



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 4 FRENCH

Week	Lesson	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	LISTENING AND SPEAKING Moi-Même	Comment se présenter	By the end of the lesson, the learner should be able to: a) Introduce themselves in French using basic sentences. b) Understand how to say their name, age, gender, where they live, family members in French. c) Use simple vocabulary to talk about themselves.	Learners will practice self-introductions in pairs, guided by the teacher.	- How do we say our name in French? - How do we talk about our age and where we live in French?	Flashcards, pronunciation guide	Pair work, oral presentation	
	2	LISTENING AND SPEAKING Moi-Même	Les chiffres	By the end of the lesson, the learner should be able to: a) Count from 1 to 50 in French such as <i>un, quatre, douze, vingt-sept, trente, trente-neuf, quarante, quarante-six, cinquante</i> .	Learners will practice counting in French, identifying numbers in real-life contexts, and using numbers in	- How do we count in French? - What are some common ways numbers are used in daily life?	Number flashcards, audio clips	Written exercises, oral responses	



				b) Recognize and use numbers in context (age, date, phone number). c) Practice simple conversations using numbers.	simple dialogues.				
3	1	READING Moi-Même	Reading texts on myself	By the end of the lesson, the learner should be able to: a) Read simple French texts about personal information. b) Identify key vocabulary in the text. c) Understand and summarize the main idea of the text.	Learners will read a simple text about someone's life and answer comprehension questions.	- How do we understand and summarize a French text? - What personal information can be shared in a French text?	Texts about personal information, comprehension questions	Reading comprehension, written summary	
	2	WRITING Moi-Même	Writing about myself	By the end of the lesson, the learner should be able to: a) Write a short paragraph about themselves in French. b) Use correct sentence structure and vocabulary. c) Review and edit their work for accuracy.	Learners will write a short text about themselves in French, then review and correct it with a partner.	- How do we write a short paragraph in French? - What vocabulary do we need to describe ourselves?	Writing templates, vocabulary lists	Written assignment, peer review	
4	1	LISTENING AND SPEAKING Étiquette	Étiquette générale	By the end of the lesson, the learner should be able to: a) Understand the concept of good	Learners will discuss and role-play various situations that require	- What does good etiquette mean in French culture? - How do we	Flashcards, audio clips, role-play cards	Role play, group discussion	



				manners in French-speaking cultures. b) Use polite expressions in conversations such as <i>merci, de rien, désolé, pardon, excusez-moi</i> c) Demonstrate understanding of basic etiquette rules.	polite expressions in French.	show politeness in French?			
	2	LISTENING AND SPEAKING Étiquette	L'utilisation des titres pour montrer le respect	By the end of the lesson, the learner should be able to: a) Understand the use of titles such as <i>Monsieur, Madame & Mademoiselle</i> to show respect. b) Use titles appropriately in conversation. c) Recognize cultural differences in addressing others.	Learners will practice using titles in conversations, focusing on formal and informal contexts.	- When should we use " <i>Monsieur</i> " or " <i>Madame</i> "? - Why is it important to use titles in French?	Flashcards, dialogue examples	Role play, oral responses	
5	1	READING AND WRITING Étiquette	Les bonnes manières à table	By the end of the lesson, the learner should be able to: a) Identify and describe good table manners in French such as <i>Bon appétit, Puis-je avoir la viande? Puis-je avoir la pomme? Passez les plats, s'il vous plaît.</i>	Learners will read a short text on table manners and write a similar description using learned vocabulary.	- What are the key elements of good table manners in French culture? - How can we describe them in French?	Reading materials on table manners, writing templates	Reading comprehension, writing assignment	



				b) Use appropriate vocabulary for eating etiquette. c) Write a short paragraph about good manners at the table.					
	2	READING AND WRITING Étiquette	Courtoisie dans la conversation	By the end of the lesson, the learner should be able to: a) Understand the importance of courteous conversation in French such as <i>Écouter attentivement, Ne pas interrompre, Utiliser des titres, Dire pardon</i> b) Use polite phrases during conversations. c) Write a short dialogue demonstrating good conversation etiquette.	Learners will practice writing and performing short dialogues using courteous expressions.	- How do we demonstrate politeness in conversations in French? - What are common polite phrases in French?	Dialogue prompts, polite phrases chart	Role play, written dialogue	
6	1	LISTENING AND SPEAKING My Body	Parties de la tête	By the end of the lesson, the learner should be able to: a) Name different parts of the head in French such as <i>les yeux, la bouche, les dents, la langue, les oreilles</i> b) Use simple sentences to describe parts of the head.	Learners will listen to and repeat vocabulary related to the head and face, practicing pronunciation.	- How do we say the parts of the head in French? - How can we use this vocabulary in conversation?	Flashcards, pronunciation guides	Oral practice, vocabulary quiz	



				c) Listen to and repeat body part vocabulary.					
	2	LISTENING AND SPEAKING My Body	Les phrases sur les parties de la tête	By the end of the lesson, the learner should be able to: a) Use full sentences to describe parts of the head in French. For example : <i>Je mange avec la bouche, Je vois avec les yeux, Je parle français avec la bouche.</i> b) Ask and answer questions about the head in French. c) Apply vocabulary to describe themselves and others.	Learners will work in pairs to practice asking and answering questions about the head using vocabulary learned.	- How can we describe the parts of our head in French? - How do we use these words in a sentence?	Flashcards, body part diagrams	Pair work, oral responses	
7	1	LISTENING AND SPEAKING Simple Instructions	Instructions générales	By the end of the lesson, the learner should be able to: a) Understand and follow simple instructions in French. b) Use basic verbs and phrases to give instructions. For example <i>Écoutez!, Regardez!, Levez-vous!, Asseyez-vous!</i> c) Respond to instructions appropriately.	Learners will practice giving and following simple instructions in French, in pairs or groups.	- How do we give instructions in French? - How do we respond to instructions?	Instruction cards, role-play materials	Role play, peer assessment	



	2	LISTENING AND SPEAKING Simple Instructions	Instructions dans la salle de classe	By the end of the lesson, the learner should be able to: a) Understand instructions given in the classroom such as <i>Ouvrez!, Lisez!, Écrivez!, Dessinez!, Répétez!, Répondez!</i> b) Respond to classroom instructions with appropriate actions. c) Give instructions to others in French.	Learners will follow and give classroom instructions, such as "stand up," "sit down," etc.	- What are common classroom instructions in French? - How do we use these in the classroom?	Flashcards with instructions	Practical demonstration, oral quiz	
8	1	LISTENING AND SPEAKING Simple Instructions	Répondre à des instructions	By the end of the lesson, the learner should be able to: a) Listen carefully and respond to simple instructions by using <i>D'accord, Je comprends, Je ne comprends pas, Oui, Non</i> b) Use appropriate verbs when responding. c) Practice using French instructions in context.	Learners will listen to and respond to simple French instructions from the teacher.	- How do we respond to instructions in French? - How do we understand verbal instructions in French?	Flashcards, command phrases	Oral responses, group activity	
	2	LISTENING AND SPEAKING Simple Instructions	Un dialogue avec des instructions et des réponses en classe	By the end of the lesson, the learner should be able to: a) Participate in dialogues that involve instructions and responses.	Learners will create and perform short dialogues using instructions	- How can we create a dialogue using instructions? - What vocabulary do we need for	Dialogue scripts, flashcards	Oral presentations, peer review	



				b) Use simple phrases for giving and receiving instructions. c) Practice dialogues with peers.	and responses.	giving instructions?			
9	1 & 2	MID-TERM II ASSESSMENT & MID-TERM II BREAK							
10	1	LISTENING AND SPEAKING Expressing Wishes	Souhails d'anniversaire	By the end of the lesson, the learner should be able to: a) Express birthday wishes in French. b) Use common expressions such as <i>Joyeux anniversaire!</i> and <i>Bon anniversaire!</i> c) Respond to birthday wishes appropriately.	Learners will practice saying birthday wishes in French, using dialogues and role play.	- How do we wish someone a happy birthday in French? - What other phrases can we use for birthdays?	Birthday greeting flashcards, songs	Oral practice, role play	
	2	LISTENING AND SPEAKING Expressing Wishes	Chanter une chanson de joyeux anniversaire	By the end of the lesson, the learner should be able to: a) Sing the " <i>Joyeux anniversaire</i> " song in French. b) Understand the song's lyrics and meaning. c) Join in group singing activities.	Learners will learn and sing the French birthday song " <i>Joyeux anniversaire</i> ."	- What does the song " <i>Joyeux anniversaire</i> " mean? - How do we sing it in French?	Audio clip of the song, lyrics	Singing, group activity	
11	1	LISTENING AND SPEAKING	Souhails d'examen	By the end of the lesson, the learner should be able to: a) Express good wishes for exams in French.	Learners will practice expressing good luck wishes for	- How do we say "Good luck" in French? - What are other ways to wish	Flashcards, phrase lists	Oral practice, pair work	



		Expressing Wishes		b) Use phrases such as <i>Bonne chance!</i> , <i>Bonne courage!</i> and <i>Bonne réussite!</i> c) Practice saying wishes for exams with peers.	exams in French.	someone well for exams?			
	2	LISTENING AND SPEAKING Expressing Wishes	Souhails de vacances	By the end of the lesson, the learner should be able to: a) Express vacation wishes in French. b) Use phrases like <i>Bonne vacances!</i> , <i>Joyeux Noël!</i> , <i>Bonne année!</i> , <i>Joyeuse Saint-Valentin!</i> , <i>Profite bien!</i> c) Respond to vacation wishes appropriately.	Learners will practice saying vacation wishes and responses in French.	- What phrases do we use to wish someone a good vacation? - How can we respond to vacation wishes?	Flashcards, dialogue cards	Oral responses, role play	
12	1	LISTENING AND SPEAKING Expressing Wishes	Souhails d'une récupération rapide	By the end of the lesson, the learner should be able to: a) Express wishes for a quick recovery in French. b) Use expressions such as <i>Bon rétablissement!</i> , <i>Soigne-toi bien!</i> , <i>Guéris vite!</i> c) Practice using these phrases in different contexts.	Learners will practice wishing someone a speedy recovery in French.	- How do we say 'Get well soon' in French? - What phrases are used to wish someone quick recovery?	Flashcards, role-play cards	Role play, oral practice	



	2	READING AND WRITING Foods and Drinks	Les nourritures	By the end of the lesson, the learner should be able to: a) Identify and name various foods and drinks in French. For example <i>le riz, la viande, le poulet, les frites, l'ougali, le poisson, les chapatis</i> b) Write about their favorite foods and drinks. c) Practice reading and pronouncing food vocabulary.	Learners will read a text about foods and drinks and write about their favorites.	- What are some common foods and drinks in French? - How do we talk about our food preferences in French?	Food vocabulary flashcards, reading texts	Reading comprehens ion, writing task	
13	1 & 2	REVISION & END TERM II ASSESSMENT							
14	1 & 2								