

**FRENCH
JUNIOR HIGH
SEMESTER: ONE**

GRADE: 7

PERIOD: 1

TOPIC: SALUTATION ET SE PRÉSENTER ET D'AUTRES (GREETINGS/INTRODUCING ONESELF AND OTHERS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Develop the art of speaking correctly. • Improve social interaction through conversation. • Apply singular and plural nouns in speaking and writing. • Apply adjectives – noun agreement in speaking and writing • Translate from French to English, English 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Exchange greetings with others. ➤ Introduce him/her and others. ➤ Use adjectives relating to nationality and professional titles. ➤ Recognize and use plurals of regular nouns and adjectives. <p>Write numbers</p>	<p>Vocabulary and expressions</p> <ul style="list-style-type: none"> • Salutation (Bonjour / Bonsoir). • Presentation • Comment + s appeler • S'appeler + nom • Etre + nom • Quel + etre + adj. poss. + noun <p>Pres entatif</p> <ul style="list-style-type: none"> • C'est + noun • Voici/voila + noun <p>Expressing Age</p> <ul style="list-style-type: none"> • Avoir + age • Grammar : <p>Les adjectifs de nationalite</p> <p>Les noms de profesison</p> <p>L'article defini /indefini.</p> <p>Les pronoms clitiques</p> <p>(moi, toi, lui, etc.)</p> <p>Genre et nombre des noms et</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Listening and reading dialogue • Dramatize dialogue • Differentiate Masculine nouns/adjectives from Feminine nouns/adjectives • Write key points to consider in making introduction. 	<ul style="list-style-type: none"> • Visual aids: (photos, posters, drawings) • Text book <p>Je me debrouille en Français</p>	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Student introduces himself/herself, after exchanging greetings with a classmate. • Variation: Cross introduction: in a group of two, student exchanges greetings with his/her friend and

to French(oral & written)	from 1 – 100	des adjectives reguliers Les nombres de 1 – 100 Conjugation: present tense of s'appeler, etre, avoir, habiter	<ul style="list-style-type: none"> • Role playing introducing oneself or another person. (gender, abilities and learning styles) 	introduces that friend. <ul style="list-style-type: none"> • Students answer simple questions about names, nationality and age.
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SEMESTER: ONE

GRADE: 7

PERIOD: II

TOPIC: DONNER ET EXÉCUTER L'ORDRE (GIVING AND EXECUTING ORDERS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Develop the ability to understand/ give and carry out instructions. • Improve listening and comprehension skills. • Improve social interaction through 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and name objects of the classroom ➤ Understand and carry out instructions ➤ Identify and use verbs related to the classroom environment ➤ Show 	<ul style="list-style-type: none"> • Vocabulary and expressions. • All vocabulary and expressions related to classroom activities • Aller au tableau / a' sa place To show possession/ownership. C'est a toi le livre? C'est ton livre? • Learn names of places and objects in the classroom: le tableau, la chaise, etc. Qu'est – ce que c'est? C'est un/une + object Grammar : 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <p>Listening and reading dialogue</p>	<ul style="list-style-type: none"> • Audio-visual aids • Visual aids : (photos, posters, drawings) • Textbooks (French for mastery / Et vous?) 	<p><u>Expected Competencies</u></p> <p>Effective communication skill</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment

<p>conversation.</p> <ul style="list-style-type: none"> • Translate from French to English, English to French(oral & written) 	<p>ownership using possessive adjectives</p> <p>➤ Conjugate verbs in the affirmative/negative imperative form.</p>	<ul style="list-style-type: none"> • The imperative form of verbs: aller, s'asseoir, se lever, prendre, donner, écouter, écrire, lire, regarder, ouvrir sortir. • The Pronominal verbs: s'asseoir, se lever, etc. The use of prepositions: a, au, a la, a l', aux, en, chez + (name of place/person) • Prepositions showing possession: de, du, de l', de la, des : C'est le cahier de Martha. <ul style="list-style-type: none"> • Demonstrative adjectives : (ce, cet, cette, ces) 	<ul style="list-style-type: none"> • Dramatize dialogue • Conjugating verbs • Oral and written drills • Role playing introducing oneself or another person. (gender, abilities and learning styles) 	<ul style="list-style-type: none"> • Each student identifies and gives the name of an object in the classroom, or from a drawing <ul style="list-style-type: none"> • A student is asked to execute a specific order • Students are given a drawing of various types of objects and they write the names on answer sheet: Qu'est-ce que c'est ? (group work/presentation)
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SEMESTER: ONE

GRADE: 7

PERIOD: III

TOPIC: COMMUNIQUER PAR TÉLÉPHONE (COMMUNICATING VIA TELEPHONE)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Make and take telephone calls using the appropriate expressions in French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Communicate with others in French while making 	<p>Vocabulary and Expressions</p> <p>Prendre contact / rendez-vous</p> <p>Demander a parler a qqn.</p> <p>Demander l'indentite/ d'attendre</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p>	<ul style="list-style-type: none"> • Audio-visual aids • Visual aids : (photos, posters, drawings) 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills

<ul style="list-style-type: none"> • Improve listening and communication skills. • Improve social interaction through conversation. • Translate from French to English, English to French(oral & written) 	<p>telephone calls</p> <ul style="list-style-type: none"> ➤ Identify and use different forms of questions ➤ Ask and answer questions using different interrogative words ➤ Tell time and write dates ➤ Count from 100 – 200 	<p>Annuler un rendez – vous. Faire/composer un numero</p> <ul style="list-style-type: none"> • Formules de politesse <p>Rappeler qqn/ epeler un mot) Les jours de la semaine et les mois de l’annee (dire l’heure et la date) Grammar: The interrogative sentence L’interrogation avec: Qui est-ce ? Est-ce que..? Qu’est-ce que c’est?</p> <ul style="list-style-type: none"> • Conjugation: The present tense of ; prendre, demander, faire, vouloir, parler, dire • Sentence Construction de Vouloir (au present 	<ul style="list-style-type: none"> • Role playing introducing oneself or another person. (gender, abilities and learning styles) • Write out the important points to be considered when making telephone calls • Construct interrogative sentences using rising intonation: tu es eleve? • Transform statements into questions: - Est-ce que..? • Oral and written drills • Read/write numbers in words. • Spelling words in French (days of the week and months of the year) • Writing numbers in words: 1- 	<ul style="list-style-type: none"> • Textbook Bon voyage 	<p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Students simulate a telephone call • Students tell time and write dates of events-
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		du conditionnel) + infinitive : Ex. : Je voudrais manger Numbers from 100 – 200.	200 • Writing and expressing dates and also time.		
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SEMESTER: TWO

GRADE: 7

PERIOD: IV

TOPIC: DECRIRE DES PERSONNES, DES OBJETS ET DES LIEUX (DESCRIBING PEOPLE, OBJECTS AND PLACES)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
Learners are able to:	Upon completion	<ul style="list-style-type: none"> Vocabulary and Expressions Describing objects, people and places 	<u>Inclusive & Differentiated</u>	<ul style="list-style-type: none"> Audio-visual aids 	<u>Expected Competencies</u>

<ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of descriptive words. • Develop skills in the appropriate use of descriptive words (adjective) in speaking and writing. • Improve listening and communication skills. • Improve social interaction through conversation. • Translate from French to English, English to French(oral & written) 	<p>of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Use different descriptive words to describe a person/object ➤ Identify and distinguish the masculine and feminine forms of descriptive adjectives. 	<p>(physical structure, size, shape)</p> <p>Etre + adjectif (masc/Fem)</p> <p>Il est gros/petit</p> <p>Elle est grosse/petite</p> <ul style="list-style-type: none"> • Presentatif: C'est + art. ind. + adj. + noun: C'est un gros livre <p>Voici un chien mechant. Avoir + adj. + noun</p> <p>Il a un gros ventre</p> <p>Color adjectives</p> <p>C'est un livre bleu</p> <p>Le/ Ce livre est bleu</p> <ul style="list-style-type: none"> • Grammar: The place of adjectives in the sentence. <p>Demonstrative adjectives.</p> <p>(review the singular and introduce the plural form ; ces)</p> <p>Conjugation: present tense of:</p>	<p><u>Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Identification of descriptive words in a sentence. • Write sentences describing a person. • Select a person to describe positively or negatively. <ul style="list-style-type: none"> • Listening/reading text • Oral and written drills 	<ul style="list-style-type: none"> • Visual aids : (photos, posters, drawings) • Textbooks (French for mastery / Et vous?) 	<ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Students describe various objects/persons (physical structures, clothes, etc. in a photo or drawing. • They may also describe classmates. <p>Sentence completion: C'est un garçon (beau, bel, belle</p>
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		Connaitre, savoir, mettre.			
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SEMESTER: TWO

GRADE: 7

PERIOD: V

TOPIC: LE TRANSPORT ET LES VOYAGES (TRANSPORTATION AND TRAVELS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> Appreciate the importance of the various means of transport Develop the ability to purchase tickets and make inquiries about flights, trains, hotels, restaurants, etc. Improve experiences, social contacts and interactions through travels. Translate from French to English, 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify different means of transport ➤ Inquire information relative to travels 	<ul style="list-style-type: none"> Vocabulary and Expressions <p>All vocabulary and expressions relating to the various means of transport (land, sea and air). - Aller/voyager en taxi/train avion/voiture, etc.</p> <p>Aller + lieu (aller a Buchanan) - Venir de + lieu (venir de l'école) - Prendre le taxi/bus l'avion ; l'arrivee le depart, l'escale la gare, etc. l'envol – l'atterissage (aeroport) Prendre le billet/le ticket.</p> <p>Faire une réservation</p> <p>Loger dans un hôtel / un auberge, etc.</p> <ul style="list-style-type: none"> Grammar : Prepositions: au-dessus / au-dessous, devant, sur, sous, derrière a cote,de/du/dela/des 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> Listening/reading text/dialogues. Oral/written drills Conjugating 	<ul style="list-style-type: none"> Audio-visual aids Visual aids : (photos , posters, drawings) Textbooks (French for mastery / Et vous?) 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Continuous assessment Students name different means of transport in their country/country, or other known means of transport elsewhere. Alternatively, students may tell which means of travel they use to go to school, or travel outside their country.

English to French(oral & written)		<ul style="list-style-type: none"> Conjugation: present tense of; partir, sortir, voyager, loger se promener. 	and using verbs <ul style="list-style-type: none"> Role playing Collect and exhibit photos, drawings in the classroom. 		<ul style="list-style-type: none"> Students tell where important buildings, hotels, or the national stadium, airport is located. Students simulate buying plane tickets or tickets to a game, or an important social function.
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SEMESTER: TWO

GRADE: 7

PERIOD: VI

TOPIC: EXPRIMER LES AIMERS ET LES DETESTES, PRÉFÉRENCES (EXPRESSING LIKES, DISLIKES AND PREFERENCE)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
Learners are able to: <ul style="list-style-type: none"> Develop the ability to express desires (likes and dislikes) Improve social interaction through conversation. 	Upon completion of this topic, learners will: <ul style="list-style-type: none"> Express their likes and dislikes, preferences Make a 	Vocabulary and Expressions All vocabulary and expressions related to sports and hobbies. <ul style="list-style-type: none"> Places: stade, parc, cinéma, le restaurant, la discothèque, le théâtre, etc. Aimer / ne pas aimer Preferer / ne pas preferer, faire Jouer / du + sport / instrument □ Jouer au + sport / instrument Grammar: 	<u>Inclusive & Differentiated Learning</u> Individual work or mixed group work according to abilities, gender, learning styles, etc. <ul style="list-style-type: none"> Listening/reading 	<ul style="list-style-type: none"> Audio-visual aids Visual aids : (photos, posters, drawings) 	<u>Expected Competencies</u> <ul style="list-style-type: none"> Effective communication skills Assessment Strategies that will be used to measure competencies

<ul style="list-style-type: none"> Translate from French to English, English to French(oral & written) 	<p>choice</p>	<ul style="list-style-type: none"> Prepositions: a, au, a la, etc. Intensive adverbs: assez, trop, beaucoup, moins, etc. Sentence construction: Verb + nom (J'aime la danse) Verb + infinitif (J'aime danser) □ Conjugation: Présent tense of: aimer, préférer, jouer, faire. 	<p>text/dialogues.</p> <ul style="list-style-type: none"> Oral/written drills Role playing Collect/prepare exhibit photos/posters of various instruments and sport(icons) in classroom 	<p>Text book: Easy French step by step</p>	<ul style="list-style-type: none"> Continuous assessment Student bring in a situation where he/she is made to express his/her likes or dislikes, or make choice between two alternatives – hobbies (sport, music, film, restaurant) Students write about their hobbies and state why they do not like a particular activity. Group assignments and presentations
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SEMESTER: ONE

GRADE: 8

PERIOD: I

TOPIC: SALUTATION ET SE PRÉSENTATER ET D'AUTRES (GREETINGS/INTRODUCING ONESELF AND OTHERS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> Develop the art of speaking correctly. 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Exchange 	<p>Vocabulary and expressions</p> <ul style="list-style-type: none"> Salutation (Bonjour / Bonsoir). Presentation Comment + s appeler 	<p><u>Inclusive & Differentiated Learning</u></p>	<ul style="list-style-type: none"> Visual aids : (photos, posters, drawings) 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills

<ul style="list-style-type: none"> • Improve social interaction through conversation. • Apply singular and plural nouns in speaking and writing. • Apply adjectives – noun agreement in speaking and writing • Translate from French to English, English to French(oral & written) 	<p>greetings with others.</p> <ul style="list-style-type: none"> ➤ Introduce him/her and others. ➤ Use adjectives relating to nationality and professional titles. ➤ Recognize and use plurals of regular nouns and adjectives. ➤ Write numbers from 1 – 200. 	<ul style="list-style-type: none"> • S'appeler + nom • Etre + nom • Quel + etre + adj. poss. + noun <p>Pres entatif</p> <ul style="list-style-type: none"> - C'est + noun - Voici/voila + noun <p>Expressing Age</p> <ul style="list-style-type: none"> - Avoir + age <p>Grammar</p> <p>Les adjectifs de nationalite</p> <p>Les noms de profesison - L'article defini /indefini.</p> <p>Les pronoms clitiques</p> <p>(moi, toi, lui, etc.)</p> <p>Genre et nombre des noms et des adjectives reguliers</p> <p>- Les nombres de 1 – 200</p> <ul style="list-style-type: none"> • Conjugation: present tense of s'appeler, etre, avoir, habiter 	<p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Listening and reading dialogue • Dramatize dialogue • Differentiate Masculine nouns/adjectives from Feminine nouns/adjectives • Write key points to consider in making introduction. • Role play 	<ul style="list-style-type: none"> • Textbook: je me débrouille en français 	<p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Student introduces himself/herself, after exchanging greetings with a classmate. • Variation: Cross introduction: in a group of two, student exchanges greetings with his/her friend and introduces that friend. • Students answer simple questions about names, nationality and age.
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SEMESTER: ONE

GRADE: 8

PERIOD: II

TOPIC: UTILISER DIFFÉRENTS MOYENS DE COMMUNICATION (USING VARIOUS MEANS OF COMMUNICATION)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/ Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Improve social interaction through oral and written Communication and develop the ability to make and respond to telephone calls through the use of the appropriate expressions • Translate from French to English, English to French(oral & written) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Communicate with others in French while making telephone calls ➤ Write a friendly letter/an invitation ➤ Identify and use different forms of questions ➤ Ask and answer questions using different interrogative words. ➤ Make and write positive and negative sentences. Count from 1-500 	<ul style="list-style-type: none"> • Vocabulary and Expressions. All vocabulary and expressions related to friendly letters and conversation via telephone. <ul style="list-style-type: none"> - Cher(ère) ami/amié - Amicalement <ul style="list-style-type: none"> • Grammar: The interrogative sentence (inverted form) <ul style="list-style-type: none"> - Comment t'appelles – tu? - Vas – tu chez toi? <ul style="list-style-type: none"> • Using the different interrogative words: - Qui êtes – vous? - Que faites – vous? (Vous faites quoi?) - Quel jour sommes – nous aujourd'hui? - Quelle est la date.....? • Numbers from 1to 500 The negative declarative sentence with: ne..... pas (only). 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Write out the important points to be considered when making a telephone call. • Construct interrogative sentences using: rising intonation: • Tu vas a l'école? □ Est-ce que form: <ul style="list-style-type: none"> i) Est-ce-que vas a l'école? ii) <p>Inverted form :</p> <ul style="list-style-type: none"> - Vas-tu a l'école ? <ul style="list-style-type: none"> • Identify parts of a friendly letter. <ul style="list-style-type: none"> • Write/respond to a friendly letter. • Role playing having telephone 	<ul style="list-style-type: none"> • Visual aids : (photos , posters, drawings) <p>Textbook: bon voyage</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment <p>Students in a group of two stimulate a telephone conversation</p> <p>Students write a friendly letter or a letter of invitation to a classmate</p> <p>Alternatively, students respond to a friendly letter or an invitation</p>

			conversation with another person.		
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SEMESTER: ONE

GRADE: 8

PERIOD: III

TOPIC: EXPRIMER UNE OPINION (EXPRESSING ONES OPINION)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/ Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> Develop ability to express views/opinion and make critical judgements. Appreciate other people's opinions. Improve social interactions through argumentation Translate from French to English, English to French(oral & written) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Express opinion and react to other's opinions and views in French 	<p>Vocabulary and Expressions.</p> <ul style="list-style-type: none"> All vocabulary and expressions studied in relation to the expressions of opinions and views. New vocabulary and structures - Avoir le meme avis que quelqu'un <p>Partager l'avis de quelqu'un Admettre l'avis/l'opinion de qqn</p> <ul style="list-style-type: none"> Grammar: N.B. Review all grammar points taught in relation to this topic. Sentence construction: <ul style="list-style-type: none"> J'ai le meme avis que + nom/prenom - Je partage l'avis /l'opinion de + nom - J'admets que je mens. C'est faux/vrai! Conjugation: les verbes partager, admettre, 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> Listening/Reading dialogues/texts Constructing sentences to express opinion <p>Photos and drawings are</p>	<ul style="list-style-type: none"> Visual aids : (photos, posters, drawings) <p>Textbook: le nouveau sans frontiere</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Continuous assessment Students in a group of two stimulate an argument <p>Students in a group of two express their views about a particular event/occasion/ someone:</p> <p>Qu'est-ce que tu penses de Monsieur Dubois ? – Il est gentil/mechant. Est-ce que tu es d'accord avec Zawu ? Non/, je ne suis pas d'accord/ Oui, je suis d'accord</p> <ul style="list-style-type: none"> Students read a simple text on an event, occasion,

		<ul style="list-style-type: none"> • commettre au présent de l'indicatif . 	<ul style="list-style-type: none"> • exhibited in classroom • Role play in an argument. 		or an individual, and write their views
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SEMESTER: TWO

GRADE: 8

PERIOD: IV

TOPIC: VENTES ET ACHATS (SALES AND PURCHASES)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Improve social interactions through activities related to buying and selling. <p>Develop oral</p>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Carry out transactions ➤ Ask for/ give and appreciate prices <p>Express quantity and</p>	<ul style="list-style-type: none"> • Vocabulary and Expressions. <p>All vocabulary and expressions related to sales and purchases.</p> <ul style="list-style-type: none"> • Additional structures and vocabulary: <p>Demander / payer l'addition</p> <p>Faire une commande Discuter / negocier un prix (demander / faire un rabais e.g. Je peux / est-ce que je peux payer ...?)</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Listening/Reading dialogue. 	<ul style="list-style-type: none"> • Audio-visual aids • Visual aids : (photos, posters, drawings) • Textbook: je me débrouille en 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment

<p>communication skills through social interactions and the ability to inquire about and negotiate prices.</p> <ul style="list-style-type: none"> Translate from French to English, English to French(oral & written) 	cost / price	<p>Demander le prix de qqch .</p> <p>Apprecier un prix (C'est trop / moins cher)</p> <ul style="list-style-type: none"> Grammar: <p>Intensive adverbs: trop, assez beaucoup, moins, etc.</p> <ul style="list-style-type: none"> Conjugation: present tense of: payer, envoyer, diminuer chercher, vendre, manger <p>Review: the negative sentence (ne... pas)</p>	<p>Role playing / simulating buying and selling</p> <ul style="list-style-type: none"> Conjugating and using selected verbs. Collect and exhibit in classroom photos/drawings of commercial activities (market/store) Oral and written drills 	français	<ul style="list-style-type: none"> Students give the prices of various objects brought to class, and state where these objects can be found Students answer simple questions about where items such as books, bread, sugar, are sold, and by whom.
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SEMESTER: TWO

GRADE: 8

PERIOD: V

TOPIC: SANTÉ ET ASSAINISSEMENT (HEALTH AND SANITATION)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/ Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> Adopt and 	<p>Upon completion of this topic,</p>	<ul style="list-style-type: none"> Vocabulary and Expressions. <p>All vocabulary and expressions related to health and sanitation.</p> <ul style="list-style-type: none"> New structures and vocabulary: 	<p><u>Inclusive & Differentiated Learning</u></p>	<ul style="list-style-type: none"> Visual aids : (photos , 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills

<p>develop the proper attitude towards health and sanitation</p> <ul style="list-style-type: none"> Develop the awareness of having a clean and safe environment <p>Develop the awareness of visiting hospital/ health centers in case of illness</p> <ul style="list-style-type: none"> Translate from French to English, English oral & written) 	<p>learners will:</p> <ul style="list-style-type: none"> ➤ Inquire information, talk about health and health related issues ➤ Identify and use appropriate health related vocabulary and expressions 	<p>Visiter / faire une visite Se rendre a l'hopital</p> <p>Respecter la dose</p> <p>Faire la lessive / vaisselle</p> <p>Nettoyer / balayer (un lieu / un objet).</p> <ul style="list-style-type: none"> Ne pas salir / etre sale / propre Grammar: Note: Review all previous grammar points taught in relation to this topic. Sentence construction; - Il faut + infinitif Conjugation: Present tense of; avaler, sucer, manger, dormir, salir, se rendre, se reposer, nettoyer, mourir. Sentence construction: Si + present + adjectif <p>Si je suis malade, je vais a l'hopital</p>	<p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> Listening/Reading dialogues/texts Collect / prepare exhibit posters, photos on health related issues in the classroom Role playing 	<p>posters, drawings)</p> <p>Textbooks</p> <p>Bon voyage</p>	<p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Continuous assessment Students in a group of two stimulate an argument on health and sanitation <ul style="list-style-type: none"> Students answer questions about various health issues/activities; or students explain why are the ill Students read a mini-text about health workers, kinds of common diseases and do a presentation
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SEMESTER: TWO

Grade: 8

PERIOD: VI

TOPIC: DECRIRE DES PERSONNES, DES OBJETS ET DES LIEUX (DESCRIBING PEOPLE, OBJECTS AND PLACES)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of descriptive words. • Develop skills in the appropriate use of descriptive words (adjective) in speaking and writing. • Improve listening and communication skills. • Improve social 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and distinguish the masculine and feminine forms of descriptive adjectives. ➤ Use different kinds of descriptive words to describe a person, place or thing ➤ Show ownership using the prepositions marking possession. 	<ul style="list-style-type: none"> • Vocabulary and Expressions Describing objects, people and places (physical structure, size, shape) <p>Etre + adjectif (masc/Fem)</p> <p>Il est gros/petit</p> <p>Elle est grosse/petite</p> <ul style="list-style-type: none"> • Presentatif: <p>C'est + art. ind. + adj. + noun: C'est un gros livre</p> <p>Voici un chien mechant. Avoir + adj. + noun</p> <p>Il a un gros ventre</p> <p>Color adjectives</p> <p>C'est un livre bleu</p> <p>Le/ Ce livre est bleu</p> <ul style="list-style-type: none"> • Grammar: <p>The place of adjectives in the sentence, demonstrative adjectives.</p> <p>(review the singular and introduce the</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <ul style="list-style-type: none"> • Identification of descriptive words in a sentence. • Write sentences describing the physical and moral character of a person; describe a place or thing • Select a person to describe positively or negatively. 	<ul style="list-style-type: none"> • Audio-visual aids • Visual aids : (photos, posters, drawings) • Textbooks (French for mastery / Et vous?) 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Students describe various objects/persons (physical structures, clothes, etc. in a photo or drawing. • They may also describe classmates. <ul style="list-style-type: none"> • Students describe a person, an object, or a particular place

<p>interaction through conversation.</p> <ul style="list-style-type: none"> • Translate from French to English, English to French(oral & written) 	<p>➤ Identify and use the relative pronouns qui and que</p>	<p>plural form ; ces)</p> <ul style="list-style-type: none"> • Conjugation: present tense of: Connaitre, savoir, mettre. <p>Repeat all grammar points taught previously in relation to this topic before introducing new elements.</p> <ul style="list-style-type: none"> • Sentence Construction: <ol style="list-style-type: none"> 1. preposition marking ownership: C'est la ville de Paris La ville de Paris est grande.. 2. Relative Pronouns : Qui : La fille qui chante est belle Que : Le garçon que tu vois est gentil. 	<ul style="list-style-type: none"> • Listening/reading text • Oral and written drills Collect and exhibit photos/drawings in classroom • 		<p>(city, quarter, school campus).</p> <ul style="list-style-type: none"> • Sentence completion: C'est un garçon (beau, bel, belle)
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SEMESTER: ONE

GRADE: 9

PERIOD: I

TOPIC: SALUTATION (GREETINGS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Develop the art of speaking correctly. • Improve social interaction through conversation. • Apply singular and plural nouns in speaking and writing. • Apply adjectives – 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Exchange greetings with others. ➤ Introduce him/her and others. ➤ Use adjectives relating to nationality and professional titles. ➤ Recognize 	<p>Vocabulary and expressions</p> <ul style="list-style-type: none"> • Salutation (Bonjour / Bonsoir). • Presentation • Comment + s appeler • S'appeler + nom • Etre + nom • Quel + etre + adj. poss. + noun <p>Pres entatif</p> <ul style="list-style-type: none"> • C'est + noun • Voici/voila + noun <p>Expressing Age</p> <ul style="list-style-type: none"> - Avoir + age • Grammar : <p>Les adjectifs de nationalite</p> <p>Les noms de profesison</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <p>Listening and reading dialogue</p> <ul style="list-style-type: none"> • Dramatize dialogue 	<ul style="list-style-type: none"> • Visual aids : (photos, posters, drawings) • Textbook: French from wiki book 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Student introduces himself/herself, after exchanging greetings with a classmate.

<p>noun agreement in speaking and writing</p> <ul style="list-style-type: none"> • Translate from French to English, English to French(oral & written) 	<p>and use plurals of regular nouns and adjectives.</p> <p>➤ Write numbers from 1 – 1000</p>	<p>L'article defini /indefini.</p> <p>Les pronoms clitics (moi, toi, lui, etc.)</p> <p>Genre et nombre des noms et des adjectives reguliers</p> <p>Les nombres de 1 – 1000</p> <ul style="list-style-type: none"> • Conjugation: present tense of s'appeler, etre, avoir, habiter 	<ul style="list-style-type: none"> • Differentiate Masculine nouns/adjectives from Feminine nouns/adjectives • Write key points to consider in making introduction. • Role playing introducing oneself or another person. 		<ul style="list-style-type: none"> • Variation: Cross introduction: in a group of two, student exchanges greetings with his/her friend and introduces that friend. • Students answer simple questions about names, nationality and age.
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SEMESTER: ONE

GRADE: 9

PERIOD: II

TOPIC: COMMUNIQUER PAR TELEPHONE ET PAR LETTRE (COMMUNICATING VIA TELEPHONE / LETTER)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Make and take telephone calls using the appropriate expressions in French 	<p>Upon completion of this topic, learners will:</p> <p>➤ Communicate with others in French while making</p>	<p>Vocabulary and Expressions. All vocabulary and expressions previously studied in relation to oral and written communication (telephone and letters)</p> <p><input type="checkbox"/> New vocabulary and structures;</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning</p>	<ul style="list-style-type: none"> • Visual aids : (photos , posters, drawings) 	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p>

<ul style="list-style-type: none"> • Improve listening and communication skills. • Improve social interaction through conversation. • Translate from French to English, English to French(oral & written) 	<p>telephone calls</p> <ul style="list-style-type: none"> ➤ Write/respond to a friendly letter ➤ Write/respond to a letter of invitation ➤ Ask and answer questions using different question forms and words ➤ Conjugate and use the future tense of regular verbs 	<p>Formules d' invitation / de politesse</p> <p>Accepter / Refuser une invitation - Les ceremonies de mariage, anniversaries, fetes, etc.</p> <ul style="list-style-type: none"> • Grammar: <p>N.B: Repeat all grammar points taught previously in relation to this topic before introducing new elements.</p> <ul style="list-style-type: none"> • Construction of interrogative sentences with: <ul style="list-style-type: none"> - ou (place) - quand (time) - combien (quantity/cost) <p>Comment (manner) pourquoi (reason)</p> <ul style="list-style-type: none"> • Conjugation: future tense (all regular verbs) • Review the “future proche” 	<p>styles,</p> <ul style="list-style-type: none"> • Write out the important points to be considered when making telephone calls. • Construct interrogative sentences using interrogative words like: ou, quand, comment, etc. • Transform statements into questions • Write/respond to a friendly letter <p>Write/respond to / accept/refuse an invitation</p> <ul style="list-style-type: none"> • Role playing introducing oneself or another person. 	<p>Textbook: le nouveau sans frontière</p>	<p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Students stimulate a telephone conversation. • Students write/respond to a friendly letter or an invitation, on the occasion of an anniversary, or a special event.
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SEMESTER: ONE

GRADE: 9

PERIOD: III

TOPIC: DECRIRE DES PERSONNES, DES OBJETS ET DES LIEUX (DESCRIBING PEOPLE, OBJECTS AND PLACES)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
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<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of descriptive words. • Develop skills in the appropriate use of descriptive words (adjective) in speaking and writing. • Improve listening and communication skills. • Improve social interaction through conversation. • Translate from French to English, English to French(oral & written) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and distinguish the masculine and feminine forms of descriptive adjectives. ➤ Use different kinds of descriptive words to describe a person, place or thing ➤ Show ownership using the prepositions marking possession. ➤ Identify and use the relative pronouns qui and que 	<ul style="list-style-type: none"> • Vocabulary and Expressions Describing objects, people and places (physical structure, size, shape) Etre + adjectif (masc/Fem) Il est gros/petit Elle est grosse/petite • Presentatif: C'est + art. ind. + adj. + noun: C'est un gros livre Voici un chien mechant. Avoir + adj. + noun Il a un gros ventre Color adjectives C'est un livre bleu Le/ Ce livre est bleu • Grammar: The place of adjectives 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <ul style="list-style-type: none"> • Identification of descriptive words in a sentence. • Write sentences describing the physical and moral character of a person; describe a place or thing • Select a person to describe positively or negatively. <ul style="list-style-type: none"> • Listening/reading text • Oral and written drills Collect and exhibit photos/drawings in classroom • 	<ul style="list-style-type: none"> • Audio-visual aids • Visual aids : (photos, posters, drawings) • Textbooks (French for mastery / Et vous?) 	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <p>Continuous assessment</p> <ul style="list-style-type: none"> • Students describe various objects/persons (physical structures, clothes, etc. in a photo or drawing. • They may also describe classmates. <ul style="list-style-type: none"> • Students describe a person, an object, or a particular place (city, quarter, school campus). • Sentence completion: C'est un garçon (beau, bel, belle)
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		<p>in the sentence, demonstrative adjectives.</p> <p>(review the singular and introduce the plural form ; ces)</p> <ul style="list-style-type: none">• Conjugation: present tense of: Connaitre, savoir, mettre. <p>Repeat all grammar points taught previously in relation to this topic before introducing new elements.</p> <ul style="list-style-type: none">• Sentence Construction: 3. preposition marking ownership: C'est la ville de Paris La ville de Paris est grande.. <p>4. Relative Pronouns : Qui : La fille qui</p>			
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		chante est belle Que : Le garçon que tu vois est gentil.			
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SEMESTER: TWO

GRADE: 9

PERIOD: IV

TOPIC: EXPRIMER LE SENTIMENT ET LES EMOTIONS (EXPRESSING FEELINGS AND EMOTIONS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> Develop the ability to express feelings and emotions as well as the ability / awareness to appreciate other people's feelings and emotions Improve personality 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> Express their feelings and emotions 	<ul style="list-style-type: none"> Vocabulary and Expressions. All vocabulary and expressions studied previously in relation to the expressions of feelings and emotions. New vocabulary and structures: Etre + adjectif Etre ennuyeux / terrible / sympa, etc. Avoir l'air triste malheureux / heureux . Presentatif + adjectif C'est grave / mechant / gentil / dingue, etc. Grammar: Note: Review all previous grammar points taught in relation to this topic. Word Study: Antonyms and Synonyms 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <ul style="list-style-type: none"> Listening/Reading dialogue. Conjugating and using selected verbs. 	<ul style="list-style-type: none"> Audio-visual aids Visual aids: (photos, posters, drawings) Textbook: Bon voyage 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills Assessment Strategies that will be used to measure competencies Continuous assessment Students express their feelings/emotions about a pleasant

<p>through expression or feelings.</p> <ul style="list-style-type: none"> Translate from French to English, English to French(oral & written) 		<p>Antonyms: La gaiete la tristesse La reussite l'echec</p> <p>La gentillesse la mechancete</p> <p>Synonyms: La gaiete' = la joie La tristesse = le malheur La reussite = le succès</p> <ul style="list-style-type: none"> Conjugation: future tense (all regular and irregular verbs) <p>Review the “passé compose” and the “imparfait”</p>	<ul style="list-style-type: none"> Collect photos, and drawing to be exhibited in the classroom. Role playing / Stimulation Oral and written drills 		<p>or a tragic event (scene of an accident), or about an artist, an international footballer/artist.</p> <ul style="list-style-type: none"> Students read and answer questions from a mini-text
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SEMESTER: TWO

GRADE: 9

PERIOD: V

TOPIC: EXPRIMER J'AIME, N'AIME PAS ET PRÉFÉRENCES (EXPRESSING LIKES AND DISLIKES, PREFERENCE)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> Develop the 	<p>Upon completion of this topic,</p>	<p>Vocabulary and Expressions All vocabulary and expressions related to sports and hobbies.</p>	<p><u>Inclusive & Differentiated Learning</u></p>	<ul style="list-style-type: none"> Audio-visual aids 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills

<p>ability to express desires (likes and dislikes)</p> <ul style="list-style-type: none"> • Improve social interaction through conversation. • Translate from French to English, English to French(oral & written) 	<p>learners will:</p> <ul style="list-style-type: none"> ➤ Express their likes and dislikes, preferences ➤ Make a choice 	<ul style="list-style-type: none"> • Places: stade, parc, cinéma, le restaurant, la discothèque, le théâtre, etc. • Aimer / ne pas aimer • Preferer / ne pas preferer, faire • Jouer / du + sport / instrument □ Jouer au + sport / instrument Grammar: • Prepositions: a, au, a la, etc. • Intensive adverbs: assez, trop, beaucoup, moins, etc. • Sentence construction: • Verb + nom (J'aime la danse) Verb + infinitif (J'aime danser • Conjugation: Présent tense of: aimer, préférer, jouer, faire. 	<p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <ul style="list-style-type: none"> • Listening/reading text/dialogues. • Oral/written drills • Role playing (gender, abilities and learning styles) • Collect/prepare exhibit photos/posters of various instruments and sport(icons) in classroom 	<ul style="list-style-type: none"> • Visual aids : (photos, posters, drawings) <p>Textbook: Text book:</p> <ul style="list-style-type: none"> • Easy French step by step 	<p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Student bring in a situation where he/she is made to express his/her likes or dislikes, or make choice between two alternatives – hobbies (sport, music, film, restaurant) • Students write about their hobbies and state why they do not like a particular activity. • Group assignments and presentation
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SEMESTER: TWO

GRADE: 9

PERIOD: VI

TOPIC: SANTÉ ET ASSAINISSEMENT (HEALTH AND SANITATION)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/ Competencies
Learners are able	Upon completion of this topic,	<ul style="list-style-type: none"> • Vocabulary and Expressions. • All vocabulary and expressions related to 	<u>Inclusive & Differentiated</u>	Visual aids :	<u>Expected Competencies</u>

<p>to:</p> <ul style="list-style-type: none"> • Adopt and develop the proper attitude towards health and sanitation • Develop the awareness of having a clean and safe environment <p>Develop the awareness of visiting hospital/ health centers in case of illness</p> <ul style="list-style-type: none"> • Translate from French to English, English to French (oral & written) 	<p>learners will:</p> <ul style="list-style-type: none"> ➤ Inquire information, talk about health and health related issues ➤ Identify and use appropriate health related vocabulary and expressions 	<p>health and sanitation.</p> <ul style="list-style-type: none"> • New structures and vocabulary: • Visiter / faire une visite • Se rendre a l'hopital • Respecter la dose • Faire la lessive / vaisselle • Nettoyer / balayer (un lieu / un objet). • Ne pas salir / etre sale / propre <p>Grammar:</p> <ul style="list-style-type: none"> • Note: Review all previous grammar points taught in relation to this topic. • Sentence construction; - Il faut + infinitif <p>Conjugation: Present tense of; avaler, sucer, manger, dormir, salir, se rendre, se reposer, nettoyer, mourir.</p> <ul style="list-style-type: none"> • Sentence construction: Si + present + adjectif <p>Si je suis malade, je vais a l'hopital</p>	<p><u>Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <p>Listening/Reading dialogues/texts</p> <p>Collect / prepare exhibit posters, photos on health related issues in the classroom</p> <p>GROUP</p> <ul style="list-style-type: none"> • Role playing 	<p>(photos, posters, drawings)</p> <p>Textbook: bon voyage</p>	<p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Students in a group of two stimulate an argument on health and sanitation • Students answer questions about various health issues/activities; or students explain why are they ill • Students read a mini-text about health workers, kinds of common diseases and do a presentation
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