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SCHEMES OF WORK TERM II 2025

GRADE 9 FRENCH

We ek	Les son	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 Les animaux à la campagne	Les animaux domestiques	By the end of the lesson, the learner should be able to: a) Name common domestic animals in French. b) Identify characteristics of these animals. c) Use adjectives to describe domestic animals.	Learners will listen to recordings of domestic animals, identify them and practice using adjectives to describe them.	What animals are considered domestic in French- speaking cultures? How do we describe them in French?	Flashcards, audio clips, animal pictures	Listening comprehension, oral responses, matching activities	
	2	LISTENING AND SPEAKING Les animaux à la campagne	Décrire les animaux domestiques avec des adjectifs	By the end of the lesson, the learner should be able to: a) Use adjectives to describe the appearance of domestic animals.	Learners will practice describing domestic animals in pairs, using adjectives and comparing different animals.	How do we use adjectives to describe animals in French? What are some common	Flashcards, animal pictures, adjective lists	Oral practice, pair work, written sentences	



				b) Form sentences describing animals with adjectives. c) Compare animals using adjectives.		adjectives used for animals?			
3	1	LISTENING AND SPEAKING Les animaux à la campagne	Les animaux sauvages	By the end of the lesson, the learner should be able to: a) Name common wild animals in French. b) Identify characteristics of these animals. c) Use adjectives to describe wild animals.	Learners will listen to recordings of wild animals, identify them and describe them using adjectives.	What animals are considered wild in French-speaking cultures? How do we describe them in French?	Flashcards, audio recordings, animal pictures	Listening comprehension, group discussion, written exercises	
	2	READING AND WRITING Les animaux à la campagne	Décrire les animaux sauvages avec «avoir»	By the end of the lesson, the learner should be able to: a) Use the verb «avoir» to describe wild animals. b) Write sentences describing wild animals with «avoir» c) Practice using «avoir» in context.	Learners will read a description of wild animals and then write their own descriptions using «avoir» to indicate characteristics.	How do we use «avoir» to describe animals in French? What are the differences between describing domestic and wild animals?	Worksheets, animal descriptions, verb charts	Written sentences, peer review, group discussion	



4	1	READING AND WRITING Les animaux à la campagne	Comment prendre soin des animaux	By the end of the lesson, the learner should be able to: a) List steps to take care of animals. b) Use appropriate vocabulary related to animal care. c) Write a paragraph about how to take care of a pet.	Learners will read a passage on animal care and then write a paragraph on how to care for pets, using new vocabulary.	How can we take care of animals in French? What are the key vocabulary and steps in animal care?	Flashcards, vocabulary lists, reading passages	Written assignment, group work, vocabulary quiz	
	2	LISTENING AND SPEAKING L'heure, la date et la routine quotidienne	Activités quotidiennes courantes	By the end of the lesson, the learner should be able to: a) Name daily activities in French. b) Use vocabulary related to routine activities. c) Ask and answer questions about daily routines.	Learners will listen to examples of daily routines and practice asking and answering questions about their own routines.	What are common daily activities in French- speaking cultures? How do we talk about daily routines in French?	Audio recordings, flashcards, routine charts	Oral practice, role play, listening comprehension	
5	1	LISTENING AND SPEAKING L'heure, la date et la routine quotidienne	Les verbes pronominaux dans les routines quotidiennes	By the end of the lesson, the learner should be able to: a) Identify pronominal verbs in French. b) Use pronominal verbs to	Learners will practice conjugating pronominal verbs and use them to describe their daily routines in French.	How do pronominal verbs work in French? How do they relate to daily activities?	Verb charts, worksheets, flashcards	Oral practice, written sentences, pair work	



				describe daily routines. c) Conjugate pronominal verbs in the present tense.					
	2	LISTENING AND SPEAKING L'heure, la date et la routine quotidienne	Expressions temporelles pour les activités quotidiennes	By the end of the lesson, the learner should be able to: a) Use time expressions to talk about daily activities. b) Understand how to use expressions like <i>le matin, l'après-midi, le soir</i> . c) Apply these expressions to their own routines.	Learners will practice using time expressions to describe when they perform various daily activities.	How do we use time expressions to describe daily routines in French? What expressions indicate time of day in French?	Flashcards, routine charts, worksheets	Pair work, oral exercises, written responses	
6	1	LISTENING AND SPEAKING L'heure, la date et la routine quotidienne	Quelle heure est-il ?	By the end of the lesson, the learner should be able to: a) Tell the time in French b) Ask and answer questions about the time. c) Use different ways to tell the time in French e.g. <i>Il est trois heures, Il est vingt heures et</i>	Learners will practice telling the time in French through role plays and exercises.	How do we tell time in French? What are the different ways to express time?	Flashcards, clocks, worksheets	Oral practice, group discussion, written exercises	



				<i>quart. Il est neuf heures moins dix.</i>					
	2	LISTENING AND SPEAKING L'heure, la date et la routine quotidienne	Comment demander et dire l'heure	By the end of the lesson, the learner should be able to: a) Ask what time it is in French. b) Use formal and informal ways to ask and tell the time. c) Engage in conversations about time.	Learners will practice asking and answering questions about the time, using both formal and informal expressions.	How do we ask for the time in French? What are the formal and informal ways to tell the time?	Flashcards, worksheets, role-play cards	Oral questioning, pair work, role-play	
7	1	LISTENING AND SPEAKING L'heure, la date et la routine quotidienne	Adverbes de fréquence	By the end of the lesson, the learner should be able to: a) Use adverbs of frequency in sentences. b) Understand the placement of adverbs in a sentence. c) Describe how often they perform different activities.	Learners will practice using adverbs of frequency to talk about their routines and answer questions about their habits.	How do adverbs of frequency work in French? What are the common adverbs of frequency used in daily routines?	Flashcards, adverb lists, worksheets	Oral responses, group activities, written exercises	
	2	READING AND WRITING L'heure, la date et la	L'Heure, la Date et la Routine Quotidienne - Le futur proche : aller	By the end of the lesson, the learner should be able to: a) Use the future tense with «aller» to talk	Learners will practice constructing future tense sentences to talk about their	How do we use «aller» to express future plans in French? What is the	Verb charts, worksheets, flashcards	Pair work, writing exercises, oral practice	



		routine quotidienne	+ infinitif pour les projets futurs	about future plans. b) Conjugate «aller» in the present tense. c) Form sentences expressing future actions.	plans and future activities.	structure for the futur proche?			
8	1	READING AND WRITING L'heure, la date et la routine quotidienne	Le futur proche : Combinaison du futur proche avec des expressions temporelles	By the end of the lesson, the learner should be able to: a) Combine the <i>futur proche</i> with time expressions. b) Use future time expressions like "demain" or "ce soir" in sentences. c) Form more complex sentences in the <i>futur proche</i> .	Learners will practice combining the <i>futur proche</i> with time expressions in written and oral exercises.	How do we combine the <i>futur proche</i> with time expressions in French? What time expressions do we use for the future?	Flashcards, worksheets, time expression lists	Written sentences, group discussion, oral exercises	
	2	LISTENING AND SPEAKING Au restaurant	Commander un plat au restaurant	By the end of the lesson, the learner should be able to: a) Order food at a restaurant using "vouloir" and "aimer." b) Practice expressing preferences about food. c) Use formal and informal	Learners will role-play ordering food in a restaurant, practicing vocabulary and expressions.	How do we order food in French? What phrases are used to express food preferences?	Menu cards, role- play cards, flashcards	Role-play, oral questioning, group work	



				language in restaurant settings.					
9	1 & 2	MID-TERM II ASSESSMENT & MID-TERM II BREAK							
10	1	LISTENING AND SPEAKING Au restaurant	Les repas au restaurant	By the end of the lesson, the learner should be able to: a) Name various meals in French. b) Order meals at a restaurant. c) Use polite expressions while ordering food.	Learners will practice ordering meals in a restaurant setting, using vocabulary related to food.	What meals are commonly served at French restaurants? How do we order them politely?	Flashcards, menu examples, role-play cards	Oral practice, role-play, vocabulary quiz	
	2	LISTENING AND SPEAKING Au restaurant	Les ustensiles au restaurant	By the end of the lesson, the learner should be able to: a) Name utensils used in French dining. b) Identify the appropriate use of each utensil. c) Describe the dining experience in French.	Learners will learn vocabulary related to dining utensils and practice using them in context.	What utensils do we use at a French restaurant? How do we talk about dining in French?	Flashcards, images, role-play cards	Group work, oral practice, written exercises	
11	1	LISTENING AND SPEAKING Au restaurant	Exprimer des opinions et des préférences	By the end of the lesson, the learner should be able to: a) Express opinions on	Learners will practice expressing their food preferences and	How do we express food preferences in French? What are	Flashcards, worksheets, role-play scenarios	Oral practice, group discussion, peer feedback	



				food using <i>"aimer"</i> and <i>"préférer."</i> b) Use adjectives to describe food preferences. c) Discuss food choices with others.	opinions in conversations.	some adjectives used to describe food?			
	2	LISTENING AND SPEAKING Chez le médecin	Les maladies	By the end of the lesson, the learner should be able to: a) Name common illnesses in French. b) Describe symptoms using basic vocabulary. c) Discuss health problems with a doctor.	Learners will role-play visiting a doctor, practicing the vocabulary for illnesses and symptoms.	What are common illnesses in French? How do we talk about health in French?	Flashcards, role-play cards, health vocabulary list	Oral practice, role play, written exercises	
12	1	LISTENING AND SPEAKING Chez le médecin	Comment exprimer des problèmes de santé avec avoir	By the end of the lesson, the learner should be able to: a) Express health problems using <i>"avoir"</i> . b) Talk about symptoms in the past and present. c) Practice using <i>"avoir"</i> to talk about health issues.	Learners will practice using <i>"avoir"</i> to express health problems in written and oral exercises.	How do we talk about health problems using <i>"avoir"</i> ? What are common symptoms we can describe?	Flashcards, worksheets, role-play scenarios	Pair work, oral practice, written assignments	



	2	LISTENING AND SPEAKING Chez le médecin	Demander des nouvelles de la santé	By the end of the lesson, the learner should be able to: a) Ask about someone's health in French. b) Understand how to offer help or advice about health. c) Use formal and informal expressions for asking about health.	Learners will role-play asking about health in both formal and informal contexts.	How do we ask about someone's health in French? What expressions are used to offer advice or help?	Flashcards, role-play cards, health vocabulary list	Oral practice, pair work, group discussion	
13	1 & 2	REVISION & END TERM II ASSESSMENT							
14	1 & 2								