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SCHEMES OF WORK TERM II 2025

GRADE 8 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	LISTENING AND SPEAKING My surroundings	Demander la direction d'endroits	By the end of the lesson, the learner should be able to: a) Ask for directions to various places in French. b) Use basic question phrases like <i>Où est...?</i> and <i>Comment aller à...?</i> c) Understand how to ask about locations.	Learners will practice asking for directions to places like <i>l'école, le parc, and le supermarché</i> using target language.	How do you ask for directions in French? What are the important questions when giving directions?	Flashcards, role-play cards, maps	Oral questioning, pair work, group practice	
	2	LISTENING AND SPEAKING My surroundings	Vocabulaires pour donner la direction	By the end of the lesson, the learner should be able to: a) Use vocabulary to give directions. b) Understand and respond to	Learners will practice giving directions using vocabulary such as <i>à gauche, à droite, tout droit, and près de.</i>	What vocabulary is used for giving directions in French? How do you respond when asked for directions?	Flashcards, maps, pictures of places	Oral activity, written exercise, role play	



				<p>questions about directions.</p> <p>c) Identify key landmarks in the neighborhood.</p>					
3	1	<p>READING AND WRITING</p> <p>My surroundings</p>	Expressions pour donner la direction	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Understand and use expressions like <i>prenez à gauche, tournez à droite</i> for giving directions.</p> <p>b) Identify useful expressions in written French.</p> <p>c) Formulate sentences to guide someone.</p>	Learners will read and write sentences using the expressions to describe directions in various contexts.	<p>What are some useful expressions for giving directions in French?</p> <p>How do we use expressions in giving directions?</p>	Worksheets , maps, flashcards, sentence strips	Written quiz, pair activity, sentence formation	
	2	<p>READING AND WRITING</p> <p>My surroundings</p>	Exemples de textes avec les directions	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Read texts containing directions.</p> <p>b) Answer questions about directions in the text.</p> <p>c) Summarize directions in French.</p>	Learners will read a short text with directions and answer comprehension questions based on the information.	<p>How do we understand written directions in French?</p> <p>What information is usually included in directions?</p>	Short text excerpts, worksheets , maps	Reading comprehension questions, group discussion, oral review	



4	1	LISTENING AND SPEAKING My surroundings	Dire où tu vas et ce que tu vas faire	By the end of the lesson, the learner should be able to: a) Describe where they are going in French. b) Use future tense to explain what they are going to do. c) Formulate basic sentences about plans.	Learners will practice telling others where they are going and what they are going to do. For example : <i>Je vais au parc, Je vais faire du shopping, Je vais à l'école.</i>	How do you describe your plans in French? How do you express future intentions?	Flashcards, sentence cards, role- play scenarios	Oral role- play, written sentences, group activity	
	2	LISTENING AND SPEAKING My surroundings	Dire où quelqu'un va et ce qu'il va faire	By the end of the lesson, the learner should be able to: a) Describe where someone else is going. b) Use the structure " <i>Il/elle va...</i> " to express someone else's plans. c) Use proper pronouns and verbs.	Learners will practice asking and answering questions about other people's plans. For example: <i>Où va- t-il? Elle va au cinéma.</i>	How do you describe someone else's plans in French? How does the pronoun change?	Flashcards, sentence examples, worksheets	Pair work, role play, oral questioning	
5	1	LISTENING AND SPEAKING Food and drinks; In the kitchen	La cuisine	By the end of the lesson, the learner should be able to: a) Name various parts of the kitchen in French. b) Understand vocabulary	Learners will practice identifying different parts of the kitchen and related vocabulary such as <i>le four, le réfrigérateur.</i>	What are the different parts of a kitchen in French? How do you describe these areas?	Flashcards, pictures of kitchens, kitchen tools	Oral activity, group practice, flashcard review	



				related to cooking areas c) Practice using the vocabulary in context.					
	2	LISTENING AND SPEAKING Food and drinks; In the kitchen	Les repas	By the end of the lesson, the learner should be able to: a) Identify different meals and eating times in French. b) Use phrases to describe meal times. c) Practice asking about meals and eating habits.	Learners will learn to describe different meals of the day and ask questions about eating habits <i>Qu'est-ce que tu manges au petit déjeuner?</i>	What are the meals of the day in French? How do you talk about food in French?	Flashcards, meal time charts, role-play scenarios	Oral questioning, pair work, group discussion	
6	1	LISTENING AND SPEAKING Food and drinks; In the kitchen	Les boissons	By the end of the lesson, the learner should be able to: a) Name common drinks in French. b) Ask about drinks in different settings. c) Use proper expressions for ordering drinks.	Learners will practice using phrases for ordering drinks and discussing their favorite beverages e.g. <i>Je veux de l'eau, Il boit du jus.</i>	What drinks do you like in French? How do you order drinks in French?	Flashcards, role-play cards, drink menu	Oral role-play, written activity, group questioning	
	2	LISTENING AND SPEAKING Food and drinks; In the kitchen	Les ustensiles	By the end of the lesson, the learner should be able to: a) Name common kitchen utensils in French. b) Practice using kitchen	Learners will practice naming utensils and using them in short dialogues e.g. <i>Je coupe avec un couteau, Je mets la soupe</i>	What kitchen utensils do you know in French? How do you use these in cooking?	Flashcards, kitchen tool pictures, role-play materials	Oral activity, group discussion, vocabulary quiz	



				vocabulary in cooking-related activities. c) Describe the function of different utensils.	<i>dans une casserole.</i>				
7	1	LISTENING AND SPEAKING Food and drinks; In the kitchen	Les ingrédients	By the end of the lesson, the learner should be able to: a) Name common ingredients used in cooking. b) Ask for ingredients in French. c) Understand ingredient-related vocabulary in recipes.	Learners will practice asking for ingredients and discussing recipes using the appropriate vocabulary e.g. <i>Il faut de la farine, Nous avons besoin de tomates.</i>	What are the key ingredients in cooking and how do you name them in French?	Flashcards, ingredient cards, recipe examples	Oral questioning, group activity, written exercise	
	2	READING AND WRITING Food and drinks; In the kitchen	Épices pour cuisiner	By the end of the lesson, the learner should be able to: a) Identify common spices used in French cooking. b) Use spices' names in context. c) Write sentences using spice-related vocabulary.	Learners will read and write sentences using different spices in cooking e.g. <i>Je mets du sel, Nous avons besoin de poivre.</i>	What spices are commonly used in French cooking? How do you incorporate spices in sentences?	Flashcards, recipe cards, worksheets	Written exercise, oral questioning, role play	



8	1	READING AND WRITING Food and drinks; In the kitchen	Les verbes associés par la cuisine	By the end of the lesson, the learner should be able to: a) Understand and use common verbs associated with cooking. b) Write sentences using cooking verbs such as <i>couper, mélanger, cuire, batter, chauffer</i> c) Recognize these verbs in French recipes.	Learners will practice writing and speaking using cooking verbs in context e.g. <i>Je coupe les légumes, Nous mélangeons les ingrédients.</i>	What verbs are used in cooking? How do you use them to describe cooking actions in French?	Flashcards, verb charts, recipe books	Oral practice, written sentences, group activity	
	2	READING AND WRITING Food and drinks; In the kitchen	Préparation initiale	By the end of the lesson, the learner should be able to: a) Describe initial preparations in cooking. For example <i>préchauffer, laver, éplucher, couper, mélanger, battre, pétrir</i> b) Use verbs related to preparation in French. c) Understand and use cooking instructions.	Learners will practice describing the steps in preparing food, such as cutting vegetables or washing ingredients. For example ; <i>Je lave les légumes, Je coupe les pommes de terre.</i>	What are the first steps in preparing a meal? How do you describe preparation in French?	Flashcards, worksheets , cooking videos	Oral questioning, group discussion, written exercises	
9	1 & 2	MID-TERM II ASSESSMENT & MID-TERM II BREAK							



10	1	LISTENING AND SPEAKING Food and drinks; In the kitchen	Cuisson (Cooking)	By the end of the lesson, the learner should be able to: a) Describe the process of cooking in French. <i>faire chauffer, faire mijoter, faire bouillir, cuire à feu doux, griller, rôtir, frire</i> b) Understand and use cooking- related vocabulary in context. c) Ask and answer questions related to cooking.	Learners will practice discussing cooking processes using the vocabulary e.g. <i>Je fais cuire les légumes, Il cuit le poisson.</i>	What are the steps involved in cooking and how do you express them in French?	Flashcards, cooking video clips, recipe instructions	Oral questioning, role play, written quiz	
	2	LISTENING AND SPEAKING Food and drinks; In the kitchen	Assemblage (Assembly)	By the end of the lesson, the learner should be able to: a) Describe the process of assembling food in French. <i>étaler, rouler, plier, empiler, verser, ajouter</i> b) Practice using related verbs and expressions. c) Understand sequencing in food preparation.	Learners will practice describing the assembly of dishes using appropriate French terms e.g. <i>J'assemble les ingrédients, Nous préparons le plat.</i>	What is involved in assembling food and how do you express it in French?	Flashcards, pictures of dishes, role-play materials	Oral practice, group work, written questions	



11	1	LISTENING AND SPEAKING Food and drinks; In the kitchen	Finition (Finishing)	By the end of the lesson, the learner should be able to: a) Understand how to finish a cooking process in French. <i>server, dresser, décorer, arroser, garnir</i> b) Use vocabulary related to finishing the meal. c) Describe final touches in French cooking.	Learners will practice using French terms for finishing dishes e.g. <i>Je garnis le plat, Il ajoute de l'huile.</i>	How do you finish preparing food in French? What words are associated with finishing a dish?	Flashcards, cooking video clips, recipe books	Oral questioning, pair work, written exercise	
	2	LISTENING AND SPEAKING Food and drinks; In the kitchen	Les expressions de la cuisine	By the end of the lesson, the learner should be able to: a) Use common cooking expressions in French. b) Understand and practice cooking idioms and expressions. c) Apply these expressions in role plays and real-life situations.	Learners will use common expressions like <i>mettre à feu doux, ajouter de l'huile and laisser mijoter</i> in conversations and cooking scenarios.	What cooking expressions are used in French and how do they help describe food preparation?	Flashcards, video examples, role play scenarios	Oral activity, group practice, written expressions	
12	1	READING AND WRITING	Préparation initiale	By the end of the lesson, the learner should be able to:	learners will write descriptions of food preparation	What vocabulary is essential when describing	Flashcards, recipe cards, worksheets	Written sentences, group feedback	



		Food and drinks; In the kitchen		a) Review and write about initial preparation steps in French. b) Write sentences about cooking steps. c) Use the vocabulary in written form.	steps and review them in pairs.	food preparation in French?			
	2	READING AND WRITING Food and drinks; In the kitchen	Cuisson	By the end of the lesson, the learner should be able to: a) Write about cooking steps. b) Use French cooking verbs. c) Complete a recipe in writing.	Learners will write out and describe the steps for cooking a meal in French, using appropriate verbs.	What verbs and phrases are necessary for describing cooking processes in French?	Flashcards, recipe sheets, worksheets	Written task, group work, class discussion	
13	1 & 2	REVISION & END TERM II ASSESSMENT							
14	1 & 2								