

GRADE 8 FRENCH RATIONALIZED SCHEMES OF WORK

LEARNING AREA: **FRENCH**

YEAR: _____

TEACHER'S NAME:

TSC NO.....

		SCHOOL	GRADE	ACTIVITY	TERM	YEAR			
			8	SCHEME OF WORK- FRENH	TWO				
Week	Lesson	Strand	Lesson	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	OPENING AND RECEIVING LEARNERS								
2	1	Reading	Reading for fluency Greetings and introductions - Formal	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts	The learner is guided to: • echo read texts on formal greetings and introductions in class with the teacher for pronunciation practice, in small groups. • source for texts on formal greetings and introductions from digital devices and pick out vocabulary. <i>(Bonjour Monsieur/Madame/Mademoiselle, comment allez-vous ? ; je vais bien, merci : Quel est votre nom Monsieur ?)</i>	What is the importance of reading texts?	MENTOR Français livre de l'élever Gd 8, pg. 36 •Charts. •Word puzzles. • video •Short •Poems. •Songs	•Oral descriptions. •Peer assessment •Self-assessment. •Physical • Reading aloud.	
	2		Reading for fluency Greetings and introductions - Formal	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts	• Respond to simple questions from reading texts on formal greetings. • Use dramatic reading of simple texts in small groups for developing fluency.	What is the importance of reading texts?	MENTOR Français livre de l'élever Gd 8, pg. 36 •Charts. •Short stories. •Poems. •Songs	•Oral descriptions. •Image matching and sorting. •Physical • Reading aloud.	

	3	Reading	Reading for fluency Extended family	By the end of the sub strand, the learner should be able to: The learner is guided to: a) understand the meaning of words and phrases while reading aloud written texts, b) refine their articulation and pronunciation, c) develop a sense of joy and enjoyment in reading aloud selected texts.	The learner is guided to: <ul style="list-style-type: none"> Read aloud selected texts based on the extended family members. articulate words, phrases and sentences correctly, audibly and with the correct intonation. 	Why is the extended family important?	MENTOR Français livre de l'élever Gd 8, pg. 37-38 •Short stories. •Real objects •Poems. •Songs. •Chalkboard	•Oral descriptions. •Identification of objects.	
3	1		Reading for fluency Extended family	By the end of the sub strand, the learner should be able to: The learner is guided to: d) understand the meaning of words and phrases while reading aloud written texts, e) refine their articulation and pronunciation, f) develop a sense of joy and enjoyment in reading aloud selected texts.	<ul style="list-style-type: none"> practice Echo and speed reading with peers to test their accuracy. <p><i>(Lisez la compréhension à la page 39.) j'ai un ami....</i> Le Sons [J] and [I]</p> <ul style="list-style-type: none"> recite poems and pick out lexical on family. study family trees for better understanding. 	How do you maintain ties with the extended family members?	MENTOR Français livre de l'élever Gd 8, pg. 37-38 •Short stories. •Real objects •Poems. •Songs. •Chalkboard	•Oral descriptions. •Identification of objects. •Spelling; oral and written. •Reading aloud.	
	2	Reading	Reading for understanding - My surrounding	By the end of the sub strand, the learner should be able to: a) summarize key details and facts from the text. b) read fluently using the right intonation and pace. c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> give directions to a certain location. Why do we ask for direction? locate a place on a map from a given text. 	Why do we ask for direction?	MENTOR Français livre de l'élever Gd 8, pg. 51 •Charts. •Video clips. (games). •Journals •Computer.	•Oral descriptions. •Physical identification of objects. •Spelling; oral and written. •. •Reading aloud.	
	3		My surrounding	By the end of the sub strand, the learner should be able to: a) summarize key details and facts from the text.	<ul style="list-style-type: none"> use a map to identify places where one intends go. play mind games on directions. 	Why do we ask for direction?	MENTOR Français livre de l'élever	•Oral descriptions. •Physical identification	