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SCHEMES OF WORK TERM II 2025

GRADE 2 FRENCH

We ek	Lesso n	Strand	Sub Strand	Specific Learning Outcomes	Learning Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	1 & 2	OPENING AND RECEIVING LEARNERS							
2	1	Les fruits	Common fruits	By the end of the lesson, the learner should be able to: a) Identify common fruits in French such as <i>une pomme, une banane, un orange, un ananas</i> b) Name fruits using French vocabulary.	Learners use pictures or real fruits to identify and name them in French, discussing them in pairs or small groups.	What are your favorite fruits? Can you describe a fruit in French?	Fruit cards, real fruits	Oral questions, picture identificatio n, role-play	
	2	Les fruits	Likes and dislikes about fruits	By the end of the lesson, the learner should be able to: a) Form simple sentences using " <i>J'aime</i> " and " <i>Je n'aime pas</i> ". b) Express likes and dislikes about fruits in French such as <i>J'aime les pommes, Je n'aime pas les papayes</i>	Learners practice saying likes and dislikes with a partner using sentence structures in French, then share in class.	What fruits do you like? How do we express dislikes in French?	Flashcards, worksheet with sentences	Pair work, reciting, sentence formation	
3	1	Les legumes	Vocabulary for vegetables	By the end of the lesson, the learner should be able to:	Learners work with a set of vegetable	What is your favorite vegetable?	Flashcards, pictures of vegetables	Oral questioning, matching	



				a) Name different vegetables in French such as <i>carotte</i> , <i>tomate</i> , <i>pomme de terre</i> b) Match the vegetable name with its image.	flashcards, matching words to images and practice pronunciation with a partner.	How do you say "carrot" in French?		activity, group work	
	2	Les repas	Le petit déjeuner	By the end of the lesson, the learner should be able to: a) Name foods typically eaten for breakfast in French such as <i>croissant</i> , <i>pain</i> , <i>beurre</i> , <i>lait</i> , <i>mahamri</i> b) Learn how to use vocabulary in simple sentences. c) Talk about typical breakfast foods.	Learners engage in a discussion about breakfast foods, using the vocabulary learned to form simple sentences with a partner or in a group.	What do you eat for breakfast? How do we say "croissant" in French?	Flashcards, breakfast food images	Oral questioning, sentence formation, role-play	
4	1	Les repas	Le déjeuner	By the end of the lesson, the learner should be able to: a) Name common lunch foods in French such as <i>sandwich</i> , <i>soupe</i> , <i>salade</i> b) Use the vocabulary to form simple sentences. c) Compare French lunch foods with local foods.	Learners practice identifying and naming lunch foods, creating simple sentences with vocabulary, and comparing different meals.	What do you eat for lunch? What is "soup" in French?	Flashcards, images of lunch foods	Group work, sentence formation, peer review	
	2	Les repas	Le dîner	By the end of the lesson, the learner should be able to: a) Identify different foods for dinner in	Learners practice using vocabulary to describe dinner foods, engage in a group discussion,	What is "meat" in French? How do you	Flashcards, images of dinner foods	Oral questions, role-playing,	



				French such as <i>la viande, l'ougali</i> b) Practice pronunciation of dinner-related vocabulary.	and ask questions about dinner preferences.	say "ugali" in French?		picture-based quiz	
5	1	Les repas	Les boissons	By the end of the lesson, the learner should be able to: a) Identify various drinks in French such as <i>eau, jus, lait, chocolat chaud</i> b) Describe drinks using the correct French vocabulary. c) Ask for drinks in French.	Learners match drinks to their French names and practice ordering drinks using phrases like ' <i>Je voudrais...</i> '.	What drinks do you like? How do you ask for a drink in French?	Flashcards, images of drinks	Role-playing, sentence formation, group work	
	2	Les repas	Les boissons	By the end of the lesson, the learner should be able to: a) Ask for food and drinks in French. b) Use ' <i>Je voudrais</i> ' and ' <i>S'il vous plaît</i> ' in sentences. c) Form complete questions about food and drink.	Learners engage in role-playing activities to practice ordering food and drinks using the target vocabulary.	How do you order food in French? How do you say "please" in French?	Flashcards, role-play scenario cards	Oral questioning, role-play, sentence practice	
6	1	Les animaux sauvages	Wild animals	By the end of the lesson, the learner should be able to: a) Identify common wild animals in French such as <i>lion, éléphant, tigre, girafe, crocodile</i>	Learners match animal images to their French names and create sentences describing wild animals.	What animals do you know in French? How do you say "elephant" in French?	Flashcards, animal pictures	Oral questioning, matching, sentence formation	



				b) Use French names for animals in sentences. c) Describe wild animals in simple French sentences.					
	2	Les chiffres	Numbers 21 to 30	By the end of the lesson, the learner should be able to: a) Identify numbers 21-30 in French such as <i>vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</i> . b) Write and say numbers 21-30 in French. c) Compare numbers in French and English.	Learners practice saying and writing numbers 21-30 using flashcards, and engage in pair activities to count aloud.	How do you say 22 in French? How do you write 30 in French?	Flashcards, number charts	Writing exercise, oral quiz	
7	1	Les chiffres	Singing a song about numbers 21 to 30	By the end of the lesson, the learner should be able to: a) Sing a song that includes numbers 21 to 30. b) Recognize numbers in context. c) Use the song to reinforce pronunciation.	Learners learn a simple song that includes the numbers 21-30 and sing together in class.	How do you sing numbers 21-30 in French? What number comes after 25?	Song lyrics, audio recording	Singing activity, pronunciation assessment	
	2	Les chiffres	Exercises and puzzles on numbers 21-30	By the end of the lesson, the learner should be able to:	Learners complete worksheets with puzzles, quizzes, and number-based	What is 28 in French? Can you match the number to its	Puzzles, worksheets, number flashcards	Written quiz, puzzle solving, oral review	



				a) Solve puzzles involving numbers 21-30. b) Complete number-related activities and quizzes. c) Practice writing and saying numbers correctly.	activities to reinforce their understanding of the numbers 21-30.	French name?			
8	1	Les chiffres	Using numbers in sentences	By the end of the lesson, the learner should be able to: a) Use numbers 21-30 in complete sentences. b) Express quantities and age in French. c) Practice simple conversations using numbers. For example; <i>J'ai 8 crayons, J'ai neuf cahiers, J'ai six ans.</i>	Learners use numbers in context to describe quantities, age, and belongings. They work in pairs to create sentences using the numbers 21-30.	How do you say "I have 6 pencils" in French? How old are you in French?	Flashcards, sentence sheets	Oral questioning, pair work, writing sentences	
	2	Les lieux	Vocabulary for places around town	By the end of the lesson, the learner should be able to: a) Identify and name places around town in French such as <i>à l'école, au parc, au magasin, au restaurant, au supermarché, à l'hôpital, au musée, à la bibliothèque</i> b) Use French vocabulary to describe different locations.	Learners practice identifying and describing places around town, using French words in conversations.	How do you say "library" in French? What is your favorite place in town?	Flashcards, pictures of places	Oral questions, role-playing, group work	



				c) Ask about the location of places in French.					
9	1 & 2	MID-TERM II ASSESSMENT & MID-TERM II BREAK							
10	1	Les lieux	Asking and answering questions about locations	By the end of the lesson, the learner should be able to: a) Ask and answer questions about the location of places. b) Use simple questions like " <i>Où est...</i> ?" in conversations. c) Respond to location-based questions in French.	Learners practice asking and answering questions about places using " <i>Où est...</i> ?" and other phrases.	How do you ask where a place is in French? How do you say "Where is the school?" in French?	Flashcards, map of town	Pair work, role-playing, question-answer sessions	
	2	Les jours de la semaine	Saying the days that come before and after a selected day	By the end of the lesson, the learner should be able to: a) Name the days of the week in French. b) Talk about the days before and after a given day. c) Use ' <i>avant</i> ' (before) and ' <i>après</i> ' (after) in sentences.	Learners practice saying the days of the week and engage in activities where they talk about what happens before and after certain days.	What is the day after Monday in French? How do you say "Saturday" in French?	Flashcards, days of the week chart	Oral questioning, sentence construction, pair activities	
11	1	Qu'est-ce qu'il fait ?	What are they doing? (Part 1 to 10)	By the end of the lesson, the learner should be able to: a) Understand and use phrases to describe what people are doing. b) Identify actions in French. For example	Learners practice describing different actions using images or videos and then describe these actions using	What is "reading a book" in French? How do you say "She is running"?	Flashcards, action pictures or videos	Oral questions, sentence construction, role-play	



				<i>Elle court, Elle prie, Il boit, Elle lit un livre</i> c) Create sentences to describe ongoing actions.	French vocabulary.				
	2	Qu'est-ce qu'il fait ?	What are they doing? (Part 11 to 20)	By the end of the lesson, the learner should be able to: a) Recognize and say additional verbs related to activities. b) Use these verbs in full sentences. For example <i>Il pêche, Il travaille, Elle cuisine, Elle chante</i> c) Discuss common daily activities.	Learners practice new action verbs and construct sentences describing daily activities, taking turns asking and answering what people are doing.	What is "cooking" in French? How do you say "He is working"?	Flashcards, action cards	Oral practice, pair work, sentence writing	
12	1	Qu'est-ce qu'il fait ?	What are they doing? (Part 21 to 30)	By the end of the lesson, the learner should be able to: a) Learn and use additional verbs to describe actions. For example <i>Elle prépare le repas, Elle nage, Il joue au foot, Il écrit une lettre</i> b) Practice constructing longer sentences. c) Engage in dialogues about activities.	Learners focus on sentences with more complex actions and use them in short dialogues, describing scenes or daily routines using the new verbs.	How do you say "She is swimming" in French? What does "He plays football" mean in French?	Flashcards, action pictures	Oral practice, pair work, sentence writing	
	2	Qu'est-ce qu'il fait ?	What are they doing? (Part 31 to 40)	By the end of the lesson, the learner should be able to:	Learners practice describing actions in full sentences, using a range of	What is "drawing" in French? How do you	Flashcards, action word cards	Group work, role-play,	



				a) Use verbs for everyday actions in French. b) Describe various actions people are performing. For example ; <i>Il dessine, Elle dort, Elle nettoie la table, Il écoute de la musique</i> c) Complete sentences with the correct verb.	verbs. They play games matching actions to images or providing verbal descriptions.	say "He listens to music"?		sentence construction	
13	1 & 2	REVISION & END TERM II ASSESSMENT							
14	1 & 2								