**2025 RATIONALIZED SCHEMES OF WORK**

**LEARNING AREA: FRENCH**

**YEAR: 2025**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| **SCHOOL** | **GRADE** | ACTIVITY | ***TERM*** | YEAR |
|  | **8** | SCHEME OF WORK- FRENH | ***TWO*** | **2025** |

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| Wek | Lesson | Strand | Lesson | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | Assessment Methods | Reflection | |
| 1 | **OPENING AND RECEIVING LEARNERS** | | | | | | | | |
| 2 | **1** | **Reading** | **Reading for fluency**    ***Greetings and introductions***  ***-***  ***Formal*** | By the end of the sub strand, the learner should be able to:  a) infer meaning of words from simple texts,  b) read simple texts fluently using the right intonation and pace,  c) show enthusiasm in reading through exposure to simple varied texts | The learner is guided to:  • echo read texts on formal greetings and introductions in class with the teacher for pronunciation practice, in small groups.  • source for texts on formal greetings and introductions from digital devices and pick out vocabulary.  ***(****Bonjour Monsieur/Madame/Mademoiselle, comment allez-vous ? ; je vais bien, merci : Quel est votre nom Monsieur ?)* | What is the importance of reading texts? | **MENTOR Français livre de l’élever**  **Gd 8, pg. 36**  •Charts.  •Word puzzles.  • video  •Short  •Poems.  •Songs | •Oral descriptions.  •Peer assessment  •Self-assessment.  •Physical  • Reading aloud. |  | |
|  | **2** | **Reading for fluency**    ***Greetings and introductions***  ***-***  ***Formal*** | By the end of the sub strand, the learner should be able to:  a) infer meaning of words from simple texts,  b) read simple texts fluently using the right intonation and pace,  c) show enthusiasm in reading through exposure to simple varied texts | • Respond to simple questions from reading texts on formal greetings.  • Use dramatic reading of simple texts in small groups for developing fluency. | What is the importance of reading texts? | **MENTOR Français livre de l’élever**  **Gd 8, pg. 36**  •Charts.  •Short stories.  •Poems.  •Songs | •Oral descriptions.  •Image matching and sorting.  •Physical  • Reading aloud. |  | |
|  | **3** | **Reading** | **Reading for fluency**  **Extended family** | By the end of the sub strand, the learner should be able to: The learner is guided to:   1. understand the meaning of words and phrases while reading aloud written texts, 2. refine their articulation and pronunciation, 3. develop a sense of joy and enjoyment in reading aloud selected texts. | The learner is guided to:   * Read aloud selected texts based on the extended family members. * articulate words, phrases and sentences correctly, audibly and with the correct intonation. | Why is the extended family important? | ***MENTOR Français livre de l’élever***  ***Gd 8, pg. 37-38***  •Short stories.  •Real objects  •Poems.  •Songs.  •Chalkboard | •Oral descriptions.  •Identification  of objects. |  | |
| 3 | **1** | **Reading for fluency**  **Extended family** | By the end of the sub strand, the learner should be able to: The learner is guided to:   1. understand the meaning of words and phrases while reading aloud written texts, 2. refine their articulation and pronunciation, 3. develop a sense of joy and enjoyment in reading aloud selected texts. | * practice Echo and speed reading with peers to test their accuracy.   ***(Lisez la compréhension à la page 39.) j’ai un ami….***  ***Le Sons [ J] and [l]***   * recite poems and pick out lexical on family. * study family trees for better understanding. | How do you maintain ties with the extended family members? | ***MENTOR Français livre de l’élever***  ***Gd 8, pg. 37-38***  •Short stories.  •Real objects  •Poems.  •Songs.  •Chalkboard | •Oral descriptions.  •Identification  of objects.  •Spelling; oral and written.  •Reading aloud. |  | |
|  | **2** | **Reading** | **Reading for understanding**  **-**  **My surrounding** | By the end of the sub strand, the learner should be able to:  a) summarize key details and facts from the text.  b) read fluently using the right intonation and pace.  c) develop confidence in their reading abilities through guided support. | The learner is guided to:   * give directions to a certain location. * Why do we ask for direction? * locate a place on a map from a given text. | Why do we ask for direction? | ***MENTOR Français livre de l’élever***  ***Gd 8, pg. 51***  •Charts.  •Video clips.  games).  •Journals  •Computer. | •Oral descriptions.  •Physical identification of objects.  •Spelling; oral and written. •. •Reading aloud. |  | |
|  | **3** | **My surrounding** | By the end of the sub strand, the learner should be able to:  a) summarize key details and facts from the text.  b) read fluently using the right intonation and pace.  c) develop confidence in their reading abilities through guided support. | * use a map to identify places where one intends go. * play mind games on directions. | Why do we ask for direction? | ***MENTOR Français livre de l’élever***  ***Gd 8, pg. 51***  •Charts.  •Video clips.  games).  •Journals  •Computer. | •Oral descriptions.  •Physical identification of objects. |  | |
| 4 | **1** | **Reading** | **Reading for fluency**  **Time - Important dates.** | By the end of the sub strand, the learner should be able to:  a) read texts with appropriate pace, intonation, and rhythm to convey the intended meaning,  b) infer meaning from texts.  c) display a sense of enjoyment and satisfaction when engaged in fluent reading. | The learner is guided to:   * read short texts on time and practice fluency. * use the clock and watches in reading time.   (***Quelle heure est t-il?/What is the time?, Il est/It’s, Je suis en retard, il est a l’heure, il es ten avance***) | What role does time play in our lives? | ***The Basic 4 Learner’s book***  ***pg. 70-71***  •Chart.  •Flashcards (words or games) | •Physical identification of objects. •Filling in missing letters. |  | |
|  | **2** | **Reading for fluency**  **Time - Important dates.** | By the end of the sub strand, the learner should be able to:  a) read texts with appropriate pace, intonation, and rhythm to convey the intended meaning,  b) infer meaning from texts.  c) display a sense of enjoyment and satisfaction when engaged in fluent reading. | The learner is guided to:   * recite poems on time. * use the internet to source for and read vocabulary on time. * source for reading articles on time, using digital devices. |  | ***The Basic 4 Learner’s book***  ***pg. 70-71***  •Real objects (home objects).  •Pictures.  •Poems.  •Songs. | •Filling in missing words.  •Sounding words. •Reading aloud.  •Answering simple questions. |  | |
|  | **3** | **Reading** | **Reading for understanding Fun and Enjoyment**  **-**  **Travel** | By the end of the sub strand, the learner should be able to:  a) understand the main ideas and details in written texts,  b) apply information from the text to solve problems or answer questions,  c) show an increasing ability to sustain attention while reading simple passages. | The learner is guided to:   * read a variety of written texts about travel. * match questions with their answers in the context of travel.   *Which mode of transport would require****un billet*? *(Le train, La voiture, Le vélo, Le taxi). Je vais au travail en train/I go to work by train.Je vais au travail à voiture/***   * read paper strips containing sentence structures on travel and entertainment | What excites you when one talks about fun? | **Longhorn**  **French Step 6**  **pp.20**  •Charts.  •Video clips.  •Video games.  . | •Oral descriptions.  •Image matching and sorting.  . •Reading aloud.  •Answering simple questions. |  | |
| 5 | **1** | **Reading for understanding Fun and Enjoyment**  **-**  **Travel** | By the end of the sub strand, the learner should be able to:  a) understand the main ideas and details in written texts,  b) apply information from the text to solve problems or answer questions,  c) show an increasing ability to sustain attention while reading simple passages. | The learner is guided to:   * source for and read different types of extracts on travel and enjoyment, in groups.   ***(I go to work by car.Je vais au travail par avion/ I go to work by aeroplane.Je vais au travail à vélo/ I go to work by bike).***   * answer with accuracy written comprehension questions based on travel. | What excites you when one talks about fun? | **Longhorn**  **French Step 6**  **pp.20**  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems. | •Reading aloud.  •Answering simple questions. |  | |
|  | **2** | **Reading** | **Reading for understanding.**  ***Foods and Drinks - in the kitchen*** | By the end of the sub strand, the learner should be able to:  a) identify key details and facts from read texts,  b) use information from read texts to respond to questions and prompts,  c) build confidence in one's ability to comprehend and interpret written material. | Learner is guided to:  • read short texts on the kitchen and meal preparation.  • take turns in reading short texts relating to the kitchen and meal preparation. ***(Le couteau, la tasse, la cuillère, l’huile, le poisson…)***  • respond to questions from read short texts.  • | Which utensils are important in meal preparation? | **Learn French A Manuel**  **pp.38**  •Charts.  •Video clips.  •Video games. | •Oral descriptions.  •Image matching and sorting.  •Reading aloud.  •Answering simple questions. |  | |
|  | **3** |  | **Reading for understanding.**  ***Foods and Drinks - in the kitchen*** | By the end of the sub strand, the learner should be able to:  a) identify key details and facts from read texts,  b) use information from read texts to respond to questions and prompts,  c) build confidence in one's ability to comprehend and interpret written material. | Learner is guided to:   * match names of utensils with realia. * play word search games on vocabulary related to utensils and verbs of meal preparation. * Source for information on utensils and verbs of meal preparation from the internet. | Which utensils are important in meal preparation? | **Learn French A Manuel**  **pp.38**  •Word searches.  •Journals  •Computer.  •House floor plans. | •Reading aloud.  •Answering simple questions. |  | |
| 6 | **1** | **Reading** | **Reading for understanding**  **My body**  ***Feelings and emotions*** | By the end of the sub strand:  a) identify key details and facts from read texts,  b) use information from read texts to respond to questions and prompts,  c) build confidence in one's ability to comprehend and interpret written material. | The learner is guided to:  ⚫ echo read short texts on feelings and emotions in small groups or with the teacher.  ***(Je me sens très mal…je vomis, j’ai des frissons et j’ai aussi la fièvre et ma tête fait mal.)***  ⚫ read short texts on feelings and emotions and respond to questions. | How do you manage your feelings and emotions? | ***MENTOR Français livre de l’élever***  ***Gd 8, pg. 61-63***  •Charts.  •Video clips.  •Video games. | •Oral descriptions.  •Reading aloud. |  | |
|  | **2** | **Reading for understanding**  **My body**  ***Feelings and emotions*** | By the end of the sub strand:  a) identify key details and facts from read texts,  b) use information from read texts to respond to questions and prompts,  c) build confidence in one's ability to comprehend and interpret written material. | The learner is guided to:  ⚫source for and read short texts about the feelings and emotions from the internet.  ⚫ play word search games on vocabulary related to feelings and emotions. use emojis to read about feelings and emotions. |  | ***MENTOR Français livre de l’élever***  ***Gd 8, pg. 61-63***  •Word puzzles.  •Flashcards (  •Poems.  •Songs. | •Reading aloud.  •Answering simple questions |  | |
|  | **3** | **Reading** | **Reading for understanding Weather and environment**  **–**  ***physical features*** | By the end of the sub strand, the learner should be able to:   1. infer meaning of words from simple texts, 2. read simple texts fluently using the right intonation and pace, 3. show enthusiasm in reading through exposure to simple varied texts. | The learner is guided to:   * echo read texts about physical features, related weather and activities in small groups for vocabulary***.***   ***(La forêt, rivière, les collines, la savane, les lacs, l'océan, les montagnes ; qu'est-ce que c’est ?*** | Which physical features can we identify around us? | ***HOLT McDouGal***  *Houghton Miff*  *Chapter 5 pp.162-177*  •Charts.  •Video clips.  •Video games. | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. |  | |
| 7 | **1** | **Reading for understanding Weather and environment**  **–**  ***physical features*** | By the end of the sub strand, the learner should be able to:   1. infer meaning of words from simple texts, 2. bread simple texts fluently using the right intonation and pace, 3. show enthusiasm in reading through exposure to simple varied texts. | The learner is guided to:   * use the internet to search for texts on physical features for reading in groups; search engine is set on "safe search". engage in interactive read- aloud activities where reading is paused for "question and answer breaks". * read texts and respond to simple questions about physical features related weather patterns and activities in groups. | Which physical features can we identify around us? | ***HOLT McDouGal***  *Houghton Miff*  *Chapter 5 pp.162-177*  Word puzzles.  •Flashcards (words or games).  •Poems.  •Songs. | Physical identification of objects. •Filling in missing letters. |  | |
|  | **2** | **Reading** | **Reading for Understanding Getting around –**  ***Transport*** | By the end of the sub strand, the learner should be able to:  a) infer meaning of words from simple texts,  b) read simple texts fluently using the right intonation and pace,  c) show enthusiasm in reading through exposure to simple varied texts. | The learner is guided to:   * engage in interactive read-aloud * source for texts on means of transport from digital devices in small groups and read for vocabulary.   ***(Le chameau, l'âne, la moto, la bicyclette, le vélo, l'auto, le bus, le taxi, le train, le métro, le tramway, la trottinette, le scooter, le bateau, le canoë, le bac/ferry).*** | Which means of transport do you use? | **Learn French A Manuel**  **pp. 46**  •Charts.  •Video clips.  •Video games.  •Jumbled up grids. | •Oral descriptions.  •Physical identification of objects.  •Reading aloud. |  | |
|  | **3** |  | **Reading for Understanding Getting around –**  ***Transport*** | By the end of the sub strand, the learner should be able to:  a) infer meaning of words from simple texts,  b) read simple texts fluently using the right intonation and pace,  c) show enthusiasm in reading through exposure to simple varied texts. | The learner is guided to:   * Matching picture stimuli give vocabulary about means of transport ***(la Gare, la station de metro, le billet).*** * activity where reading is paused for question-and-answer breaks. | Which means of transport do you use? | •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. |  | |
| 8 | **1** | **Writing** | **Guided writing Greetings and introductions:** *Greetings in formal and polite settings* | By the end of the sub strand, the learner should be able to:   1. write common words with correct orthography.   b) create simple sentences using correct structures.  c) appreciate the role of writing in interactive communication contexts. | The learner is guided to:   * fill crosswords and word puzzles using cues from texts on formal greetings and introductions. * fill gaps in simple dialogues using simple vocabulary of formal greetings and introductions.   *(Salut, (Bonjour Monsieur/Madame/ Mademoiselle, Comment allez- vous ; Je vais bien, merci* | How do you locate items in class? | ***MENTOR Français livre de l’élever***  ***Gd 8, pg. 64***  •Charts.  •Video clips.  •Video games. | •Oral descriptions.  •Sounding words. •Rearranging jumbled up words or phrases. • |  | |
|  | 2 | **Guided writing Greetings and introductions:** *Greetings in formal and polite settings* | By the end of the sub strand, the learner should be able to:   1. write common words with correct orthography.   b) create simple sentences using correct structures.  c) appreciate the role of writing in interactive communication contexts. | *Comment vous appelez-vous, Monsieur ? Enchanter)*   * write down dictated simple vocabulary on formal greetings and introductions.   use visual prompts like pictures and illustrations to write simple texts on formal greetings and introductions. | How do you locate items in class? | Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer. | •Rearranging jumbled up words or |  | |
|  | **3** | **3. Writing** | ***3.2***  **Guided writing**  ***-***  ***Extended Family*** | By the end of the sub strand, the learner should be able to:  a) write words accurately as per given contexts.  b) construct short essays on common, familiar themes,  c) display a sense of pride and ownership in their written work. | The learner is guided to:  write keenly and accurately by copying down written phrases, sentences and paragraphs.  select topics and thematic areas ***(preferably on both nuclear and extended family)*** to write compositions on, with the aid of flash cards, sequenced photos, or well selected audio-visual materials.  participate in collaborative writing projects using learning apps. | What makes written texts have a wide readership? | ***MENTOR Français livre de l’élever***  ***Gd 8, pg. 66-67***  •Charts.  •Video clips.  •Video games.  •Short stories. | •Filling in missing words.  •Sounding words. •; oral and written.  Written test  Learner journals  Peer assessment  Self-assessment |  | |
| 9 | **1** | **3. Writing** | **Guided writing**  *My surrounding* | By the end of the sub strand, the learner should be able to:  a) write common words with correct orthography,  b) create simple sentences using correct structures,  c) appreciate the role of writing in interactive communication contexts. | The learner is guided to:  -write correct description of places in an urban set-up.  write texts on where items can be found in a town.  -draw maps from texts indicating described locations in a town. | Why do we make shopping lists? | ***HOLT McDouGal***  *Houghton Miff*  *Chapter 5 pp.162-170*  •Charts.  recordings.  •Pictures. | Written test  Learner journals  Peer assessment  Self-assessment |  | |
|  | **2** | **Guided writing**  *My surrounding* | By the end of the sub strand, the learner should be able to:  a) write common words with correct orthography,  b) create simple sentences using correct structures,  c) appreciate the role of writing in interactive communication contexts. | The learner is guided to:   * write a grammatically correct texts to colleagues describing where to meet.   ***(Au café, au restaurant, à la patinoire, au théâtre/à l’opéra, à la montagne, à la mer…)***  -guide friends and colleagues on how to use digital devices that give directions. |  | ***HOLT McDouGal***  *Houghton Miff*  *Chapter 5 pp.162-170*  •Poems.  •Songs.  •Chalkboard  •Journals | Sounding words. •Reading aloud.  •Answering simple questions. |  | |
|  | **3** | **3. Writing** | **3.4**  **Guided writing**  ***Time***  ***–***  ***The 12-hour clock*** | By the end of the sub strand, the learner should be able to:  a) write common words with correct orthography,  b) create simple sentences using correct structures,  c) appreciate the role of writing in interactive communication contexts. | The learner is guided to:  • write texts on the 12-hour clock  • fill in gaps in short texts relating to time. make a clock using readily available material.  • match time with important activities in the school timetable. | How do you know time is different at different moments of the day? | ***HOLT McDouGal***  *Houghton Miff*  *pp.112-114*  Digital Divises  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Journals  •Computer.  •House floor plans. | •Oral descriptions.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. |  | |
| 10 | **1** |  | **3.4**  **Guided writing**  ***Time***  ***–***  ***The 12-hour clock*** | By the end of the sub strand, the learner should be able to:  a) write common words with correct orthography,  b) create simple sentences using correct structures,  c) appreciate the role of writing in interactive communication contexts. | The learner is guided to:  • fill word puzzles with vocabulary on time.  • write down simple dictated words on time.  • write simple sentences about time | How do you know time is different at different moments of the day? | ***HOLT McDouGal***  *Houghton Miff*  *pp.112-114*  Chalkboard  •Journals  •Computer | Written test  Learner journals  Peer assessment  Self-assessment |  | |
|  | **2** | **Writing** | **Guided writing Getting around**  **-**  **Transport** | By the end of the sub strand, the learner should be able to:  a) spell common words with correct orthography,  b) create simple sentences using correct structures,  c) appreciate the role of writing in interactive communication contexts. | The learner is guided to:   * fill crosswords and word puzzles with vocabulary on transport.   ***(le chameau, l'âne, la moto, la bicyclette, le vélo, l'auto, le bus, le taxi, le train, le métro, le tramway, la trottinette, le scooter, le bateau, le canoë, le bac/ferry)***   * rearrange letters to make words on vocabulary of transport and moving around in small groups activities. | How would you describe a trip to a nearby place in writing? | Digital Divises  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Journals  •Computer | Written test  Learner journals  Peer assessment  Self-assessment |  | |
|  | **3** | **Guided writing Getting around**  **-**  **Transport** | By the end of the sub strand, the learner should be able to:  a) spell common words with correct orthography,  b) create simple sentences using correct structures,  c) appreciate the role of writing in interactive communication contexts. | The learner is guided to:   * make sentences from jumbled words to practice language structures. * write down simple texts on means of transport and getting around common in their locality in group activities.   use picture writing prompts to write simple texts about transport and moving around. | How would you describe a trip to a nearby place in writing? | Digital Divises  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Journals  •Computer | Written test  Learner journals  Peer assessment  Self-assessment |  | |
| 11 | **1** | **Language Structures** | Nouns and Verbs:  **Media** | By the end of the sub strand, the learner should be able to:  a) use singular and plural forms of nouns to identify media devices  b) use the verb with infinitive formulations in simple sentence construction  c) demonstrate zeal in identifying media devices in the immediate environment | The learner is guided to:  • fill in gaps in texts about media by application of **Pour+infinitive verb forms** (**pour ouvrir un fichier**, **pour allumer l’ordinateur**)  • practice using the interrogative: **Qu’est-ce que c’est?** (**C’est /Ce sont +nom C’est un ordinateur** ; **Ce sont les touches**) in the identification of devices appropriately  • constitute grammatically correct sentences using card games | 1. How does the use of media devices help in learning a language? | **Mentor francais grade 8**  **p.p 69-73**  Journals  Computer | Activity in group  Written test |  | |
|  | **2** | Nouns and Verbs:  **Media** | By the end of the sub strand, the learner should be able to:  a) use singular and plural forms of nouns to identify media devices  b) use the verb with infinitive formulations in simple sentence construction  c) demonstrate zeal in identifying media devices in the immediate environment | • practice different ways of passing information using well-structured sentences with appropriate verbs in the present tense. E.g the use of Tic-TacToe (regarder)  ***Je regarde mes messages electroniques,***(taper)**je tape…**  • participate in group presentations on varied grammar tasks | 2.  Why should we use correct grammar structures in communication? | **Mentor francais grade 8**  **p.p 69-73**  Journals  Computer | Activity in group  Written test |  | |
| 12 |  | **Revision** |  |  |  |  |  |  |  | |
| 13 - 14 | **EXAMINATION AND CLOSING OF SCHOOL** | | | | | | | | |