door, window, board, marker, light, fan, etc.)	[SLO: F-12-C-09]: Use vocabulary related to the environment, weather and seasons
[SLO: F-11-C1-10]: Identify and recall basic colour names such as black, white, red, etc.	[SLO: F-12-C-10]: Converse on a predictable topic, e.g. his/her home country, family, school using appropriate/topiC1-related vocabulary
[SLO: F-11-C1-11]: Tell Time (Hour, Minute, Second etc.)	[SLO: F-12-C-11]: Demonstrate an ability to enter unprepared into the conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, or personal interest or pertinent to everyday life (eg family, hobbies, work, travel and current events).
[SLO: F-11-C1-12]: Know about Family members and relations (father, mother etc.)	[SLO: F-12-C-12]: Develop sufficient vocabulary to express himself /herself with some circumlocutions on most topics pertinent to his/ her everyday life such as family, hobbies and interests, work, travel, and current events.
[SLO: F-11-C1-13]: Talk about Food and drink	[SLO: F-11-C-13]:

	Develop a basic vocabulary repertoire of words and phrases related to particular concrete situations.
[SLO: F-11-C1-14]: Recognize and name basic home furniture items like beds, chairs, tables, and sofas.	[SLO: F-12-C-14]: Read short, simple texts with high-frequency vocabulary
[SLO: F-11-C1-15]: Recognise and name different hobbies and sports activities	[SLO: F-12-C-15]: Write diary entries that describe activities (eg daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because'.
[SLO: F-11-C1-16]: Describe places in the city (hospital, railway station, restaurant etc.)	[SLO: F-12-C-16]: Give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.
[SLO: F-11-C1-17]: Discuss weather-related vocabulary	[SLO: F-12-C-17]: Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.
[SLO: F-11-C1-18]: Describe Clothing(Shirt, pants, shoes, etc.)	[SLO: F-12-C-18]: Use an adequate vocabulary to confidently handle everyday tasks and interactions within familiar contexts.
[SLO: F-11-C1-19]: Explain Means of transportation (Bus, car, train, etc.)	[SLO: F-12-C-19]: Use an adequate vocabulary for the expression of basic communicative needs.
[SLO: F-11-C1-20]: Distinguish Adjectives (small, tall, beautiful, etc.)	[SLO: F-12-C-20]: Differentiate between different adjectives and adverbs with their declinations
[SLO: F-11-C1-21]:	[SLO: F-12-C-21]:

Identify Animals (Cat, dog, bird, etc.)	Use a good range of vocabulary related to familiar topics and everyday situations.
[SLO: F-11-C1-22]: Express Emotions (Happy, sad, tired, etc.)	
[SLO: F-11-C1-23]: State Jobs and Professions	[SLO: F-12-C-22]: Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
[SLO: F-11-C1-24]: Recognise and use words associated with food especially while ordering at a restaurant (menu, order, bill)	[SLO: F-12-C-23]: Uses a wide range of simple vocabulary appropriately when talking about familiar topics.
[SLO: F-11-C1-25]: Recognise and use words associated with shopping (Store, money, price, etc.)	[SLO: F-12-C-24]: Use some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.
[SLO: F-11-C1-26]: Identify and use words related to travel (ticket, suitcase, hotel etc.)	[SLO: F-12-C-25]: Can give information in writing about matters of personal relevance (eg likes and dislikes, family, pets) using simple words and basic expressions.
[SLO: F-11-C1-27]: Describe daily routine (Wake up, wash, go to bed)	[SLO: F-12-C-26]: Clarify the meaning of unknown and multiple-meaning words and phrases based on 11 & 12 reading and content, choosing flexibly from a range of strategies.
[SLO: F-11-C1-28]: Recognise and name words associated with nature and environment (tree, flower, river etc.)	[SLO: F-12-C-27]: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
[SLO: F-11-C1-29]:	[SLO: F-12-C-28]:

Recognise and name words associated with technology (Computer, phone, internet etc.)	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
[SLO: F-11-C1-30]: Identify and use words associated with physical description (tall, short, fat etc.)	[SLO: F-12-C-29]: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
[SLO: F-11-C1-31]: Recognise and name cultural celebrations of France (Bastille Day/French National Day, La galette des rois, Le Carnaval de Nice etc.)	[SLO: F-12-C-30]: Recognise and use names of traditional French dishes

Standard 2 Use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

Grade 11	Grade 12
Benchmark I: Recognize and use grammatical rules to give better control over language and more knowledge of how the language actually works.	
C2. GRAMMAR	
[SLO: F-11-C2-01]: Recognize and use basic everyday use expressions, nouns and adjectives.	[SLO: F-12-C2-01]: Recognize and usage of relative pronouns qui, que,ou don't
[SLO: F-11-C2-02]: Recognise and use etre and avoir	[SLO: F-12-C2-02]: Formation and usage of past tense in affirmative and negative sentences: Le passé composé
[SLO: F-11-C2-03]: Identify and use personnel pronouns: je, tu, il/elle, nous, vous, ils/elles	[SLO: F-12-C2-03]: Recognise and use pour/afin de in their writings appropriately
[SLO: F-11-C2-04]: Use definite articles: le, la, les and indefinite articles: un,une, des	[SLO: F-12-C2-04]: Identify and use direct pronouns appropriately
[SLO : F-11-C2-05]: Recognize and identify the rules of conjugations of 1st group regular verbes (-er): parler, habiter	[SLO: F-12-C2-05]: Usage of indefinite determinants: aucun, plusieurs etc.
[SLO : F-11-C2-06]: Apply the rules and correct usage of adjectives and nouns	[SLO: F-12-C2-06]: Formation of nouns from verbs and adjectives: La nominalization
[SLO: F-11-C2-07]: Recognize and use negation: ne...pas	[SLO: F-12-C2-07]: Recognize negation: ne...plus, ne... jamais

[SLO: F-11-C2-08]: Construction of irregular and semi-irregular –er verbs e.g aller, appeler, jeter	[SLO: F-12-C2-08]: Formulate sentences with dative and accsative objects in one sentence: moi, toi, soi etc.
[SLO: F-11-C2-09]: Recognise and use the différence between Oui, non, si	[SLO: F-12-C2-09]: Apply the use of restriction: ne...que and seulement in their sentences
[SLO: F-11-C2-10]: Recognize and conjugate -re regular and irregular verbs : prendre, rendre, apprendre, dire	[SLO: F-12-C2-10]: Apply the use of adverbes de frequency
[SLO: F-11-C2-11]: Recognize and use different types of prepositions of place : à, en, au, aux	[SLO: F-12-C2-11]: Recognize and use different types of prepositions of place: à côté de, en face de...
[SLO : F-11-C2-12]: Recognize and conjugate –ir regular and irregular verbs : finir, choisir, voir, devoir	[SLO : F-12-C2-12]: Recognize, identify and usage of imperative affirmative : fermez, entrez , ouvrez
[SLO : F-11-C2-13]: Use the near future tense and recent past tense	[SLO: F-12-C2-13]: Formation and usage of past tense in affirmative and negative sentences: L'imparfait
[SLO : F-11-C2-14]: Use of reflexive verbs	[SLO: F-12-C2-14]: Use of reflexive verbs in past tense
[SLO : F-11-C2-15]: Identify and use the différence between countable and uncountable nouns: Les articles partitifs : du, de la, des	[SLO: F-12-C2-15]: Usage of comparative and superlative

<p>[SLO : F-11-C2-16]: Apply the rules and correct usage of :- demonstratives adjectives: ce/cet, cette, ces and possessive adjectives: mon, ma ,mes</p>	<p>[SLO: F-12-C2-16]: Recognize, identify and usage of direct object pronouns le, la, les</p>
<p>[SLO : F-11-C2-17]: Recognize and use different types of prepositions of place: dans, chez, sur, sous</p>	<p>[SLO: F-12-C2-17]: Formation and usage of simple future</p>
<p>[SLO: F-11-C2-18]: Learn and use different interrogative markers: qu'est-ce que , est- ce que, quand</p>	<p>[SLO: F-12-C2-18]: Recognise and use interrogative pronouns: lequel, laquelle in their writings appropriately</p>

D: WRITING

Standard 1: Compose simple messages and sentences on matters of immediate need; which are coherent, grammatically correct and convey the message.

Benchmark I: Spelling and writing words and sentences accurately using phonetic sounds of vowels, accents and consonants with the concept of elision and liaison.	Benchmark II: Composition of a text of a simple nature and applying appropriate organizational structures with accurate spellings.
D1. Writing for Spelling	
[SLO: F-11-D1-01] Use phonetic sounds to form words correctly and consistently.	[SLO: F-12-D1-01]: Apply a strategic approach to verify the correct spelling of the words.
[SLO: F-11-D1-02]: Spell and write familiar and unfamiliar words correctly.	[SLO: F-12-D1-02]: Apply the rules to make and write the gender of objects and to make the plural from singular objects in a sentence.
[SLO: F-11-D1-03]: Correct usage of punctuation marks and their importance in a sentence like point, virgule and point de question etc.	[SLO: F-12-D1-03]: Practice different topics for writing accurately and fluently with correct grammatical and organizational structure.
[SLO: F-11-D1-04]: Conjugate the verbs and write the correct spellings of words by identifying the silent endings.	[SLO: F-12-D1-04]: Proficiently conjugate verbs across various tenses, while accurately adjusting for gender and number agreement.

Benchmark II: Students will provide the required information and express their preferences in formal and informal settings	Benchmark II: Composition of short, simple messages relating to matters of immediate needs that are substantive, organized and grammatically accurate.
D2. Writing for Understanding	
[SLO: F-11-D2-01]: Produce simple, isolated phrases. Fill out forms and questionnaires by giving their personal information e.g. name, age, nationality, contact number etc.	[SLO: F-12-D2-01]: Produce a series of simple phrases and sentences linked with simple connectors like “et”, “mais” and “parce que ”
[SLO: F-11-D2-02]:	[SLO: F-12-D2-02]:

Write short messages to friends and family (postcards or informal letters) describing their vacations, parties, activities etc.	Produce a writing of a simple nature (formal and informal letters) or report a problem relating to areas of immediate need.
[SLO: F-11-D2-03]: Compose messages and online postings as a series of short sentences expressing their preferences, likes and dislikes in the present tense.	[SLO: F-12-D2-03]: Produce a variety of texts of familiar nature or within an area of interest/relevance e.g dairy entry, introduction to a story, and description of events etc
[SLO: F-11-D2-04] Use simple words/phrases to describe certain everyday objects (e.g. colour of a car, whether an object is big or small, what a room looks like).	[SLO: F-12-D2-04] Compose a text of a simple nature describing events, activities and experiences giving background and present information using the present and past tense.

Themes

Themes	Examples
Entrer en Contact	<ul style="list-style-type: none"> ● Introduce oneself ● Greet people ● Provide/recognise information ● Fill in questionnaires ● Accept/refuse invitation
L'heure	<ul style="list-style-type: none"> ● Talk about schedules ● Daily activities ● Daily routine ● Identifying announcements i.e arrival/delay in the plane and train

Les voyages	<ul style="list-style-type: none"> ● Write a simple postcard ● Talk about your trips ● Plan a trip ● Booking a room
Les vêtements	<ul style="list-style-type: none"> ● Buying /selling clothes ● Types of clothes ● Description
L'alimentation	<ul style="list-style-type: none"> ● Buy food items using partitive articles ● Talk/describe food ● Order from a menu
La ville	<ul style="list-style-type: none"> ● Ask directions ● Different means of transport ● Give itineraries
La fête	<ul style="list-style-type: none"> ● Describe cultural event/party ● Invite a friend to a party



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