



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 3 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 parties du corps	Parts of the body	By the end of the lesson, the learner should be able to: a) Name the main parts of the body in French such as <i>la tête, les yeux, les mains, les jambes, épaules, genoux, pieds</i> b) Use phrases to describe the body. c) Identify parts of the body on a human figure.	Learners will work in pairs to label the parts of the body on a diagram and practice saying them in French.	- What are the names of the parts of the body in French? - How do you say "head" and "arms" in French?	Flashcards, body diagrams	Oral questions, group activity, quizzes	
	2	Les parties du corps	Song on parts of the body	By the end of the lesson, the learner should be able to: a) Sing a song about the parts of the body in French. b) Identify the body parts mentioned in the song.	Learners will learn and sing a fun song about the body parts, and point to the parts as they sing.	- Can you sing the song about the parts of the body? - Which body parts do you remember from the song?	Song lyrics, body part illustrations	Performance in song, participation in group activity	



				c) Use body parts vocabulary while singing.					
3	1	Basic conversations	Demander la permission de sortir la classe	By the end of the lesson, the learner should be able to: a) Ask permission to leave the class in French. b) Respond to such requests politely. c) Use basic classroom expressions.	Learners will practice asking and answering requests in French using polite expressions in role-play scenarios.	- How do you ask for permission in French? - How do you politely answer someone who asks to leave?	Flashcards, dialogue cards	Role-play, oral questions	
	2	Ma famille	Family members	By the end of the lesson, the learner should be able to: a) Name different family members in French such as <i>mon père, ma mère, mon frère, ma sœur</i> b) Talk about their family using simple sentences. c) Introduce their family in French.	Learners will discuss their families in French, using flashcards of family members for reference.	- How do you say "mother" and "father" in French? - How can you introduce your family in French?	Flashcards, family tree templates	Oral presentation, group discussion	
4	1	Ma famille	Describing family members	By the end of the lesson, the learner should be able to: a) Describe family members using adjectives like <i>jeune, veille, amical, strict, beau, belle</i>	Learners will describe their family members using flashcards and practice	- How do you describe a family member in French? - Which adjectives can you use to	Flashcards with family member photos, adjective lists	Oral presentation, written sentences	



				b) Use simple adjectives to describe people. c) Use the vocabulary to talk about the family.	using adjectives in their sentences.	describe people?			
	2	Basic conversations	Demander et dire le nombre de membres de votre famille	By the end of the lesson, the learner should be able to: a) Ask how many family members someone has in French. b) Respond with the number of family members. c) Use the question-and-answer structure correctly.	Learners will practice asking and answering questions about the number of family members in pairs.	- How do you ask about the number of family members? - How do you say the number of people in your family in French?	Flashcards with numbers, family member templates	Pair work, oral responses	
5	1	La politesse	Polite and kind words	By the end of the lesson, the learner should be able to: a) Recognize polite expressions like <i>merci, s'il vous plaît, and excusez-moi</i> . b) Use these expressions correctly in conversation. c) Understand the importance of politeness.	Learners will engage in role-play activities, using polite expressions in various scenarios.	- Why is politeness important in a conversation? - How do we use " <i>merci</i> " and " <i>s'il vous plaît</i> "?	Flashcards with polite expressions	Role-play, oral responses	



	2	Les animaux	Describing animals	By the end of the lesson, the learner should be able to: a) Name animals in French such as <i>le chat, le chien, un lion, un zebre, l'hyene</i> b) Use adjectives like <i>amical, beau, féroce, grand, court, petit</i> to describe animals. c) Describe animals using simple sentences.	Learners will describe their favorite animals using French words and adjectives in pairs or small groups.	- How do you say "cat" and "dog" in French? - How can you describe your pet in French?	Animal flashcards, adjective charts	Group activity, oral presentation	
6	1	Classroom instructions	Simple classroom instructions	By the end of the lesson, the learner should be able to: a) Understand simple classroom instructions in French such as <i>levez-vous, asseyez-vous, taisez-vous, écrivez, effacez le tableau, viens ici, écrivez, levez la main</i> b) Follow and act upon the instructions. c) Use simple verbs related to classroom actions.	Learners will practice following classroom instructions in French, such as "stand up," "sit down," "raise your hand," etc.	- How do you say "sit down" and "stand up" in French? - Can you follow classroom instructions in French?	Classroom instruction cards, action pictures	Listening and following instructions, observation	



	2	Basic conversations	Identifier des objets	By the end of the lesson, the learner should be able to: a) Identify common objects in the classroom in French such as <i>un stylo, un cahier, un livre, une gomme, un pupitre, une table, une chaise</i> b) Ask for and give objects in French. c) Use vocabulary to describe objects.	Learners will engage in a treasure hunt around the classroom, identifying objects in French and describing them.	- How do you ask for an object in French? - What are the names of common classroom objects?	Object flashcards, classroom items	Oral identification, group activity	
7	1	À la maison	Rooms in our house	By the end of the lesson, the learner should be able to: a) Name different rooms in a house in French such as <i>le salon, salle de bain, salle à manger, salle à coucher, cuisine, garage</i> b) Use simple phrases to describe rooms. c) Identify rooms in a house in French.	Learners will label rooms in a house diagram and practice saying the names of each room in French.	- How do you say "kitchen" and "living room" in French? - Can you describe your house in French?	House diagram, flashcards	Labeling, oral responses	
	2	Basic conversations	Présenter quelqu'un aux autres	By the end of the lesson, the learner should be able to: a) Introduce a friend or family member	Learners will practice introducing a friend or family member	- How do you introduce someone in French? - What are the questions to	Name tags, introduction cards	Pair work, oral presentations	



				to others in French. b) Ask for someone's name in French. c) Practice greetings and introductions.	using simple phrases in French.	ask someone's name?			
8	1	Les vêtements	Clothes we wear	By the end of the lesson, the learner should be able to: a) Name different clothes in French such as <i>une chemise, un chemisier, un pantalon, une jupe, une robe, une cravate, des chaussures, des chaussettes</i> b) Describe what they are wearing using French vocabulary. c) Use phrases like " <i>Je porte...</i> " to talk about clothes.	Learners will describe their clothing using simple sentences in French.	- How do you say "shirt" and "pants" in French? - What are you wearing today?	Flashcards, clothing images	Oral description, class participation	
	2	Les professions	Simple professions around us	By the end of the lesson, the learner should be able to: a) Name simple professions in French. b) Describe what different professionals do. c) Use the vocabulary to talk about jobs.	Learners will role-play different professions, practicing the names of jobs and describing what people	- How do you say "teacher" and "doctor" in French? - What do these professionals do?	Flashcards with professions, props for role play	Role-play, oral presentations	



					do in these jobs.				
9	1 & 2	MID-TERM II ASSESSMENT & MID-TERM II BREAK							
10	1	La technologie	Electronic devices	By the end of the lesson, the learner should be able to: a) Name different electronic devices in French such as <i>une tablette, un téléphone, une radio, l'ordinateur, un Chromebook, une télévision</i> b) Understand the role of technology in our daily lives.	Learners will discuss the use of different electronic devices in French.	- What are some common electronic devices? - How do we use electronic devices in our daily life?	Flashcards, images of devices	Class discussion, group activity	
	2	Basic conversations	Demander et donner la date	By the end of the lesson, the learner should be able to: a) Ask for and give the date in French. <i>Quel jours sommes-nous aujourd'hui? Aujourd'hui c'est...</i> b) Understand the days of the week and months. c) Use the vocabulary to ask and answer questions about dates.	Learners will practice asking and giving the date using flashcards and role-play.	- How do you ask for the date in French? - What is today's date?	Calendar, flashcards	Oral responses, role-play	



11	1	Les loisirs	Different leisure activities	By the end of the lesson, the learner should be able to: a) Name different leisure activities in French such as <i>la natation, écouter la musique, dessiner, lire un roman</i> b) Talk about their favorite hobbies. c) Use leisure activity vocabulary in simple sentences.	Learners will discuss their favorite hobbies and leisure activities in French.	- How do you say "play football" and "swim" in French? - What are your favorite hobbies?	Flashcards, activity pictures	Group discussion, oral responses	
	2	Basic conversations	Demander lieu d'habitation	By the end of the lesson, the learner should be able to: a) Ask someone where they live in French. <i>Où habites-tu?</i> b) Respond to the question with the name of their place of residence. <i>J'habite à...</i> c) Practice basic conversational phrases.	Learners will practice asking and answering questions about where they live using simple French phrases.	- How do you ask where someone lives in French? - How do you say "I live in..." in French?	Flashcards, map of France	Oral questioning, role-play	
12	1	Vocabulaire général	Part 1	By the end of the lesson, the learner should be able to: a) Learn new vocabulary in French.	Learners will be introduced to new general vocabulary	- What is the French word for "book"? - How do you use this word in a sentence?	Flashcards, vocabulary lists	Group activity, oral responses	



				b) Use the new vocabulary in context. c) Practice the vocabulary in pairs or small groups.	through flashcards and examples.				
12	2	Vocabulaire général	Part 2	By the end of the lesson, the learner should be able to: a) Learn additional vocabulary in French. b) Practice using the new vocabulary in conversation. c) Review vocabulary from earlier lessons.	Learners will complete exercises using new vocabulary and review past lessons.	- How do you say "pen" and "notebook" in French? - Can you make a sentence with the new vocabulary?	Flashcards, exercise sheets	Written exercises, group review	
13	1 & 2	REVISION & END TERM II ASSESSMENT							
14	1 & 2								