

2025 GRADE 4 FRENCH

SCHEMES OF WORK TERM 2

Wee k	Lesson	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Reflection
1	1		Myself	By the end of the lesson learners should be able to a. Construct short and simple sentences about self and family b. Appreciate the uniqueness of individuals within the classrooms	1. How do you introduce yourself to someone?	Learners to: - Fill in details about self in forms - Use capital and small letters correctly in writing - Draw and name members of the family - Record short dialogue on self-introduction (audio and visual. - Sing songs on numbers for practice.	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
	2		Myself	By the end of the lesson learners should be able to a. Construct short and simple sentences about self and family b. Appreciate the uniqueness of individuals within the classrooms	2. How do you introduce yourself to someone?	Learners to: - Fill in details about self in forms - Use capital and small letters correctly in writing - Draw and name members of the family - Record short dialogue on self-introduction (audio and visual. - Sing songs on numbers for practice.	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
2	1		Interacting with others :Etiquette	By the end of the sub strand , the learners should be able to; a. Use polite language to show courtesy b. Use appropriate non- verbal cues and tone when talking to others c. Read simple dialogue that demonstrate courtesy	1. When do you use polite language? 2. Which courtesy word do you know?	The learners: - Engage in simple conversation that involved the use of polite language (excuse me, pardon, desole,merci, s'il vous plait, bienvenue - Practice turn taking when talking to others -	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	

	2		Interacting with others :Etiquette	By the end of the sub strand , the learners should be able to; d. Use polite language to show courtesy e. Use appropriate non- verbal cues and tone when talking to others f. Read simple dialogue that demonstrate courtesy	1. When do you use polite language? 2. Which courtesy word do you know?	The learners; - Sing curtesy songs that demonstrate good manners e.g appreciation (merci) - Fill in the missing leters in word courtesy learners - Match courtesy words to the corresponding images on flashcards - Read vocabularies on etiquettes on flash cards and chats	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
3	1		Interacting with others :Etiquette	By the end of the sub strand , the learners should be able to; a. Write simple texts using courtesy words b. Appreciate that being courteous to others build cordial relationship	1. When do you use polite language? 2. Which courtesy word do you know?	Learners - Recite simple poems on showing gratitude - Watch video clips showing the practice of etiquette and courtesy - Create word searches with vocabulary on etiquette in group or pairs	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral andwritten, rearranging	
	2		Giving and responding to instructions	By the end of the sub strand , the learners should be able to; a. Give and respond to simple instructions in everyday situations b. Read simple instructions used in their immediate environment c. Complete texts using simple instructions d. Demonstrate a willingness to respond to simple instructions	1. What instructions do you know? 2. When do we give instructions? 3. Who gives instructions?	The learners: • Repeat simple instructions used in school and at home • Role - play giving and responding to simple instructions at home and in school (<i>entre! assieds-toi! tais-toi, leve-toi</i>)	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	

4	1		Giving and responding to instructions	By the end of the sub strand , the learners should be able to; - Give and respond to simple instructions in everyday situations - Read simple instructions used in their immediate environment - Complete texts using simple instructions - Demonstrate a willingness to respond to simple instructions	- What instructions do you know? - When do we give instructions? - Who gives instructions?	The learners: - Repeat simple instructions used in school and at home - Role - play giving and responding to simple instructions at home and in school (<i>entre! assieds-toi! tais-toi, leve-toi</i>)	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
	2		Giving and responding to instructions	By the end of the sub strand , the learners should be able to; - Give and respond to simple instructions in everyday situations - Read simple instructions used in their immediate environment - Complete texts using simple instructions - Demonstrate a willingness to respond to simple instructions	- What instructions do you know? - When do we give instructions? - Who gives instructions?	- Create and sing songs on giving and taking instructions - record audio and visual materials on giving and receiving instructions - play games on giving instructions - respond to recorded audio and visual instructions - copy simple instructions from charts or chalkboard - complete texts using simple instructions - read aloud simple instructions	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	

5	1		Giving and responding to instructions	By the end of the sub strand , the learners should be able to; - Give and respond to simple instructions in everyday situations - Read simple instructions used in their immediate environment - Complete texts using simple instructions - Demonstrate a willingness to respond to simple instructions	- What instructions do you know? - When do we give instructions? - Who gives instructions?	- Create and sing songs on giving and taking instructions - record audio and visual materials on giving and receiving instructions - play games on giving instructions - respond to recorded audio and visual instructions - copy simple instructions from charts or chalkboard - complete texts using simple instructions - read aloud simple instructions	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
	2		Expressing wishes	By the end of the sub strand , the learners should be able to; - Express appropriate wishes used for different occasions - Read simple dialogues fluently - Use appropriate expressions to write wishes for different events - Appreciate the important of expressing wishes	- Which special occasions do you know? - What do you say to people when they are celebrating special occasions?	The learners: - practise different wishes (<i>Bon anniversaire, bon appétit, bon voyage, bonne chance, bon weekend, bonne soirée, félicitation</i>) through role play take turns to read simple dialogues - read aloud simple exchanges on wishes with appropriate speed, accuracy and intonation	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	

6	1		Expressing wishes	By the end of the sub strand , the learners should be able to; - Express appropriate wishes used for different occasions - Read simple dialogues fluently - Use appropriate expressions to write wishes for different events - Appreciate the important of expressing wishes	- Which special occasions do you know? - What do you say to people when they are celebrating special occasions?	The learners: - practise different wishes (<i>Bon anniversaire, bon appétit, bon voyage, bonne chance, bon weekend, bonne soirée, félicitation</i>) through role play take turns to read simple dialogues - read aloud simple exchanges on wishes with appropriate speed, accuracy and intonation	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
	2		Expressing wishes	By the end of the sub strand , the learners should be able to; - Express appropriate wishes used for different occasions - Read simple dialogues fluently - Use appropriate expressions to write wishes for different events - Appreciate the important of expressing wishes	- Which special occasions do you know? - What do you say to people when they are celebrating special occasions?	- identify specific vocabulary on wishes used in various texts, in groups or pairs - use simple expressions (wishes and taking leave) to complete short dialogues - make cards expressing wishes for different occasions	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
7	1		Expressing wishes	By the end of the sub strand , the learners should be able to; - Express appropriate wishes used for different occasions - Read simple dialogues fluently - Use appropriate expressions to write wishes for different events - Appreciate the important of expressing wishes	- Which special occasions do you know? - What do you say to people when they are celebrating special occasions?	- identify specific vocabulary on wishes used in various texts, in groups or pairs - use simple expressions (wishes and taking leave) to complete short dialogues - make cards expressing wishes for different occasions	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	

	2		Expressing likes and dislikes	By the end of the sub strand, the learner should be able to: a) express likes and dislikes on food and animals. b) read simple texts on likes and dislikes	1. Which animals do you know? 2. Which animals do you like? 3. What is your favourite food?	The learners: - talk about the food and common animals they like or dislike using: <i>aimer + objet</i> <i>detester + objet</i> - match names of common animals and food to corresponding pictures on flashcards	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and 1 written, rearranging	
8	HALF TERM BREAK								
9	1		Expressing likes and dislikes	By the end of the sub strand, the learner should be able to: a) express likes and dislikes on food and animals. b) read simple texts on likes and dislikes	1. Which animals do you know? 2. Which animals do you like? 3. What is your favourite food?	The learners: - talk about the food and common animals they like or dislike using: <i>aimer + objet</i> <i>detester + objet</i> - match names of common animals and food to corresponding pictures on flashcards	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
	2		Expressing likes and dislikes	By the end of the sub strand, the learner should be able to: a) express likes and dislikes on food and animals. b) read simple texts on likes and dislikes	1. Which animals do you know? 2. Which animals do you like? 3. What is your favourite food?	- read aloud names of common animals or texts about likes and dislikes, in pairs or small groups - do word searches and puzzles on common animals and food	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	

10	1		Expressing likes and dislikes	c) answer simple questions on likes and dislikes d) write short texts on likes and dislikes e) acknowledge that everyone has different preferences regarding food and common animals	1. Which animals do you know? 2. Which animals do you like? 3. What is your favourite food?	- copy names of common animals and food items from charts or chalkboard - drawing and naming common animals and food items - compose and sing songs about food items and common animals they like or dislike using familiar tunes	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
	2		Expressing likes and dislikes	c) answer simple questions on likes and dislikes d) write short texts on likes and dislikes e) acknowledge that everyone has different preferences regarding food and common animals	1. Which animals do you know? 2. Which animals do you like? 3. What is your favourite food?	- copy names of common animals and food items from charts or chalkboard - drawing and naming common animals and food items - compose and sing songs about food items and common animals they like or dislike using familiar tunes	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	
11	1		Moments of the day	By the end of the sub strand, the learner should be able to: a) link daily activities to moments of the day b) read simple texts related to moments of the day	1. What do you do at different times of the day?	The learners: - match daily activities to moments of the day (<i>le matin, après-midi, le soir, la nuit</i>) using flash cards etc - classify daily activities according to moments of the day with picture stimuli. (<i>Se lever, prendre le petit-déjeuner/déjeuner/diner, jouer, regarder la télévision, se coucher</i>)	Charts, Video clips, Maps, Short stories, Real objects, pictures, Journal, Songs, Audio recordings	Word searches/puzzle, Filling missing words, reading aloud, spelling: oral and written, rearranging	

[illegible]

