



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 5 FRENCH

We ek	Lesso n	Strand	Sub strand	Specific Learning Outcomes	Learning Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflect ion
1	1 & 2	OPENING AND RECEIVING LEARNERS							
2	1	LISTENING AND SPEAKING Two-task instructions	Répondre à des instructions	By the end of the lesson, the learner should be able to: a) Respond to two-step instructions in French. b) Demonstrate understanding through actions. For example: <i>Ouvre la porte et ferme la fenêtre. Ecoutez et répétez.</i> c) Use phrases to ask for clarification in French.	Learners follow two- step instructions and act them out.	How do we respond to instructions in French? What do you do when you don't understand the instructions?	Flashcards, instruction cards	Oral questions, observation	
	2	LISTENING AND SPEAKING Two-task instructions	Dialogues avec des instructions	By the end of the lesson, the learner should be able to: a) Ask and respond to two-step instructions in French. b) Practice dialogues with instructions.	Learners perform role plays based on two-step instructions.	How can you give instructions in French? What is the most effective way to understand	Role play cards, flashcards	Peer assessment, role play	



				c) Correctly use imperative verbs in dialogues. For example: <i>Donne-moi le livre. Va à la porte.</i>		two-step instructions?			
3	1	READING AND WRITING My body	Les parties du corps	By the end of the lesson, the learner should be able to: a) Name parts of the body in French. For example: <i>la tête, les bras, les jambes</i> b) Label a diagram of the body. c) Use " <i>C'est</i> " and " <i>Il/Elle est</i> " to describe body parts.	Learners label a diagram and practice describing body parts in pairs.	What are the names of the body parts in French? How do we describe body parts using " <i>C'est</i> " and " <i>Il/elle est</i> "?	Body part flashcards, diagram worksheets	Written quiz, oral recitation	
	2	READING AND WRITING My body	Parties du corps + être + infinitif	By the end of the lesson, the learner should be able to: a) Use the verb " <i>être</i> " (to be) with body parts. b) Form sentences using body parts and verbs. For example: <i>Ma tête est pour penser. Mes yeux sont pour voir. Mon nez est pour sentir. Mes joues sont pour sourire. Mes oreilles sont pour écouter. Ma bouche est pour manger.</i>	Learners create sentences using " <i>être</i> " and body parts.	How do we use " <i>être</i> " to describe actions with body parts?	Flashcards, verb charts	Written sentences, peer review	



4	1	LISTENING AND SPEAKING Expressing wishes	Souhails d'anniversaire	By the end of the lesson, the learner should be able to: a) Sing the " <i>Joyeux Anniversaire</i> " song in French. b) Express birthday wishes in French. For example: <i>Joyeux anniversaire, Heureux anniversaire</i> c) Write a birthday card in French.	Learners sing the birthday song and write birthday wishes.	How do we wish someone a happy birthday in French?	Birthday cards, audio clips of birthday song	Oral recitation, written wishes	
	2	LISTENING AND SPEAKING Expressing wishes	Souhails d'examen	By the end of the lesson, the learner should be able to: a) Express good luck wishes in French. b) Use appropriate phrases to wish others success. For example: <i>Bon chance!, Bon courage!, Réussis ton examen!</i> c) Write an exam wish note in French.	Learners practice giving exam wishes in groups.	How do we wish someone good luck in French?	Flashcards, exam cards	Peer review, written notes	
	1	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. For example: <i>Bonne vacances!, Joyeux Noël!, Bon Ramadan!, Joyeuse</i>	Learners practice asking about vacation plans and giving wishes.	How do we wish someone a good vacation in French?	Flashcards, vacation postcards	Oral presentation , written response	



				<p><i>Pâques!, Bonne année!</i></p> <p>b) Ask about vacation plans in French. <i>Où vas-tu en vacances?</i></p> <p>c) Write a vacation wish in French.</p>					
	2	<p>LISTENING AND SPEAKING</p> <p>Expressing wishes</p>	<p>Souhais d'une récupération rapide</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Express wishes for a speedy recovery. For example: <i>Bon guérison!, Bon rétablissement! Repose-toi bien!</i></p> <p>b) Use phrases to wish someone good health.</p> <p>c) Write a get well note in French.</p>	<p>Learners role-play giving get well wishes.</p>	<p>How do we wish someone a speedy recovery in French?</p>	<p>Flashcards with health-related phrases</p>	<p>Role play, written notes</p>	
6	1	<p>READING AND WRITING</p> <p>Expressing likes and dislikes</p>	<p>Comment exprimer les goûts et les dégoûts</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Express likes and dislikes about food in French.</p> <p>b) Use '<i>J'aime</i>' and '<i>Je n'aime pas</i>' to express preferences.</p> <p>c) Write sentences about food preferences. For example: <i>J'aime les pommes. Je n'aime pas les épinards.</i></p>	<p>Learners practice expressing food preferences and write sentences.</p>	<p>How do we talk about what we like and dislike in French?</p>	<p>Food flashcards, preference surveys</p>	<p>Written sentences, oral questions</p>	



	2	READING AND WRITING Expressing likes and dislikes	Les animaux de compagnie	By the end of the lesson, the learner should be able to: a) Express likes and dislikes about pets in French. b) Use " <i>J'aime</i> " and " <i>Je n'aime pas</i> " with animals. c) Share their pet preferences with a partner. For example: <i>J'aime les chiens. Je n'aime pas les chats.</i>	Learners share and discuss their pet preferences in pairs.	How do we talk about animals we like or dislike in French?	Pet flashcards, animal toys	Peer discussion, oral recitation	
7	1	READING AND WRITING Expressing likes and dislikes	Les loisirs	By the end of the lesson, the learner should be able to: a) Express likes and dislikes about hobbies. b) Use " <i>J'aime</i> " and " <i>Je n'aime pas</i> " for hobbies. c) Write a short paragraph about their hobbies. For example: <i>J'aime jouer au foot. Je n'aime pas lire.</i>	Learners discuss hobbies and write about them.	How do we talk about our hobbies and interests in French?	Hobbies flashcards, hobby lists	Written paragraph, peer feedback	
	2	READING AND WRITING Days of the week, months,	Les jours de la semaine	By the end of the lesson, the learner should be able to: a) Identify and say the days of the week in French such as <i>lundi</i> , <i>mardi</i> , <i>mercredi</i> ,	Learners practice saying and writing the days of the week in French.	What are the days of the week in French?	Days of the week flashcards, calendar	Oral quiz, written activity	



		dates and events		<i>jeudi, vendredi, samedi, dimanche</i> b) Practice writing and saying the days of the week. c) Use days of the week in simple sentences.					
8	1	READING AND WRITING Days of the week, months, dates and events	Les mois de l'année	By the end of the lesson, the learner should be able to: a) Identify and say the months of the year in French: <i>janvier, Février, mars, avril, mai, juin, Juillet, août, septembre, octobre, novembre, décembre</i> b) Practice writing and saying the months of the year. c) Use months in sentences.	Learners practice saying and writing the months of the year in French.	What are the months of the year in French?	Month flashcards, calendar	Oral quiz, written activity	
	2	READING AND WRITING Days of the week, months, dates and events	Comment donner la date	By the end of the lesson, the learner should be able to: a) Ask and answer questions about the date in French. <i>Quelle est la date aujourd'hui? Quel jour sommes-nous aujourd'hui?</i> b) Use the structure " <i>Aujourd'hui, c'est...</i> " to give the date.	Learners practice asking and answering questions about the date.	How do we say the date in French?	Flashcards with date structures, calendar	Oral quiz, written activity	



				c) Write the date in French.					
9	1 & 2	MID-TERM II ASSESSMENT & MID-TERM II BREAK							
10	1	READING AND WRITING Days of the week, months, dates and events	Les moments du jour	By the end of the lesson, the learner should be able to: a) Identify parts of the day in French. For example: <i>le matin, le midi, l'après-midi, le soir, la nuit, le minuit</i> b) Use the phrases to describe daily routines. c) Write about their daily routine.	Learners practice describing parts of the day.	What are the parts of the day in French?	Flashcards with parts of the day	Written response, oral practice	
	2	READING AND WRITING Days of the week, months, dates and events	Occasions spéciales et jours fériés	By the end of the lesson, the learner should be able to: a) Identify special occasions and holidays in French. b) Discuss their favorite holidays. c) Write about their special occasions in French.	Learners share and discuss their favorite holidays in French.	How do we talk about holidays and special occasions in French?	Flashcards, holiday posters	Written sentences, group discussion	
11	1	READING AND WRITING Days of the week, months,	Organiser les activités dans une séquence logique	By the end of the lesson, the learner should be able to: a) Organize events in chronological order in French.	Learners organize events and activities into a sequence.	How do we sequence events in French?	Sequencing cards, schedule charts	Oral presentation, written task	



		dates and events		b) Use the correct time-related vocabulary. c) Write about an organized schedule in French.					
	2	LISTENING AND SPEAKING Shops and restaurants	Au magasin et au supermarché	By the end of the lesson, the learner should be able to: a) Name common items found in the shop and supermarket. For example: <i>la confiture, la farine, le chocolat, le lait, le miel, le riz, le sucre, le yaourt</i> b) Ask for items in the shop and supermarket. c) Practice a store dialogue in French.	Learners role play a shopping dialogue using common items in French.	How do we talk about shopping in French?	Store flashcards, role play cards	Role play, peer feedback	
12	1	LISTENING AND SPEAKING Shops and restaurants	Au marché: les fruits et les légumes	By the end of the lesson, the learner should be able to: a) Name different fruits and vegetables in French. For example: <i>une pomme, une banane, une orange, une poire, une pêche, un ananas, une pastèque, un pamplemousse</i> b) Practice asking for fruits and vegetables. c) Practice a market dialogue in French.	Learners role-play market dialogues using fruits and vegetables.	How do we buy fruits and vegetables in French?	Fruit and vegetable flashcards	Oral dialogue, peer feedback	



	2	LISTENING AND SPEAKING Shops and restaurants	Les expressions de quantité ; phrases avec des expressions de quantité	By the end of the lesson, the learner should be able to: a) Use expressions of quantity in French. For example: <i>deux,</i> <i>cinq cents, un demi,</i> <i>un quart, beaucoup</i> <i>de, peu de, trop de,</i> <i>un verre de, un litre</i> <i>de, une bouteille de,</i> <i>une douzaine de, une</i> <i>centaine de</i> b) Apply these expressions in dialogues. c) Write sentences using quantity expressions.	Learners practice using quantity expressions in context.	How do we talk about quantity in French?	Flashcards with quantity expressions	Written exercise, oral practice	
13	1 & 2	REVISION & END TERM II ASSESSMENT							
14	1 & 2								