



# DOYEN PUBLISHERS

## SCHEMES OF WORK TERM II 2025

### GRADE 6 FRENCH

We ek	Lesso n	Strand	Sub Strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflect ion
1	1 & 2	<b>OPENING AND RECEIVING LEARNERS</b>							
2	1	LISTENING AND SPEAKING  Expressing admiration	La politesse	By the end of the lesson, the learner should be able to: a) Understand and use basic polite expressions. b) Recognize when to use " <i>s'il vous plaît</i> " and " <i>merci</i> ". c) Express gratitude and appreciation in French.	Learners engage in listening exercises to hear polite expressions and then practice using them in dialogues with partners.	How do we express politeness in French?	Audio clips, role-play cards	Oral questioning, role-play practice	
	2	LISTENING AND SPEAKING  Multitask instructions	Giving multitask instructions	By the end of the lesson, the learner should be able to: a) Give clear multitask instructions in French. b) Use sequencing words such as <i>d'abord</i> , and	Learners practice giving and following instructions in French using sequencing words, working in pairs and small groups.	How do we give instructions in French? What sequencing words can we use?	Instruction cards, flashcards	Peer assessment, group feedback	



				<i>ensuite</i> to organize tasks. c) Demonstrate ability to give and follow instructions in French.					
3	1	LISTENING AND SPEAKING  Multitask instructions	Responding to multitask instructions	By the end of the lesson, the learner should be able to: a) Respond accurately to multitask instructions in French. b) Use appropriate vocabulary to indicate understanding. c) Ask for clarification when necessary.	Learners listen to and respond to given multitask instructions in French. They practice both comprehension and clarification.	How do we respond to multitask instructions in French?	Instruction audio, response cards	Oral exercises, pair work	
	2	LISTENING AND SPEAKING  Multitask instructions	Interpreting instructions by performing given tasks	By the end of the lesson, the learner should be able to: a) Interpret and perform multitask instructions correctly. b) Follow sequences of instructions without error. c) Work collaboratively to complete tasks.	Learners interpret and carry out tasks based on instructions in French. They work in groups to complete a series of tasks.	How do we interpret instructions in French?	Task cards, group instructions	Group work, practical assessment	



4	1	LISTENING AND SPEAKING  My surroundings ; Mon école	Les salles et bâtiments trouvés à l'école	By the end of the lesson, the learner should be able to: a) Name different rooms and buildings in a school in French. b) Use correct prepositions to describe the location of buildings. c) Identify the functions of different school rooms.	Learners explore a map of a school and practice describing rooms and buildings using French vocabulary and prepositions.	What are the names of the rooms and buildings in a school? How do we describe their locations?	School map, flashcards	Oral description, peer assessment	
	2	LISTENING AND SPEAKING  My surroundings ; Mon école	Les personnes trouvées à l'école	By the end of the lesson, the learner should be able to: a) Name various people found in a school (e.g., teacher, student, principal) in French. b) Use the correct forms of address for people in a school. c) Describe roles and responsibilities of school staff.	Learners match people with their roles in the school and practice dialogues about the people in a school.	Who are the people in our school and what are their roles?	School personnel flashcards, role play cards	Role play, group discussion	
	1	LISTENING AND SPEAKING	Les prépositions de lieu	By the end of the lesson, the learner should be able to:	Learners practice using prepositions of place to describe the locations of	How do we use prepositions	Preposition charts, object	Pair work, oral questioning	



		My surroundings ; Mon école		a) Use prepositions of place correctly in sentences. b) Describe locations of objects in a room. c) Use phrases like <i>à côté de, sur</i> and <i>sous</i>	objects in a classroom or their surroundings.	of place in French?	placement activities		
	2	LISTENING AND SPEAKING	HOLIDAY WISHES (Souhaits d'anniversaire)	By the end of the lesson, the learner should be able to: a) Use French expressions for wishing someone a happy birthday. b) Sing a French birthday song. c) Give birthday wishes in both formal and informal contexts.	Learners practice saying and writing birthday wishes in French. They also learn and sing the French birthday song "Joyeux anniversaire".	How do we wish someone a happy birthday in French? What is the French birthday song?	Birthday flashcards, song lyrics	Oral presentation , singing activity	
6	1	LISTENING AND SPEAKING  Holiday wishes	Chanter une chanson de joyeux anniversaire	By the end of the lesson, the learner should be able to: a) Sing the French birthday song correctly. b) Use birthday-related vocabulary in a sentence. c) Practice wishing a happy birthday in different contexts.	Learners practice singing the "Joyeux anniversaire" song and apply the vocabulary in small group celebrations.	How do we sing the French birthday song? What vocabulary do we use for birthdays in French?	Song lyrics, flashcards	Group performance , peer feedback	



	2	LISTENING AND SPEAKING  Holiday wishes	Souhails d'examen	By the end of the lesson, the learner should be able to: a) Wish someone good luck for an exam in French. b) Use expressions like " <i>Bonne chance</i> " and " <i>Je te souhaite bonne réussite</i> ". c) Understand and use appropriate phrases for exam wishes.	Learners practice wishing classmates good luck in French, using different phrases and scenarios.	How do we wish someone good luck in French?	Flashcards, role play materials	Peer assessment, oral questioning	
7	1	LISTENING AND SPEAKING  Holiday wishes	Souhails de vacances	By the end of the lesson, the learner should be able to: a) Wish someone a good holiday in French. b) Use phrases like " <i>Bonnes vacances</i> " and " <i>Profite bien de tes vacances</i> ". c) Ask and answer questions about holiday plans in French.	Learners engage in conversations about their holiday plans, wishing each other a good vacation in French.	What expressions are used to wish someone a good holiday in French?	Holiday wish flashcards, holiday plan sheets	Pair work, oral presentation	
	2	LISTENING AND SPEAKING  Holiday wishes	Souhails d'une récupération rapide	By the end of the lesson, the learner should be able to: a) Wish someone a speedy recovery in French.	Learners practice expressing sympathy and wishing for a speedy recovery in	How do we wish someone a speedy recovery in French?	Flashcards, role play cards	Role play, peer feedback	



				b) Use phrases like " <i>Je te souhaite un prompt rétablissement</i> ". c) Practice using expressions of sympathy in French.	French through role play and dialogues.				
8	1	LISTENING AND SPEAKING  Le transport	Moyens de transport	By the end of the lesson, the learner should be able to: a) Name various modes of transportation in French. b) Describe preferences for transportation. c) Understand vocabulary related to transportation.	Learners practice naming and describing different transportation methods in French through matching and speaking exercises.	What modes of transportation do we know in French? How do we describe our preferred modes of transport?	Transport flashcards, video clips	Oral questioning, group discussion	
	2	LISTENING AND SPEAKING  Le transport	Exprimer les dégoûts pour les moyens de transport	By the end of the lesson, the learner should be able to: a) Express dislikes about transportation methods in French. b) Use phrases like " <i>Je n'aime pas...</i> " or " <i>Je déteste...</i> " correctly. c) Explain reasons for their preferences in French.	Learners discuss which modes of transport they dislike and practice using " <i>Je n'aime pas...</i> " and " <i>Je déteste...</i> " in context.	How do we express dislike for transport methods in French?	Transport vocabulary charts, sentence cards	Oral presentation, group feedback	



9	1 & 2	<b>MID-TERM II ASSESSMENT &amp; MID-TERM II BREAK</b>							
10	1	LISTENING AND SPEAKING  Le transport	Vocabulaires de directions	By the end of the lesson, the learner should be able to: a) Understand and use vocabulary for directions in French. b) Give directions using words like <i>tournez, allez, devant.</i> c) Interpret directions given in French.	Learners practice giving and following directions using maps and dialogues.	How do we ask and give directions in French?	Direction flashcards, maps	Pair work, oral questioning	
	2	LISTENING AND SPEAKING  Le transport	Comment donner les directions	By the end of the lesson, the learner should be able to: a) Give clear directions in French. b) Use prepositions and verbs correctly in giving directions. c) Practice giving directions in real-life contexts.	Learners role-play situations where they give and receive directions in French, working with maps or visual aids.	How can we improve giving directions in French?	Flashcards, visual aids	Oral practice, role play	
11	1	LISTENING AND SPEAKING  Time and hobbies	Comment donner l'heure	By the end of the lesson, the learner should be able to: a) Tell the time in French.	Learners practice telling the time in French, using different times of the day and asking for the time.	How do we tell the time in French?	Clock models, time flashcards	Oral questioning, peer feedback	



				b) Use expressions like " <i>Il est...</i> " and " <i>Il est midi</i> " correctly. c) Ask and answer questions about the time.					
	2	LISTENING AND SPEAKING  Time and hobbies	Giving times of different actions or activities	By the end of the lesson, the learner should be able to: a) Give times for different actions or activities in French. b) Use time-related expressions like " <i>à 10 heures</i> " or " <i>le matin</i> ". c) Understand context-based time expressions.	Learners discuss their daily schedules in French, using the correct time expressions for various activities.	How do we express times for activities in French?	Time schedule charts, daily activity sheets	Pair work, oral questioning	
12	1	LISTENING AND SPEAKING  Time and hobbies	Expressing likes on hobbies	By the end of the lesson, the learner should be able to: a) Express likes for hobbies in French. b) Use phrases like " <i>J'aime...</i> " and " <i>Je préfère...</i> ". c) Describe why they like or dislike certain hobbies.	Learners discuss their favorite hobbies in French, practicing phrases like " <i>J'aime...</i> " and " <i>Je préfère...</i> ".	What are some common hobbies and how do we talk about them in French?	Hobby flashcards, sentence templates	Group discussion, oral presentation	
	2	LISTENING AND SPEAKING	Expressing dislikes on hobbies	By the end of the lesson, the learner should be able to:	Learners practice discussing hobbies they dislike, using " <i>Je n'aime pas...</i> "	How do we express dislikes about	Hobby vocabulary, dialogue cards	Pair work, group feedback	





		Time and hobbies		a) Express dislikes about hobbies in French. b) Use phrases like " <i>Je n'aime pas...</i> " or " <i>Je déteste...</i> ". c) Explain why they dislike certain hobbies.	and " <i>Je déteste...</i> " phrases in dialogues.	hobbies in French?			
13	1 & 2	<b>REVISION &amp; END TERM I ASSESSMENT</b>							
14	1 & 2								