**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: GRADE EIGHT**

**LEARNING AREA: FRENCH**

**TERM 1 YEAR: 2025**

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

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| Week | Lesson | Strand | Lesson | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | Assessment Methods | Reflection |
| 1 | **OPENING AND RECEIVING LEARNERS** | | | | | | | | |
| 2 | **1** | **Listening and Speaking** | **Listening comprehension: Formal interactions** | By the end of the lesson, the learners should be able to:   1. Identify words and expressions in simple formal interactions.   b) Use appropriate formal expressions in social interactions.  c)Displays interest in using official language in formal interactions | The learner is guided to:   * Watch and listen to short audio-visual clips on the use of formal language interactions. * Simulate simple dialogues informal interactions. * Distinguish situations in which the formal register is used. * Recite poems with vocabulary and expressions used in formal situations. * Listen to brief speeches of sampled official occasions from online sources. * Practice use of appropriate tone in formal interactions. * Distinguish between sounds /ɑ/and /ɛ/(sans, dans, internet, magasin). * Debate on the use of formal language in the school community. | 1. When do we use formal language? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg. 1-2 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
|  | **2-3** | **Listening and Speaking** | **Listening comprehension: Extended family** | By the end of the lesson, the learners should be able to:   1. State the members of their extended family. 2. Describe members of the extended family by physical attributes and occupations. 3. Acknowledge the diversity of families. | The learner is guided to;   * Watch a video of someone introducing members of the extended family. * Recite poems on members of the extended family. * Listen to texts containing /j/ and /l/ (fillevs ville, famille vs mille) and distinguish the sounds. * Practice describing members of the extended family by physical attribute and occupation, in pairs. * Record himself/herself describing members of their extended family. * Find out from community members ways of maintaining ties with extended family members. | Why is the extended family important?  How do you maintain ties with the extended family members? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg. 3 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 3 | **1-3** | **Listening and Speaking** | **Oral expression: Our House** | By the end of the lesson, the learner should be able to:   1. Select appropriate vocabulary on items of the house. 2. Describe their house in an organized and coherent manner. 3. Articulate sounds in words correctly.   d)Exhibit appreciation for their own house | The learner is guided to:   * Play word games on vocabulary of different areas of a house and related items; “Le salon, la cuisine, la salle de bains, canapé, l’évier.” * Watch audiovisual materials on common items in a house to build vocabulary. * Play the quick-fire game to identify items in a house. * Play “Mind Squeeze” games on common items in a house to develop critical thinking. * Present, to other learners, their own created house in groups. * Create and recite own rhymes and short poems to enhance articulation sounds [p] and [b] in words. * Share with others how their house is organized. * Develop a project on home improvement. | Why do we need to organize our houses? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.4 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 4 | **1-3** | **Listening and Speaking** | **Oral Expression: Media** | By the end of the lesson, the learners should be able to:  a) Outline what constitutes responsible use of media.  b)Use media devices to record audio documents.  c) Demonstrate keenness in practicing responsible use of media. | The learner is guided to:   * Mention different ways of using media devices responsibly. * Listen attentively to prompts from media devices. * Articulate words to distinguish between sounds [∫]affiche, touché and [ʒ] journal, voyage, jouer. * Point out the key words of instructions from the audio texts. Create and record audio texts by use of different media devices. * Exchange ideas by interacting with media devices. * Listen to instructions perform individual tasks on creation of passwords. * Apply steps of volume and brightness adjustment on a media device by demonstrating to one another. * Perform a debate in school on relevant instructions on safe use of media | Why should we be responsible users of media and technology?  How can we ensure responsible use of media? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans OUP French learners book 8,pg.5. | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 5 | **1-3** | **Listening and Speaking** | **Oral expression: School** | By the end of the lesson, the learners should be able to:   1. Describe people in school, subjects and timetables fluently.   b) Design timetables for personal use.  c) Exhibit good time keeping habits. | The learner is guided to:   * Participate in question, and answer sessions on subjects and the school timetable. * Relate people in school to subjects. * Source for charts showing the daily routine for high school learners, using media devices where possible. * View a video or listen to learners discussing their school timetables, people and subjects. * Discuss timetables and subjects using appropriate expressions, in pairs. * Participate in making a calendar of events for the school activities alongside the broader school community as part of community service learning | 1. Why is it important to observe time in our daily activities? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.6 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 6 | **1-3** | **Listening and Speaking.** | **Oral expression: Shopping** | By the end of the lesson, the learner should be able to:  a) Outline different ways of asking and giving prices.  b) Employ the learned forms of asking and giving prices while shopping.  c)Value the importance of knowing the price of goods before buying them | The learner is guided to:   * Listen attentively to a dialogue on buying at the supermarket from varied audio stimuli. * Role play being at the supermarket, record each other and critic their effectiveness on the choice of diction and articulation. * Ask the price(s) of the items they have in class. * Practice confirming prices in different shops before buying goods(getting good value for money) | Why do we ask for prices of items before buying? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.7-10 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 7 | **1-3** | **Listening and Speaking.** | Listening comprehension: Leisure | By the end of the lesson, the learner should be able to:  a)State examples of sporting activities in their surroundings.  b)Express their likes and dislikes regarding sports and sporting activities,  c) Discriminate sounds for clarity.  d)Value sports and sporting activities for healthy living | The learner is guided to:  Answer simple questions on sports and sporting activities from audiovisual materials viewed.  Listen to audio clips on sports and sporting activities in class and identify selected vocabulary.  Watch video clips and slides about sports activities.  Engage in short dialogues about sports and sporting activities, in pairs. Make brief presentations on likes and dislikes using pictures/flashcards.  Practice saying vocabulary on sports with sounds [u] and [ɔ].  Role play and record simple interviews on likes and dislikes on sports.  Engage in activities that sensitize the community on the importance of sports for healthy living. | How do you spend your leisure time?  Why are there different types of sports and sporting activities? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.11 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 8 | **1-3** | **Listening and Speaking.** | **Listening Comprehension: Health** | By the end of the lesson, the learner should be able to:  a)State symptoms and simple remedies for common ailments.  b) Reproduce simple doctor-patient scenarios in a coherent and organized manner.  c) Pronounce sounds in words correctly.  d)Appreciate the good health that they enjoy | The learner is guided to:   * Listen to audio materials and identify symptoms of common ailments. * Respond to comprehension questions from audio texts. * Role play doctor-patient scenarios. * Practice tongue-twisters to enhance pronunciation. * Watch audio-visual materials to build vocabulary on common ailments. * Recite poems in pairs and in groups to practice the pronunciation of words with sound [jἑ]. * Use digital devices to research and listen to dialogues on varied medical professions. * Name common health insurance schemes. * Tell when other people are unwell by observing the symptoms. | How can we tell when someone is unwell?  How do we maintain good health? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.12-15 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 9 | **1-3** | **Reading.** | **Reading Aloud: Formal Interactions** | By the end of the lesson, the learners should be able to:  a) Articulate sounds in words correctly.  b)Read texts for building vocabulary on the official language.  c)Exhibit enthusiasm when reading texts on official language | **The learners are guided to;**   * Practice articulating the nasal sound /ɑ/and /ɛ/in words and expressions. * Read formal declaration in simple written texts in pairs. * answer questions for comprehension. * Practice echo reading exercises using language applications | How does reading improve your use of formal language? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.16 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 10 | **1-3** | **Reading** | **Reading Comprehension: Family and friends** | By the end of the lesson, the learners should be able to:  a) Respond to questions to read texts.  b) Read short, simple texts on members of the extended family.  c)Value reading for comprehension | The learners is guided to:   * Identify different members of the extended family from a family tree diagram sourced from the internet. * Read short texts on members of the extended family and their character traits. * Categorize words according to the sound [l] & [j]. * Research, on extended family trees from documents and display their community heritage | What do you like about the different members of your extended family? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.17 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 11 | **1-3** | **Reading** | **Reading Comprehension:**  **Our house** | By the end of the lesson, the learner should be able to:  a) State the different areas and items in a house.  b)Read texts on different areas and items in a house for fluency.  c)Display a liking for reading simple descriptive text | The Learner is guided to:   * Read charts, pictures, photos, magazines with vocabulary on different rooms and items in a house. * Answer simple comprehension questions from texts read. * Read simple dialogues about different areas in a house. * Reads texts and charts on correct placement of objects in a house. * Engages in “read, listen and track” to practice pace and rhythm. * Matches vocabulary to pictures of different areas in a house using flashcards. * Reads descriptive texts prepared by other learners on different areas in a house. * Compares and contrasts words with sounds /p/ and /b/ on flash cards to enhance fluency. * Searches for and recites word rhymes from the internet | Why should we read words correctly?  Why should we read texts? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.18-19 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 12 | **1-3** | **Reading** | **Reading Aloud: Media** | By the end of the lesson, the learner should be able to:  a) Select the key words of instruction from the user manual.  b) Read the user manuals on media devices.  c) Respond to instructions on the user manuals.  d)Show appreciation of the importance of user manuals | The learner is guided to:   * Select the keywords from the user manual. * Verbalize the rules and regulations on media usage. * Read aloud phrases which they formulate on media ethics, in turns * Practice echo-reading for fluency. * Promote the use of user manuals in operating devices among community members | Why is it essential to follow user manual guidelines?  How can we effectively read using media devices? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.20 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
|  | **1-3** | **Reading** | **Reading Comprehension: School** | By the end of the lesson, the learner should be able to:  a)Read varied text on the subjects and timetables for comprehension   1. Adapt generated material from internet on timetables.   c)Show enthusiasm in reading various texts and timetables | The learner is guided to:   * Recite poems, tongue twisters with rimes containing the sounds [s] and [z]. * Discuss subjects they like or dislike. * Read time from real and simulated devices in groups. * Explain what time they do different activities in school, using visual stimuli. * Match pictures of subject activities and timetables. * Read texts on subjects and timetables from various media devices. * Help the broader school community makes a calendar of events for school activities. | What is the value of knowing how to read time?  Why should one understand his/her timetable? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.21 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
|  | **1-3** | **Reading.** | **Reading Comprehension: Shopping** | By the end of the lesson the learner should be able to:  a) Read dialogues on buying and selling with comprehension.  b) Apply the skill of asking for prices for prudent shopping.  c)Appreciate the acquired sentence structures by asking for costs from the read dialogues | The learner is guided to:   * Read dialogues in pairs and critique each other’s reading. * Read the newly acquired vocabulary individually in front of the class. * read silently to improve on detailed reading for deep comprehension | Why do supermarkets post prices on their goods?  What is the relevance of moving from one store to the other checking and comparing price?  What would happen if all prices at the supermarket were removed? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.22 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
|  | **1-3** | **Reading** | **Reading Comprehension:**  **Leisure** | By the end of the lesson the learner should be able to:  a) Recall new words in reading to build on vocabulary.   1. Analyze details in a text during reading for comprehension.   c)Value reading a variety of texts on leisure and sports | The Learners is guided to:   * Read pictures to pick out the vocabulary on sports. * Read simple texts on sports in groups and answer questions related to them. * Play word search bingo for building vocabulary. * Recite poems on sports. * View images using digital devices to pick out possible sporting activities in groups. | Why do we read?  How do you get to know the rules of your favourite sport? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.23 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
|  | **1-3** | **Reading** | **Reading Aloud:**  **Health** | By the end of the lesson, the learner should be able to;  a)Identify vocabulary on symptoms of common diseases from short texts.  b)Demonstrate fluency in reading short texts.  c) Identify consumer issues around labeling products and equipment.  d)Show excitement in reading about health and ailments | The learner is guided to;   * Read along with audio recordings, short texts on symptoms of ailments. * Identify symptoms of ailments from short texts. * Derive vocabulary from texts on medical professions. * Source and read texts or symptoms of ailments and varied medical professions from internet. * Read aloud short dialogues on doctor-patient situations in pairs. * Read labels on medical prescription. * Intrapersonal awareness as learner discovers the possible symptoms to common ailments. | How can you tell someone is not feeling well?  How do you develop reading comprehension skills? | •Charts.  •Video clips.  •Video games.  •Jumbled up grids.  •Word puzzles.  •Flashcards (words or games).  •Maps.  •Short stories.  •Real objects (home objects).  •Audio recordings.  •Pictures.  •Poems.  •Songs.  •Chalkboard  •Word wheel.  •Name tags and labels.  •Word searches.  •Journals  •Computer.  •House floor plans.  OUP French learners book 8,pg.24 | •Oral descriptions.  •Image matching and sorting.  •Physical identification of objects. •Filling in missing letters. •Filling in missing words.  •Sounding words. •Rearranging jumbled up words or phrases. •Spelling; oral and written. •Writing. •Mimicking through role-play. •Reading aloud.  •Answering simple questions. •Word searches. •Word puzzles |  |
| 14 | **EXAMINATION AND CLOSING OF SCHOOL** | | | | | | | | |