

## **INTRODUCTION**

The understanding of a foreign language is critical to the interactions with neighboring countries and the Global World through both verbal and written communication.

The General objectives for Grades 7 - 9 French:

1. Appreciate the uniqueness of another language.
2. Recognize the value of knowing and speaking another language.

*A learner-centered approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful and exciting when learners themselves take ownership of the learning process. Instructors are therefore urged to contrive those classroom strategies that engage learners actively in the teaching and learning process.*

**FRENCH  
JUNIOR HIGH  
SEMESTER: ONE**

**GRADE: 7  
PERIOD: I**

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATIONS/COMPETENCIES
<p><b><u>Learners are able to:</u></b></p> <ul style="list-style-type: none"> <li>• Develop the art of speaking correctly.</li> <li>• Improve social interaction through conversation.</li> <li>• Apply singular and plural nouns in speaking and writing.</li> <li>• Apply adjectives – noun agreement in speaking and writing</li> <li>• Translate from French to English, English</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Exchange greetings with others.</li> <li>➤ Introduce him/her and others.</li> <li>➤ Use adjectives relating to nationality and professional titles.</li> <li>➤ Recognize and use plurals of regular nouns and adjectives.</li> </ul>	<p>Vocabulary and expressions</p> <ul style="list-style-type: none"> <li>• Salutation (Bonjour / Bonsoir).</li> <li>• Presentation</li> <li>• Comment + s appeler</li> <li>• S'appeler + nom</li> <li>• Etre + nom</li> <li>• Quel + etre + adj. poss. + noun Presentatif</li> <li>• C'est + noun</li> <li>• Voici/voila + noun Expressing Age</li> </ul>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> <li>• Listening and reading dialogue</li> <li>• Dramatize dialogue</li> <li>• Differentiate Masculine nouns/adjectives from Feminine nouns/adjectives</li> <li>• Write key points to consider in making introduction.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids: (photos, posters, drawings)</li> </ul> <p>Textbook</p> <p>Je me débrouille en Français</p> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Student introduces himself/herself, after exchanging greetings with a classmate.</li> </ul>

<p>to French(oral &amp; written)</p>	<p>Write numbers from 1 – 100</p>	<ul style="list-style-type: none"> <li>• Avoir + age</li> <li>• Grammar :</li> </ul> <p>Les adjectifs de nationalite</p> <p>Les noms de profesison L'article defini /indefini.</p> <p>Les pronoms clitiqes (moi, toi, lui, etc.)</p> <p>Genre et nombre des noms et des adjectives reguliers</p> <p>Les nombres de 1 – 100 Conjugation: present tense of s'appeler, etre, avoir, habiter</p>	<ul style="list-style-type: none"> <li>• Role playing introducing oneself or another person. (gender, abilities and learning styles)</li> </ul>		<ul style="list-style-type: none"> <li>• Variation: Cross introduction: in a group of two, student exchanges greetings with his/her friend and introduces that friend.</li> <li>• Students answer simple questions about names, nationality and age.</li> </ul>
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**SEMESTER: ONE**

**GRADE: 7**

**PERIOD: II**

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATIONS COMPETENCIES
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to understand/give and carry out instructions.</li> <li>• Improve listening and comprehension skills.</li> <li>• Improve social interaction through conversation.</li> <li>• Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Identify and name objects of the classroom</li> <li>➤ Understand and carry out instructions</li> <li>➤ Identify and use verbs related to the classroom environment</li> <li>➤ Show ownership using possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and expressions.</li> <li>• All vocabulary and expressions related to classroom activities</li> <li>• Aller au tableau / a' sa place To show possession/ownership. C'est a toi le livre? C'est ton livre?</li> <li>• 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 :</li> <li>• The imperative form of verbs: aller, s'asseoir, se lever, prendre, donner, écouter, écrire, lire, regarder, ouvrir sortir.</li> <li>• The Pronominal verbs: s'asseoir, se lever, etc. The use of prepositions:</li> </ul>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <p>Listening and reading dialogue</p> <p>Dramatize dialogue</p> <ul style="list-style-type: none"> <li>• Conjugating verbs</li> <li>• Oral and written drills</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual aids</li> <li>• Visual aids : (photos, posters, drawings)</li> <li>• Textbooks (French for mastery / Et vous?)</li> </ul> <p>www.collinsdictionary.com www.linguee.com www.youtube.com</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skill</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Each student identifies and gives the name of an object in the classroom, or from a drawing</li> </ul>

	<p>➤ Conjugate verbs in the affirmative/negative imperative form.</p>	<p>a, au, a la, a l', aux, en, chez + (name of place/person)</p> <ul style="list-style-type: none"> <li>• Prepositions showing possession: de, du, de l', de la, des : C'est le cahier de Martha.</li> <li>• Demonstrative adjectives : (ce, cet, cette, ces)</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing introducing oneself or another person. (gender, abilities and learning styles)</li> </ul>	<ul style="list-style-type: none"> <li>• A student is asked to execute a specific order</li> <li>• 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)</li> </ul>
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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><b><u>Learners are able to:</u></b></p> <ul style="list-style-type: none"> <li>• Make and take telephone calls using the appropriate expressions in French</li> <li>• Improve listening and communication skills.</li> <li>• Improve social interaction through conversation.</li> <li>• Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Communicate with others in French while making telephone calls</li> <li>➤ Identify and use different forms of questions</li> <li>➤ Ask and answer questions using different interrogative words</li> <li>➤ Tell time and write dates</li> <li>➤ Count from 100 – 200</li> </ul>	<p>Vocabulary and Expressions</p> <p>Prendre contact / rendez-vous Demander a parler a qqn. Demander l’indentite/ d’attendre Annuler un rendez – vous. Faire/composer un numero</p> <ul style="list-style-type: none"> <li>• Formules de politesse Rappeler qqn/ epeler un mot) Les jours de la semaine et les mois de l’annee (dire l’heure et la date)</li> </ul> <p>Grammar:</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> <li>• Role playing introducing oneself or another person. (gender, abilities and learning styles)</li> <li>• Write out the important points to be considered when making telephone calls</li> <li>• Construct interrogative sentences using rising intonation: tu es eleve?</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual aids</li> <li>• Visual aids : (photos, posters, drawings)</li> </ul> <p>Textbook Bon voyage www.collins dictionary.com www.linguee. com www.youtube.com</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Students simulate a telephone call</li> <li>• Students tell time and write dates of events-</li> </ul>

		<p>The interrogative sentence L'interrogation avec: Qui est-ce ?</p> <p>Est-ce que..? Qu'est-ce que c'est?</p> <ul style="list-style-type: none"> <li>• Conjugation: The present tense of ; prendre, demander, faire, vouloir, parler, dire</li> <li>• Sentence Construction de Vouloir (au present du conditionnel) + infinitive :  Ex. : Je voudrais manger</li> </ul> <p>Numbers from 100 – 200.</p>	<ul style="list-style-type: none"> <li>• Transform statements into questions: - Est-ce que..?</li> <li>• Oral and written drills</li> <li>• Read/write numbers in words.</li> <li>• Spelling words in French (days of the week and months of the year)</li> <li>• Writing numbers in words: 1-200</li> <li>• Writing and expressing dates and also time.</li> </ul>		
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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
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Build and develop vocabulary skills through the effective use of descriptive words.</li> <li>• Develop skills in the appropriate use of descriptive words (adjective) in speaking and writing.</li> <li>• Improve listening and communication skills.</li> <li>• Improve social interaction through conversation.</li> <li>• Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Use different descriptive words to describe a person/object</li> <li>➤ Identify and distinguish the masculine and feminine forms of descriptive adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and Expressions</li> </ul> <p>Describing objects, people and places (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"> <li>• Presentatif: C'est + art. ind. + adj. + noun: C'est un gros livre</li> </ul> <p>Voici un chien mechant. Avoir + adj. + noun</p> <p>Il a un gros ventre</p> <p>Color adjectives</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> <li>• Identification of descriptive words in a sentence.</li> <li>• Write sentences describing a person.</li> <li>• Select a person to describe positively or negatively.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual aids</li> <li>• Visual aids : (photos, posters, drawings)</li> <li>• Textbooks (French for mastery / Et vous?)</li> </ul> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Students describe various objects/persons (physical structures, clothes, etc. in a photo or drawing.</li> <li>• They may also describe classmates.</li> </ul>



		<p>C'est un livre bleu</p> <p>Le/ Ce livre est bleu</p> <ul style="list-style-type: none"> <li>• Grammar: The place of adjectives in the sentence.</li> </ul> <p>Demonstrative adjectives. (review the singular and introduce the plural form ; ces)</p> <p>Conjugation: present tense of:</p> <p>Connaitre, savoir, mettre.</p>	<ul style="list-style-type: none"> <li>• Listening/reading text</li> <li>• Oral and written drills</li> </ul>		<p>Sentence completion: C'est un garçon (beau, bel, belle</p>
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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><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of the various means of transport</li> <li>• Develop the ability to purchase tickets and make inquiries about flights, trains, hotels, restaurants, etc.</li> <li>• Improve experiences, social contacts and interactions through travels.</li> <li>• Translate from French to English, English to</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Identify different means of transport</li> <li>➤ Inquire information relative to travels</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and Expressions</li> </ul> <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"> <li>• Grammar : Prepositions: au-dessus / au-dessous, devant,</li> </ul>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> <li>• Listening/reading text/dialogues.</li> <li>• Oral/written drills</li> <li>• Conjugating and using verbs</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual aids</li> <li>• Visual aids : (photos, posters, drawings)</li> <li>• Textbooks (French for mastery / Et vous?)</li> </ul> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Students name different means of transport in their country/county, or other known means of transport elsewhere</li> <li>• Alternatively, students may tell which means of travel they use to go to school, or travel outside their country.</li> </ul>

<p>French(oral &amp; written)</p>		<p>sur, sous, derrière a cote,de/du/dela/des</p> <ul style="list-style-type: none"> <li>• Conjugation: present tense of; partir, sortir, voyager, loger se promener.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and exhibit photos, drawings in the classroom.</li> </ul>		<ul style="list-style-type: none"> <li>• Students tell where important buildings, hotels, or the national stadium, airport is located.</li> <li>• Students simulate buying plane tickets or tickets to a game, or an important social function.</li> </ul>
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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
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to express desires (likes and dislikes)</li> <li>• Improve social interaction through conversation.</li> <li>• Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Express their likes and dislikes, preferences</li> <li>➤ Make a choice</li> </ul>	<p>Vocabulary and Expressions</p> <p>All vocabulary and expressions related to sports and hobbies.</p> <ul style="list-style-type: none"> <li>• Places: stade, parc, cinéma, le restaurant, la discothèque, le théâtre, etc.</li> <li>• Aimer / ne pas aimer</li> <li>• Preferer / ne pas preferer, faire</li> <li>• Jouer / du + sport / instrument Jouer au + sport / instrument</li> </ul> <p>Grammar:</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> <li>• Listening/reading text/dialogues.</li> <li>• Oral/written drills</li> <li>• Role playing</li> <li>• Collect/prepare exhibit photos/posters of various instruments and</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual aids</li> <li>• Visual aids : (photos, posters, drawings)</li> </ul> <p>Text book:</p> <p>Easy French step by step</p> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• 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)</li> <li>• Students write about their hobbies and state why</li> </ul>

		<ul style="list-style-type: none"> <li>• Prepositions: a, au, a la, etc. ....</li> <li>• Intensive adverbs: assez, trop, beaucoup, moins, etc.</li> <li>• Sentence construction:</li> <li>• Verb + nom (J'aime la danse) Verb + infinitif (J'aime danser) Conjugation: Présent tense of: aimer, préférer, jouer, faire.</li> </ul>	sport(icons) in classroom		<p>they do not like a particular activity.</p> <ul style="list-style-type: none"> <li>• Group assignments and presentations</li> </ul>
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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	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the art of speaking correctly.</li> <li>• Improve social interaction through conversation.</li> <li>• Apply singular and plural nouns in speaking and writing.</li> <li>• Apply adjectives – noun agreement in speaking and writing</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Exchange greetings with others.</li> <li>➤ Introduce him/her and others.</li> <li>➤ Use adjectives relating to nationality and professional titles.</li> <li>➤ Recognize and use plurals of</li> </ul>	<p>Vocabulary and expressions</p> <ul style="list-style-type: none"> <li>• Salutation (Bonjour / Bonsoir).</li> <li>• Presentation</li> <li>• Comment + s appeler</li> <li>• S'appeler + nom</li> <li>• Etre + nom</li> <li>• Quel + etre + adj. poss. + noun Pres entatif</li> <li>- C'est + noun</li> <li>- Voici/voila + noun</li> </ul> <p>Expressing Age</p> <ul style="list-style-type: none"> <li>- Avoir + age</li> </ul> <p>Grammar</p> <p>Les adjectifs de nationalite</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> <li>• Listening and reading dialogue</li> <li>• Dramatize dialogue</li> <li>• Differentiate Masculine nouns/adjectives from Feminine nouns/adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids : (photos, posters, drawings)</li> <li>• Textbook: je me débrouille en français</li> </ul> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><b><u>Expexted Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Student introduces himself/herself, after exchanging greetings with a classmate.</li> <li>• Variation: Cross introduction: in a group of two, student exchanges greetings with his/her friend and introduces that friend.</li> </ul>

<ul style="list-style-type: none"> <li>• Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>regular nouns and adjectives.</p> <p>➤ Write numbers from 1 – 200.</p>	<p>Les noms de profesison –</p> <p>L'article defini /indefini.</p> <p>Les pronoms clitiqes</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"> <li>• Conjugation: present tense of s'appeler, etre, avoir, habiter</li> </ul>	<ul style="list-style-type: none"> <li>• Write key points to consider in making introduction.</li> <li>• Role play</li> </ul>		<ul style="list-style-type: none"> <li>• Students answer simple questions about names, nationality and age.</li> </ul>
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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	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Translate from French to English, English to</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Communicate with others in French while making telephone calls</li> <li>➤ Write a friendly letter/an invitation</li> <li>➤ Identify and use different forms of questions</li> <li>➤ Ask and answer questions using different interrogative words.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and Expressions. All vocabulary and expressions related to friendly letters and conversation via telephone.</li> <li>- Cher(ère) ami/amie</li> <li>- Amicalement</li> <li>-</li> <li>• Grammar: The interrogative sentence (inverted form)</li> <li>- Comment t'appelles – tu? - Vas – tu chez toi?</li> <li>• Using the different interrogative words:</li> <li>- Qui etes – vous?</li> <li>- Que faites – vous? (Vous faites quoi?) - Quel jour sommes – nous aujourd'hui?</li> </ul>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> <li>• Write out the important points to be considered when making a telephone call.</li> <li>• Construct interrogative sentences using: rising intonation:</li> <li>• Tu vas a l'école? Est-ce que form:</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids : (photos, posters, drawings)</li> </ul> <p>Textbook: bon voyage</p> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> </ul> <p>Students in a group of two stimulate a telephone conversation</p> <p>Students write a friendly letter or a</p>



<p>French(oral &amp; written)</p>	<p>➤ Make and write positive and negative sentences.</p> <p>Count from 1-500</p>	<p>- Quelle est la date.....?</p> <ul style="list-style-type: none"> <li>• Numbers from 1 to 500</li> </ul> <p>The negative declarative sentence with: ne..... pas (only).</p>	<p>i) Est-ce-que vas a l'école? ii) Inverted form :</p> <p>- Vas-tu a l'école ?</p> <ul style="list-style-type: none"> <li>• Identify parts of a friendly letter.</li> <li>• Write/respond to a friendly letter.</li> <li>• Role playing having telephone conversation with another person.</li> </ul>		<p>letter of invitation to a classmate</p> <p>Alternatively, students respond to a friendly letter or an invitation</p>
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**SEMESTER: ONE**

**GRADE: 8**

**PERIOD: III**

**TOPIC: EXPRIMER UNE OPINION (EXPRESSING ONES OPINION)**

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

French(oral & written)		Conjugation: les verbes partager, admettre, commettre au présent de l' indicatif .			<ul style="list-style-type: none"> <li>• Non/, je ne suis pas d'accord/ Oui,</li> <li>• je suis d'accord</li> <li>• Students read a simple text on an event, occasion, or an individual, and write their views</li> </ul>
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**SEMESTER: TWO**

**GRADE: 8**

**PERIOD: IV**

**TOPIC: VENTES ET ACHATS (SALES AND PURCHASES)**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>Improve social interactions through activities related to buying and selling.</li> </ul> <p>Develop oral communication skills through social interactions and the ability to inquire about and negotiate prices.</p> <ul style="list-style-type: none"> <li>Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Carry out transactions</li> <li>➤ Ask for/ give and appreciate prices</li> </ul> <p>Express quantity and cost / price</p>	<ul style="list-style-type: none"> <li>Vocabulary and Expressions.</li> </ul> <p>All vocabulary and expressions related to sales and purchases. <ul style="list-style-type: none"> <li>Additional structures and vocabulary:</li> <li>Demander / payer l’addition</li> </ul> <p>Faire une commande Discuter / negocier un prix (demander / faire un rabais e.g. Je peux / est-ce que je peux payer ...?)</p> <p>Demander le prix de qqch .</p> <p>Apprecier un prix (C’est trop / moins cher)</p> <ul style="list-style-type: none"> <li>Grammar: Intensive adverbs: trop, assez beaucoup, moins, etc.</li> </ul> </p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> <li>Listening/Reading dialogue.</li> </ul> <p>Role playing / simulating buying and selling</p> <ul style="list-style-type: none"> <li>Conjugating and using selected verbs.</li> <li>Collect and exhibit in classroom photos/drawings of commercial</li> </ul>	<ul style="list-style-type: none"> <li>Audio-visual aids</li> <li>Visual aids : (photos, posters, drawings)</li> </ul> <p>Textbook: je me débrouille en français</p> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>Continuous assessment</li> <li>Students give the prices of various objects brought to class, and state where these objects can be found</li> <li>Students answer simple questions about where items</li> </ul>

		<ul style="list-style-type: none"> <li>• Conjugation: present tense of: payer, envoyer, diminuer chercher, vendre, manger</li> </ul> <p>Review: the negative sentence (ne... pas)</p>	<p>activities (market/store)</p> <p>Oral and written drills</p>		<p>such as books, bread, sugar, are sold, and by whom.</p>
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**SEMESTER: TWO**

**GRADE: 8**

**PERIOD: V**

**TOPIC: SANTÉ ET ASSAINISSEMENT (HEALTH AND SANITATION)**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Adopt and develop the proper attitude towards health and sanitation</li> <li>• Develop the awareness of having a clean and safe environment</li> </ul> <p>Develop the awareness of visiting hospital/ health centers in case of illness</p> <ul style="list-style-type: none"> <li>• Translate from French to</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Inquire information, talk about health and health related issues</li> <li>➤ Identify and use appropriate health related vocabulary and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and Expressions.</li> </ul> <p>All vocabulary and expressions related to health and sanitation.</p> <ul style="list-style-type: none"> <li>• New structures and vocabulary: Visiter / faire une visite Se rendre a l'hopital</li> </ul> <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"> <li>• Ne pas salir / etre sale / propre</li> </ul> <p>Grammar:</p> <p>Note: Review all previous grammar points taught in relation to this topic.</p> <ul style="list-style-type: none"> <li>• Sentence construction; - Il faut + infinitif</li> </ul>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> <li>• Listening/Reading dialogues/texts</li> <li>• Collect / prepare exhibit posters, photos on health related issues in the classroom</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids : (photos, posters, drawings)</li> </ul> <p>Textbooks</p> <p>Bon voyage</p> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Students in a group of two stimulate an argument on health and sanitation</li> <li>• Students answer questions about various health</li> </ul>

<p>English, English oral &amp; written)</p>		<ul style="list-style-type: none"> <li>• Conjugation: Present tense of; avaler, sucer, manger, dormir, salir, se rendre, se reposer, nettoyer, mourir.</li> <li>• Sentence construction: Si + present + adjectif</li> </ul> <p>Si je suis malade, je vais a l'hopital</p>			<p>issues/activities; or students explain why are the ill</p> <ul style="list-style-type: none"> <li>• Students read a mini-text about health workers, kinds of common diseases and do a presentation</li> </ul>
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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	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Build and develop vocabulary skills through the effective use of descriptive words.</li> <li>• Develop skills in the appropriate use of descriptive words (adjective) in speaking and writing.</li> <li>• Improve listening and communication skills.</li> <li>• Improve social interaction through conversation.</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Identify and distinguish the masculine and feminine forms of descriptive adjectives.</li> <li>➤ Use different kinds of descriptive words to describe a person, place or thing</li> <li>➤ Show ownership using the prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and Expressions</li> </ul> <p>Describing objects, people and places (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"> <li>• Presentatif:</li> </ul> <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><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <ul style="list-style-type: none"> <li>• Identification of descriptive words in a sentence.</li> <li>• Write sentences describing the physical and moral character of a person; describe a place or thing</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual aids</li> <li>• Visual aids : (photos, posters, drawings)</li> <li>• Textbooks (French for mastery / Et vous?)</li> </ul> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Students describe various objects/persons (physical structures, clothes, etc. in a photo or drawing. They may also describe classmates.</li> </ul>



<ul style="list-style-type: none"> <li>Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>marking possession.</p> <p>➤ Identify and use the relative pronouns qui and que</p>	<p>C'est un livre bleu</p> <p>Le/ Ce livre est bleu</p> <ul style="list-style-type: none"> <li>Grammar:</li> </ul> <p>The place of adjectives in the sentence, demonstrative adjectives.</p> <p>(review the singular and introduce the plural form ; ces)</p> <ul style="list-style-type: none"> <li>Conjugation: present tense of: Connaitre, savoir, mettre.</li> </ul> <p>Repeat all grammar points taught previously in relation to this topic before introducing new elements.</p> <ul style="list-style-type: none"> <li>Sentence Construction: <ol style="list-style-type: none"> <li>preposition marking ownership:</li> <li>C'est la ville de Paris La ville de Paris est . . . grande..</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Select a person to describe positively or negatively. <ul style="list-style-type: none"> <li>Listening/reading text</li> </ul> </li> <li>Oral and written drills Collect and exhibit photos/drawings in classroom</li> </ul>	<ul style="list-style-type: none"> <li>Students describe a person, an object, or a particular place (city, quarter, school campus).</li> </ul> <p>Sentence completion: C'est un garçon (beau, bel, belle)</p>
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		<p>3. Relative Pronouns :</p> <p>Qui : La fille qui chante est belle</p> <p>Que: Le garçon que tu vois est gentil.</p>			
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**SEMESTER: ONE**

**GRADE: 9**

**PERIOD: I**

**TOPIC: SALUTATION (GREETINGS)**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATIONS/COMPETENCIES
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the art of speaking correctly.</li> <li>• Improve social interaction through conversation.</li> <li>• Apply singular and plural nouns in speaking and writing</li> <li>• Apply adjectives – noun agreement in speaking and writing</li> <li>• Translate from French to English, English</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Exchange greetings with others.</li> <li>➤ Introduce him/her and others.</li> <li>➤ Use adjectives relating to nationality and professional titles.</li> <li>➤ Recognize and use plurals of regular nouns and adjectives.</li> <li>➤ Write numbers from 1 – 1000</li> </ul>	<p>Vocabulary and expressions</p> <ul style="list-style-type: none"> <li>• Salutation (Bonjour / Bonsoir).</li> <li>• Presentation</li> <li>• Comment + s appeler</li> <li>• S'appeler + nom</li> <li>• Etre + nom</li> <li>• Quel + etre + adj. poss. + noun</li> </ul> <p>Pres entatif</p> <ul style="list-style-type: none"> <li>• C'est + noun</li> <li>• Voici/voila + noun</li> </ul> <p>Expressing Age</p> <ul style="list-style-type: none"> <li>- Avoir + age</li> </ul>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></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"> <li>• Dramatize dialogue</li> <li>• Differentiate Masculine nouns/adjectives from Feminine nouns/adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids : (photos, posters, drawings)</li> <li>• Textbook: French from wiki book</li> </ul> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Student introduces himself/herself, after exchanging greetings with a classmate.</li> <li>• Variation: Cross introduction: in a group of two, student exchanges</li> </ul>

<p>to French(oral &amp; written)</p>		<ul style="list-style-type: none"> <li>• Grammar :</li> </ul> <p>Les adjectifs de nationalite</p> <p>Les noms de profesison L'article defini /indefini.</p> <p>Les pronoms clitiques (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"> <li>• Conjugation: present tense of s'appeler, etre, avoir, habiter</li> </ul>	<ul style="list-style-type: none"> <li>• Write key points to consider in making introduction.</li> <li>• Role playing introducing oneself or another person.</li> </ul>		<p>greetings with his/her friend and introduces that friend.</p> <ul style="list-style-type: none"> <li>• Students answer simple questions about names, nationality and age.</li> </ul>
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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	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Make and take telephone calls using the appropriate expressions in French</li> <li>• Improve listening and communication skills.</li> <li>• Improve social interaction through conversation.</li> <li>• Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Communicate with others in French while making telephone calls</li> <li>➤ Write/respond to a friendly letter</li> <li>➤ Write/respond to a letter of invitation</li> <li>➤ Ask and answer questions using different question forms and words</li> </ul>	<p>Vocabulary and Expressions. All vocabulary and expressions previously studied in relation to oral and written communication (telephone and letters) New vocabulary and structures;</p> <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"> <li>• Grammar: N.B: Repeat all grammar points taught previously in relation to this topic before introducing new elements.</li> <li>• Construction of interrogative sentences with:</li> </ul>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <ul style="list-style-type: none"> <li>• Write out the important points to be considered when making telephone calls.</li> <li>• Construct interrogative sentences using interrogative words like: ou, quand, comment, etc.</li> <li>• Transform statements into questions</li> <li>• Write/respond to a friendly letter</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids : (photos, posters, drawings)</li> </ul> <p>Textbook: le nouveau sans frontière</p> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Students stimulate a telephone conversation.</li> <li>• Students write/respond to a friendly letter or an invitation,</li> </ul>

	<p>➤ Conjugate and use the future tense of regular verbs</p>	<p>- ou (place)  - quand (time)  - combien (quantity/cost)  Comment (manner)  pourquoi (reason)</p> <ul style="list-style-type: none"> <li>• Conjugation: future tense (all regular verbs)</li> <li>• Review the “future proche”</li> </ul>	<p>Write/respond to / accept/refuse an invitation</p> <ul style="list-style-type: none"> <li>• Role playing introducing oneself or another person.</li> </ul>		<p>on the occasion of an anniversary, or a special event.</p>
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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	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Build and develop vocabulary skills through the effective use of descriptive words.</li> <li>• Develop skills in the appropriate use of descriptive words (adjective) in speaking and writing.</li> <li>• Improve listening and communication skills.</li> <li>• Improve social interaction through conversation.</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Identify and distinguish the masculine and feminine forms of descriptive adjectives.</li> <li>➤ Use different kinds of descriptive words to describe a person, place or thing</li> <li>➤ Show ownership using the prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and Expressions</li> </ul> <p>Describing objects, people and places (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"> <li>• Presentatif: C'est + art. ind. + adj. + noun: C'est un gros livre</li> </ul> <p>Voici un chien mechant. Avoir + adj. + noun</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <ul style="list-style-type: none"> <li>• Identification of descriptive words in a sentence.</li> <li>• Write sentences describing the physical and moral character of a person; describe a place or thing</li> <li>• Select a person to describe positively or negatively.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual aids</li> <li>• Visual aids : (photos, posters, drawings)</li> <li>• Textbooks</li> </ul> <p>(French for mastery / Et vous?)</p> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></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"> <li>• Students describe various objects/persons (physical structures, clothes, etc. in a photo or drawing.</li> <li>• They may also describe classmates.</li> <li>• Students describe a person, an object, or a particular place (city,</li> </ul>

<ul style="list-style-type: none"> <li>Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>marking possession.</p> <p>➤ Identify and use the relative pronouns qui and que</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"> <li>Grammar: The place of adjectives in the sentence, demonstrative adjectives.</li> </ul> <p>(review the singular and introduce the plural form ; ces)</p> <ul style="list-style-type: none"> <li>Conjugation: present tense of: Connaitre, savoir, mettre.</li> </ul> <p>Repeat all grammar points taught previously in relation to this topic before introducing new elements.</p> <ul style="list-style-type: none"> <li>Sentence Construction:</li> </ul>	<ul style="list-style-type: none"> <li>Listening/reading text</li> <li>Oral and written drills Collect and exhibit photos/drawings in classroom</li> <li></li> </ul>		<p>quarter, school campus).</p> <ul style="list-style-type: none"> <li>Sentence completion: C'est un garçon (beau, bel, belle)</li> </ul>
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		<p>preposition marking ownership: C'est la ville de Paris</p> <p>La ville de Paris est grande..</p> <p><b>Relative Pronouns:</b> Qui : La fille qui chante est belle</p> <p>Que : Le garçon que tu vois est gentil.</p>			
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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	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to express feelings and emotions as well as the ability / awareness to appreciate other people’s feelings and emotions</li> <li>• Improve personality through expression or feelings.</li> <li>• Translate from French to English, English to</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Express their feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and Expressions.</li> </ul> <p>All vocabulary and expressions studied previously in relation to the expressions of feelings and emotions.</p> <p>New vocabulary and structures:</p> <p>Etre + adjectif</p> <p>Etre ennuyeux / terrible / sympa, etc.</p> <p>Avoir l’air triste malheureux / heureux .</p> <p>Presentatif + adjectif</p> <p>C’est grave / mechant / gentil / dingue, etc.</p> <ul style="list-style-type: none"> <li>• Grammar:</li> </ul> <p>Note: Review all previous grammar points taught in relation to this topic.</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <ul style="list-style-type: none"> <li>• Listening/Reading dialogue.</li> <li>• Conjugating and using selected verbs.</li> <li>• Collect photos, and drawing to be exhibited in the classroom.</li> <li>• Role playing / Stimulation</li> <li>• Oral and written drills</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual aids</li> <li>• Visual aids: (photos, posters, drawings)</li> </ul> <p>Textbook:</p> <p>Bon voyage</p> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Students express their feelings/emotions about a pleasant or a tragic event (scene of an accident), or about an artist, an international footballer/artist.</li> <li>• Students read and answer questions from a mini-text</li> </ul>

<p>French(oral &amp; written)</p>		<ul style="list-style-type: none"> <li>• Word Study: Antonyms and Synonyms</li> </ul> <p>Antonyms: La gaiete la tristesse La reussite l'ehec</p> <p>La gentillesse la mechancete</p> <p>Synonyms:</p> <p>La gaiete' = la joie</p> <p>La tristesse = le malheur</p> <p>La reussite = le succès</p> <ul style="list-style-type: none"> <li>• Conjugation: future tense (all regular and irregular verbs)</li> </ul> <p>Review the "passé compose" and the "imparfait"</p>			
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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	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to express desires (likes and dislikes)</li> <li>• Improve social interaction through conversation.</li> <li>• Translate from French to English, English to French(oral &amp; written)</li> </ul>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Express their likes and dislikes, preferences</li> <li>➤ Make a choice</li> </ul>	<p>Vocabulary and Expressions</p> <p>All vocabulary and expressions related to sports and hobbies.</p> <ul style="list-style-type: none"> <li>• Places: stade, parc, cinéma, le restaurant, la discothèque, le théâtre, etc.</li> <li>• Aimer / ne pas aimer</li> <li>• Preferer / ne pas preferer, faire</li> <li>• Jouer / du + sport / instrument Jouer au + sport / instrument</li> </ul> <p>Grammar:</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p>Individual work or mixed group work according to abilities, gender, learning styles,</p> <ul style="list-style-type: none"> <li>• Listening/reading text/dialogues.</li> <li>• Oral/written drills</li> <li>• Role playing (gender, abilities and learning styles)</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual aids</li> <li>• Visual aids : (photos, posters, drawings)</li> </ul> <p>Textbook: Text book:</p> <ul style="list-style-type: none"> <li>• Easy French step by step</li> </ul> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• 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)</li> </ul>

		<ul style="list-style-type: none"> <li>• Prepositions: a, au, à la, etc. ....</li> <li>• Intensive adverbs: assez, trop, beaucoup, moins, etc.</li> <li>• Sentence construction:</li> <li>• Verb + nom (J'aime la danse) Verb + infinitif (J'aime danser)</li> <li>• Conjugation: Présent tense of: aimer, préférer, jouer, faire.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect/prepare exhibit photos/posters of various instruments and sport(icons) in classroom</li> </ul>		<ul style="list-style-type: none"> <li>• Students write about their hobbies and state why they do not like a particular activity.</li> <li>• Group assignments and presentation</li> </ul>
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**SEMESTER: TWO**

**GRADE: 9**

**PERIOD: VI**

**TOPIC: SANTÉ ET ASSAINISSEMENT (HEALTH AND SANITATION)**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><b>Learners are able to:</b></p> <ul style="list-style-type: none"> <li>• Adopt and develop the proper attitude towards health and sanitation</li> <li>• Develop the awareness of having a clean and safe environment</li> </ul> <p>Develop the awareness of visiting hospital/ health centers in case of illness</p>	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> <li>➤ Inquire information, talk about health and health related issues</li> <li>➤ Identify and use appropriate health related vocabulary and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and Expressions.</li> <li>• All vocabulary and expressions related to health and sanitation.</li> <li>• New structures and vocabulary:</li> <li>• Visiter / faire une visite</li> <li>• Se rendre a l'hopital</li> <li>• Respecter la dose</li> <li>• Faire la lessive / vaisselle</li> <li>• Nettoyer / balayer (un lieu / un objet).</li> <li>• Ne pas salir / etre sale / propre Grammar:</li> </ul>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></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><b>GROUP</b></p> <ul style="list-style-type: none"> <li>• Role playing</li> </ul>	<p>Visual aids : (photos, posters, drawings)</p> <p>Textbook: bon voyage</p> <p><a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a></p> <p><a href="http://www.linguee.com">www.linguee.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Students in a group of two stimulate an argument on health and sanitation</li> <li>• Students answer questions about</li> </ul>

<ul style="list-style-type: none"> <li>Translate from French to English, English to French (oral &amp; written)</li> </ul>		<ul style="list-style-type: none"> <li>Note: Review all previous grammar points taught in relation to this topic.</li> <li>Sentence construction; <ul style="list-style-type: none"> <li>- Il faut + infinitif</li> </ul> </li> </ul> <p>Conjugation: Present tense of; avaler, sucer, manger, dormir, salir, se rendre, se reposer, nettoyer, mourir.</p> <ul style="list-style-type: none"> <li>Sentence construction: <ul style="list-style-type: none"> <li>Si + present + adjectif</li> </ul> </li> </ul> <p>Si je suis malade, je vais a l'hopital</p>			<p>various health issues/activities; or students explain why are they ill</p> <ul style="list-style-type: none"> <li>Students read a mini-text about health workers, kinds of common diseases and do a presentation</li> </ul>
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