KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

FRENCH

GRADE 9

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric. It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 9 is the final grade in Junior School in the reformed education structure.

The reviewed Grade 9 curriculum furthers implementation of the CBC from Grade 8 in Junior School. Grade 9 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 9 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 9 and prepare them for smooth transition to Senior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 9 and preparation of learners for transition to Senior School.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**
    Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. **Promote the social, economic, technological and industrial needs for national development.**
    Education should prepare the youth of the country to play an effective and productive role in the life of the nation.
    a) **Social Needs**
        Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.
    b) **Economic Needs**
        Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.
    c) **Technological and Industrial Needs**
        Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. **Promote individual development and self-fulfilment**
    Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8 **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR JUNIOR SCHOOL

By end of Junior School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible programs. Foreign languages learning at this level is guided by social-constructivism and environmental theories Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1/YCT2

GENERAL LEARNING OUTCOMES

By the end of Junior School, the learner should be able to;
1. develop the ability to use the language for purposes of practical communication;
2. appreciate the culture of other people to promote national and international relationship for peaceful co-existence
3. contribute to the cognitive and affective development of the student;
4. provide enjoyment and intellectual stimulation;
5. promote positive attitudes and develop an appreciation of the value of language.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Time Allocation
1.0. Listening and speaking	1.1 Interactive speaking 1.2 Oral expression 1.3 Interactive listening 1.3 Active listening 1.4 Listening for information	27 Lessons
2.0. Reading	2.1 Reading aloud 2.2 Reading for understanding 2.2 Guided reading	18 Lessons
3.0. Writing	3.1 Guided writing	9 Lessons
Total Number of Lessons		**54 + 6 Lessons for Showcasing**

Note: The suggested number of lessons per sub strand may be more or less depending on the context.

STRAND 1.0: LISTENING AND SPEAKING

Theme 1: Greetings and Introductions

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.1 Interactive Speaking** ● *Greetings and Introductions in Formal and Polite Context; and Taking Leave*	By the end of the sub strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) use non-verbal communication cues to enhance communication, d) exhibit confidence to contribute actively in conversations.	The learner is guided to: ● listen to audio clips on formal greetings, introductions and taking leave to respond to questions. ● participate in "Repeat-after-me" exercise to acquire vocabulary on formal greetings and taking leave; (*Comment allez-vous Monsieur? A la prochaine Madame)* ● listen to and sing songs with vocabulary on formal greetings, introductions and taking leave. (Quelle est votre nationalité ? Vous parlez français ?) ● play mimicry games to acquire non-verbal communication skills. ● source and watch video clips with authentic dialogues on greetings, introductions and taking leave in formal settings	How can we maintain formal relationships in greetings and introductions?

			(Bonsoir Madame ! Comment vous appelez-vous madame ? Au revoir, à bientôt ! Vous êtes kenyan ?) ● participate in simple skits in small groups on formal greetings; introductions and taking leave.	

Core Competencies to developed:
Communication and collaboration: This is developed as the learner listens keenly and actively engages in the conversation.

Values:
Respect: Through appreciating the formal nature of greetings by using "Vouvoiement"

Pertinent and Contemporary Issues
Citizenship: social cohesion is developed as learners introduce self and another person

Link to other learning areas:
Social studies: As the learners relate the nationality concept to the idea of people and their nationalities across Africa and the world in Social Studies.

Theme 2: Family

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.2 Listening for information** • *Nuclear and Extended Family*	By the end of the sub strand, the learner should be able to: a) identify key points from audio stimuli, b) recall important details from audio stimuli, c) demonstrate focused listening for optimal information retrieval, d) cultivate awareness on the importance of paying attention to details when listening for information.	The learner is guided to**:** • listen to audio-visual materials with vocabulary and expressions used to describe members of the family, types of family (*famille nuclaire et famille elargie),* professions and places of work. • role play on various aspects of the family (*descriptions, professions…*) • use the vocabulary, expressions and grammatical structures learned to describe their family members to peers / classmates in short dialogues and in turns. • Use the vocabulary acquired to tell where the various professionals work.	What would you consider if you were to choose a profession?

Core Competencies to developed:
Communication and collaboration: This is developed as the learners role play in small groups to describe their family members

Values:
Respect for others as learners recognize the variation in likes of others in terms of professions

Pertinent and Contemporary Issues
Self-esteem: Learners exhibit self-esteem and self-drive as they describe their likings for various careers.

Link to other learning areas:
English and Kiswahili: As the learners link the description of the family to the concept of qualitative adjectives in English and Kiswahili.

Theme 3: My Surrounding

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.3 Listening for information** • *The countryside*	By the end of the sub strand, the learner should be able to: a) identify key points from audio stimuli, b) recall important details from audio stimuli, c) demonstrate focused listening for optimal information retrieval, d) cultivate awareness on the importance of paying attention to details when listening for information.	The learner is guided to**:** • listen to audio-visual materials with vocabulary and expressions about common Kenyan domestic and wild animals, • listen to audio clips with different sounds of animals and identify their names, • describe different animals by their attributes, • discuss on which animals they and their friends and acquaintances like and why • tell how to best take care of the different animals.	Why do you think it is important to prepare well when visiting the countryside?
Core Competencies to developed: Citizenship: As the learners take pride in identifying wild animals like The Big Five as a national identity				
Values: Love: this is developed as learners express appreciation and liking of the different animals				

Pertinent and Contemporary Issues

Animal welfare**:** as the learners appreciate the importance of farm animals to human life

Link to other learning areas

Agriculture **:** A**s** learners relate vocabulary on farm animals to livestock farming in Agriculture .

Theme 4: Time

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.4 Active Listening** *Routine*	By the end of the sub strand, the learner should be able to: a) recall details and information accurately from oral interactions, b) interpret verbal cues from audio stimuli, c) demonstrate willingness to be receptive to new ideas in oral interactions.	The learner is guided to: ● watch audio-visual clips with vocabulary on routine and time. ● practice talking about the daily routine in relation to time *(A 5h00 je me lève, je prends mon petit-déjeuner à 7h30, je dors a 10h45)* ● participate in rhyming games to acquire vocabulary on routine. ● discuss jointly on different routines. ● talk about planned activities across the week.	Why is it important to plan for daily activities?

Core Competencies to be developed:
Communication and collaboration: This is developed as the learner listens keenly and actively discussions on routines.

Values
Unity: Learners show unity as the work together in groups while talking about their routine.

Pertinent and Contemporary Issues
Time management**:** learners organize and schedules activities in their daily or weekly routine.

Link to other subjects:
English**:** Learners relate vocabulary on daily activities and routine to routine activities in English.

Theme 5: Fun and Enjoyment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.5 Oral expression** • *Making plans and Dates*	By the end of the sub strand, the learner should be able to: a) demonstrate comprehension and engagement in oral interactions, b) use verbal cues to probe and engage in oral interactions, c) exhibit great interest to participate actively in conversations.	The learner is guided to: • watch and listen to audio-visual materials to acquire vocabulary and grammar related to making plans for fun and enjoyment. • talk about future plans with the use of verbs conjugated in future tense *(le futur proche)* and use of adverbs of time *(dans deux jours / un mois,etc.; la semaine / l'année prochaine, ce soir, ce weekend...* • engage in oral interactions: question-answer on personal plans to have fun. • participate in simple role plays collaboratively.	What do you consider when making plans for a fun activity?
Core Competencies to developed:				
Communication and collaboration: This is developed as the learners listen keenly and actively to the audio visual materials and to each other as they engage in oral interactions.				
Values:				
Unity: Learners get the opportunity to connect and create bonds with one another as they play role plays collaboratively.				
Pertinent and Contemporary Issues				
Safety and security: Learners are made aware of safety and security measures to consider while having fun.				

Link to other learning areas:
Creative Arts: Learners link the vocabulary on leisure activities to leisure and sporting activities in Creative Arts and Sports.

Theme 6: Foods and Drinks

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.6 Interactive Speaking** *Eating out*	By the end of the sub strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) exhibit confidence to contribute actively in conversations.	The learner is guided to**:** ● listen to audio-visual material relating to ordering food in the restaurant to pick out vocabulary. *(Je voudrais du poulet s'il vous plait !* *Excusez-moi, j'aimerais du café s'il vous plait !* *Je voudrais/aimerais + repas)* ● listen to and repeat names of different vocabularies about ordering food in the restaurant/utensils/quantities *(J'ai besoin d'un couteau,* *Avoir besoin de +* *ustensile/ingrédient)* ● role plays at the restaurant. ● engage in conversation about ordering food in the restaurant.	What do you think happens when people go to eat out?

Core Competencies to be developed:
Communication and collaboration: This is developed as learners speak clearly and effectively using appropriate expressions and gestures on ordering food in the restaurant
Values:
Unity: Learner works together with other learners in role plays on ordering food in a restaurant
Pertinent and Contemporary Issues
Self-awareness**:** Learners acquire talk about his/her desire as they order for food in the restaurant
Link to other learning areas
Agriculture : Learners link the description and preferences on foods and drinks to content covered in Agriculture .

Theme 7: My Body

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	**1.7 Listening for Information** *At the doctor's*	By the end of the sub strand, the learner should be able to: a) recall important details from audio stimuli, b) demonstrate focused listening for information retrieval, c) cultivate awareness on the importance of paying attention to details when listening for information.	The learner is guided to: ● Listen to audio materials to pick out vocabulary on expressing state of health. ● Listen to and repeat sentences related to expressing state of health. ● Play word puzzle games on expressing one's state of health. ● Engage in miming activities for expressing state of health. ● Fill in gaps orally in shorty audio texts about expressing one's health. ● Answer questions from audio stimuli relating to expressing one's state of health. ● Engage in a role play on "at the doctor's."	How can one avoid falling sick?
Core Competencies to be developed: Self-efficacy: This is developed as learners talk about their state of health					
Values: Love: learner shows love as they empathize with the state of health of others					

| **Pertinent and Contemporary Issues:** |
| Self-awareness: learners express their state of health. |
| **Link to other subjects:** |
| The learners are able to link the vocabulary learnt on state of the health to the concept of health and diseases in Integrated Science. |

Theme 8: Weather and Environment

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.8 Listening for information** • *My environment*	By the end of the sub strand, the learner should be able to: a) identify key points from audio stimuli, b) use information from audio stimuli to respond to questions or prompts, c) cultivate awareness on the importance of paying attention to details when listening for information.	The learner is guided to: • watch audio-visual clips with activities related to particular environments and respond to questions jointly • use the Internet to source and watch audio-visual materials on the positive and negative effects of weather on environment and pick out new vocabulary: Search engine is set with "Safe Search ON" • participate in "Headline creation" activity in small groups where they listen to audio clips on seasons and capture the essence of the content • play games on vocabulary search in groups using digital devices	How do weather conditions affect human life?

Core Competencies to developed:
Communication and Collaboration: The learner listens keenly and actively to show understanding of simple concepts like weather in a particular place.
Values:
Unity: Learners work in groups and unity is strengthened through joint activities
Pertinent and Contemporary Issues
Online safety: Learners use the internet to search for materials with "Safe Search " turned ON
Link to Other Subjects:
Social studies: Learners link the activities of describing weather conditions in a local area to weather and climate in social studies

Theme 9: Getting Around

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.9 Interactive Speaking** • *Direction and Locations*	By the end of the sub strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) use non-verbal communication cues to enhance communication, d) exhibit confidence to contribute actively in conversations	The learner is guided to: • participate in "Repeat-after-me" exercise to acquire vocabulary on asking and giving directions. • listen to and sing songs on transport around them. • play mimicry games in pairs to practice non-verbal cues like gestures of giving directions. • source and watch video clips with authentic dialogues on asking and giving directions using digital devices. • do simple skits in small groups on asking and giving directions	How can one avoid getting lost in a new place?
Core Competencies to developed: Creativity and imagination: this is developed as learners create and engage in simple short skits in groups				
Values: Unity: learners work together to do group activities				

| **Pertinent and Contemporary Issues (PCIs):** |
| Interpersonal relationships: this is brought out as the learner takes turns to play mimicry games |
| **Link to other subjects:** |
| Social studies: learners relate the concept of asking and giving directions to concept of directions in Social Studies. |

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary and expressions to in oral interactions	The learner uses all targeted vocabulary and expressions in oral interactions; employs a variety of vocabulary and expressions.	The learner uses all targeted vocabulary and expressions in oral interactions	The learner uses most of the targeted vocabulary and expressions in oral interactions	The learner uses very few of the targeted vocabulary and expressions in oral interactions
Ability to maintain correct spoken language structures (pronunciation, intonation, rhythm and pacing) in oral expression	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. The communication is clear and error free.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression. Makes a few errors at times that interfere with communication to a limited extent.	The learner maintains correct pronunciation, intonation, rhythm and pacing in few instances in oral expression. Makes many errors most of the time that interfere with communication
Ability to respond to questions and prompts in oral interactions	The learner responds to all questions and goes further to give appropriate illustrations and examples.	The learner responds to all questions and prompts to show comprehension and engagement.	The learner responds to most of the questions and prompts to show comprehension and engagement	The learner responds to very few questions and prompts to show comprehension and engagement

Levels Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to employ gestures and facial expressions to enhance oral interactions	The learner employs appropriate gestures and facial expressions to complement oral expressions and shows sensitivity to diverse cultural contexts.	The learner employs appropriate gestures and facial expressions to complement oral expressions.	The learner employs most of the gestures and facial expressions to complement oral expressions.	The learner employs very few gestures and facial expressions to complement oral expressions.
Ability to display willingness to participate in oral interactions	The learner is always willing to participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.	The learner is always willing to participate in meaningful oral interactions with people in their surroundings.	The learner is at times hesitant to participate in meaningful oral interactions with people in their surroundings.	The learner is mostly hesitant to participate in meaningful oral interactions with people in their surroundings.

STRAND 2.0: READING

Theme 1: Greetings and Introductions

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.1 Reading for fluency** • *Formal greetings and introductions*	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts.	The learner is guided to: • echo read texts on formal greetings and introductions in class with the teacher for pronunciation practice in small groups. • source for texts on formal greetings and introductions from digital devices and pick out vocabulary *(Bonjour Monsieur/ Madame/ Mademoiselle, Comment allez-vous; Je vais bien, merci: Comment vous appelez-vous, Monsieur?)* • use dramatic reading of simple texts in small groups for developing fluency.	How do you think greetings between people who are unfamiliar to one another go?
Core competencies to be developed Digital Literacy: This is developed as learners use digital platforms and devices to source for reading materials				
Values Respect: This is enhanced as the learners using respectful and formal expressions to greet and talk to people				

Pertinent and Contemporary Issues
Social cohesion**:** This is enhanced as the learners work together to source for materials
Link to other learning areas:
Social studies: Learners relate concept of nationality to Africa and the world in social studies

Theme 2: Family

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.2 Reading for understanding** *Nuclear and Extended Family*	By the end of the sub strand, the learner should be able to: a) identify key details and facts from read texts, b) use information from read texts to respond to questions and prompts, c) build confidence in one's ability to comprehend and interpret written material.	The learner is guided to: • highlight key details and information about family members and their professions in selected texts, • read selected passages to extract grammatical structures and key information, through simple interactive exercises done in groups, • practice reading texts with right intonation and pace to bring out correct meaning in text.	What do you think people consider when choosing a place to work?

Core Competencies to developed:
Communication and collaboration: This is developed as the learners work together in groups and as they carry out exercises in groups.

Values:
Respect: as learners appreciate the diversity in the professions and places of work of members of families of their classmates

Pertinent and Contemporary Issues
Self-awareness: The learners recognize their interests as they discover more about professions as they read.

Link to other learning areas:
English: The learners link vocabulary on nuclear family as covered in English.

Theme 3: My Surrounding

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.3 Reading for understanding My surrounding** • *The countryside*	By the end of the sub strand, the learner should be able to: a) identify key details and facts from read texts, b) use information from read texts to respond to questions and prompts, c) build confidence in one's ability to comprehend and interpret written material.	The learner is guided to**:** • identify animals and their locales from written texts. • match animals with their descriptions in texts. • in groups or pairs use digital devices to search for and build vocabulary and expressions about basic care of animals.	Why do you think some people keep pets?
Core Competencies to developed: Citizenship: As the learners take pride in identifying wild animals like The Big Five as a national identity				
Values: Love: this is developed as learners express appreciation and liking of the different animals				
Pertinent and Contemporary Issues Animal welfare: As the learners appreciate the importance of taking care of animals				
Link to other learning areas Agriculture : learners relate vocabulary on farm animals to livestock farming in agriculture				

Theme 4: Time

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.4 Reading for fluency** • *Daily Routine at Home*	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts.	The learner is guided to**:** ● read short texts on routine and practice fluency ● use the clock and watches in reading time ● recite poems on daily routine in pairs ● use the internet to source for and read vocabulary on routine ● Play games in groups on daily routine activities	What makes our daily routines differ from one person's to another's?
Core competencies to be developed Communication and collaboration**:** This is developed as learners work together collaboratively to group reading activities				
Values Unity: Learner embrace unity as they recite poems in pairs and groups				
Pertinent and Contemporary Issues Time management**:** Learners practice on time management while handling their routine.				
Link to other subjects: English : Learners relate vocabulary on daily activities and routine to routine activities in English				

Theme 5: Fun and Enjoyment

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.5 Reading for understanding** • *Making Plans and Dates*	By the end of the sub strand, the learner should be able to: a) identify key details and facts from texts, b) use information from texts to respond to questions and prompts, c) build confidence in one's ability to comprehend and interpret written material.	The learner is guided to: • read silently as well as aloud a wide variety of written texts on plans and programs for various activities (sports, games, leisure entertainment activities, tours and travel, etc.) • interpret programs (cinema, film schedules, sporting events, TV programs…) travel schedules (arrivals and departures of trains, planes, buses…) school timetables and routine. • answer with accuracy written comprehension questions based on making plans for fun and enjoyment.	What would happen if we plan for activities without considering time?
Core Competencies: Self-efficacy: Learners demonstrate self-efficacy as they develop effective communication skills necessary to have fun and enjoyment.				
Values: Responsibility**:** Learners are made aware of the need for time management, to cater for fun and enjoyment.				

Pertinent and Contemporary Issues
Health: Learners are encouraged to engage in activities that bring fun and enjoyment for healthy living.
Link to other learning areas:
Creative Arts: learners link fun activities to leisure and sporting activities in creative arts

Theme 6: Food and Drinks

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.6 Reading for understanding** *Eating Out*	By the end of the sub strand, the learner should be able to: a) identify key details and facts from read texts, b) use information from read texts to respond to questions and prompts, c) build confidence in one's ability to comprehend and interpret written material.	The learner is guided to: ● read short texts on the eating out and ordering food in the restaurant. ● respond to questions from read material on eating out. ● play word search games on vocabulary related to the restaurant and ordering for food. ● Source for information on ordering food in the restaurant from the internet. ● Read menus of food in different restaurants online.	Why is it important to plan well when going to eat out?
Core competencies to be developed Self-efficacy: learners develop negotiation skills they practice how to order food in the restaurant				
Values Responsibility: learner develop a sense of responsibility by sourcing for information on ordering for a meal in the restaurant				
Pertinent and Contemporary Issues Health education**:** learner learn on healthy eating habits as they learn how to order for food in the restaurant				

Link to other learning areas
Agriculture : Learners link the description and preferences on foods and drinks to content covered in Agriculture .

Theme 7: My Body

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.7 Reading for understanding** • *At the Doctor's*	By the end of the sub strand, the learner should be able to: a) identify key details and facts from read texts, b) use information from read texts to respond to questions and prompts, c) build confidence in one's ability to comprehend and interpret written material.	The learner is guided to: ● echo read short texts on expressing state of health in small groups or with the teacher. ● source for and read short texts about expressing state of health from the internet. ● respond to questions from read material on expressing one's state of health. ● play word search games on vocabulary related to expressing state of health. ● use emojis and charts to read about state of health.	Why is it important to be honest when talking about your state of health?
Core competencies to be developed Digital literacy: This is developed as the learner sources for texts expressing state of health from the internet.				
Values • Responsibility: learner uses the internet responsibly in sourcing for information • Love: Learner empathizes with other leaners as they express their state of health				

Pertinent and Contemporary Issues
- Online safety: as learners use the internet to source for information on expressing state of health with safe search turned on.
- Healthy living**:** as learners read on health in groups.

Link to other subjects:
The learners are able to link the vocabulary learnt on state of the health to the concept of health and diseases in Integrated Science.

Theme 8: Weather and Environment

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.8 Reading for understanding** • *My Environment*	By the end of the sub strand, the learner should be able to: a) Identify key points and facts from read texts, b) use information from read texts to respond to questions and prompts, c) build confidence in one's ability to comprehend and interpret written material.	The learner is guided to: • echo read texts about the environment, related weather and activities in small groups for vocabulary; • use the internet to search for texts on the effects of weather on environment for reading in groups; search engine is set on "safe search", • engage in interactive read-aloud activities where reading is paused for "question and answer breaks", • read texts and respond to simple questions about effects of weather on environment.	How do you think weather and climate are connected to disasters natural calamities?
Core competences to be developed					
Communication and collaboration: This is developed as learners listen actively and keenly during the read-aloud activities					

Values
Unity: Learners work together in groups to source for reading materials from digital devices
Pertinent and Contemporary Issues
Online safety: Learners use the internet to search for materials with the "Safe Search' turned on
Link to Other Subjects:
Social Studies: Learners link the activities of describing weather conditions in a local area to weather and climate in social studies

Theme 9: Getting Around

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.9 Reading for Understanding** • *Directions and locations*	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts.	The learner is guided to: • engage in interactive read-aloud activity where reading is paused for question and answer breaks, • source for texts on means of transport from digital devices in small groups and read for vocabulary *(le chameau, l'âne, la moto, la bicyclette, le vélo, l'auto, le bus, le taxi, le train, le métro, le tramway, la trottinette, le scooter, le bateau, le canoë, le bac/ferry)*, • echo read texts in small groups to practice intonation and pace in reading, • engage in dramatic reading activities to practice vocabulary and fluency, • matching picture stimuli to given vocabulary about means	What makes a tour of a place interesting?

			of transport (*la gare, la station de metro, le billet,).*	

Core competences to be developed
Critical thinking and problem solving: learners develop research skills as they source for texts on transport

Values
Unity: The learners work in groups to echo read texts

Pertinent and Contemporary Issues
Digital citizenship: The learners use the internet in an ethical manner

Link to other subjects:
Social studies: Learners relate the concept of asking and giving directions to concepts of geography of a place in social studies

Suggested Assessment Rubric

Levels / Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pronounce words in contexts for accuracy in reading	The learner pronounces words with a near native accent in simple texts to convey the intended meaning.	The learner pronounces words in simple texts to convey the intended meaning.	The learner pronounces most words in simple texts to convey the intended meaning.	The learner pronounces a few words in simple texts to convey the intended meaning.
Ability to read with fluency (smoothness, pace, rhythm and intonation)	The learner articulates words well while reading smoothly with correct intonation, rhythm and pace even in texts on unfamiliar topics.	The learner articulates words well while reading smoothly with correct intonation, rhythm and pace	The learner frequently articulates words well while reading smoothly with correct intonation, rhythm and pace	The learner occasionally articulates words well while reading smoothly with correct intonation, rhythm and pace
Ability to analyse simple texts	The learner interprets and responds to questions in context using extensive vocabulary in giving responses.	The learner interprets and responds to questions in context.	The learner interprets and responds to most of the questions in context.	The learner interprets and responds to a few questions in context.

STRAND 3.0: WRITING

Theme 1: Greetings and Introductions

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.1 Guided Writing** • *Greetings and Introductions in Formal and Polite Context; and Taking Leave*	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • fill crosswords and word puzzles using cues from texts on formal greetings and introductions. • fill gaps in simple dialogues using simple vocabulary of formal greetings and introductions *(salut, (Bonjour Monsieur/ Madame/ Mademoiselle, Comment allez-vous ; Je vais bien, merci : Comment vous appelez-vous, Monsieur? Enchanté)* • write down dictated simple vocabulary on formal greetings and introductions. • use visual prompts like pictures and illustrations to write simple texts on formal greetings and introductions.	What do you need to do to prepare for writing texts?

Core competences to be developed
Communication and collaboration: learners work together in team work to do group activities
Values
Love: learners write short greetings to one another
Pertinent and Contemporary Issues
Social cohesion: learners greet in the formal context
Link to other learning areas:
Social studies: Learners relate the vocabulary on nationality to the concept of nationality in Africa and the world in Social Studies.

Theme 2: Family

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3. 2 Guided writing** • *Nuclear and Extended Family*	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write short and coherent texts through dictation related to the theme of family. • write short texts about the various aspects of the theme family from a variety of learning resources. • Match texts with illustrations of various aspects of the family learnt. • Fill in appropriate words/expressions theme of family to make complete texts.	Why would you choose to write as a means of communicating with others?

Core Competencies to developed:
Critical thinking and problem solving: this is developed as the learners match texts with illustrations, pictures and images.

Values:
Respect: This is developed as learners appreciate individual differences while writing about them

Pertinent and Contemporary Issues
Self-esteem: Learners exhibit self-esteem as they develop their writing skills in a foreign language.

Link to other learning areas:
English: learners link vocabulary on nuclear family as covered in English

Theme 3: My Surrounding

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.3 Guided writing** • *The Countryside*	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write grammatically correct short texts using acquired vocabulary and phrases to describe animals. • match vocabulary to categorize animals into domestic and wild in group activities. • write short texts about basic care of animals.	How do you thing written materials like posters and signboards can be important when visiting the countryside?
Core Competencies to developed: Citizenship: As the learners learn identify animals found nationally and, in their environs,				
Values: Love: this is developed as learners express appreciation and liking of the different animals				
Pertinent and Contemporary Issues Animal welfare: As the learners learn about basic care of animals				
Link to other learning areas Agriculture : Learners relate vocabulary on farm animals to livestock farming in agriculture.				

Theme 4: Time

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.4 Guided writing** *Routine*	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to**:** • write texts on routine, • fill in gaps in short texts relating to routine, • create a weekly routine • fill word puzzles with vocabulary on routine, • write down simple dictated words on routine, • write simple sentences on daily routine.	Why is writing a routine schedule important?

Core competencies to be developed:
Critical thinking and problem solving: This is developed as the learner makes own routine schedule

Values
Unity: learner shows unity as they fill puzzles and work in small groups

Pertinent and Contemporary Issues
Time management: Learner uses weekly schedule to plan for the week

Link to other subjects:
English: Learners relate vocabulary on daily activities and routine to routine activities in English.

Theme 5: Fun and Enjoyment

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.5 Guided writing** • *Making Plans and Dates*	By the end of the sub strand, the learner should be able to**:** a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • note down key words and expressions used to talk about programs and plans for the near future on fun and enjoyment. • do transformation of selected verbs to form nouns *(la nominalization des verbes visiter, arriver, danser, chanter, écouter, partir)* • accurately write short narratives with peers about their future plans for fun and enjoyment activities to be carried out within the school, such as swimming gala, beauty pageant, face painting, watching movies, playing video-games, etc.) • draw programs for entertainment events in school and post them on school notice boards.	Why do you think it is important to write down a plan of activities?
Core Competencies: Communication and collaboration: Learners develop this skill as they carry out projects (writing programs, making plans) in small groups.			
Values: Responsibility: Learners are made aware of the need for time management, to cater for fun and enjoyment.			

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Pertinent and Contemporary Issues
Health: Learners are encouraged to engage in activities that bring fun and enjoyment for healthy living.
Link to other learning areas:
Creative Arts: Learners link fun activities to leisure and sporting activities in creative arts

Theme 6: Food and Drinks

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.6 Guided Writing** • *Eating out*	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● fill in gaps in short texts relating to ordering for food in the restaurant to pick out vocabulary. ● write down short simple sentences on ordering for food. ● write down simple dictated vocabulary on things at the restaurant. ● work jointly to create a menu.	Why is it important to make early decisions before ordering food and drinks in a restaurant?
Core competences to be developed Learning to learn: This is developed as learners learn how to write vocabulary ordering for food in the restaurant					
Values Respect: learner shows respect as they take down instructions from the teacher					
Pertinent and Contemporary Issues Self-esteem: learner develops confidence by being able to read texts related to the resturant					
Link to other learning areas Agriculture : Learners link the description and preferences on foods and drinks to content covered in Agriculture .					

Theme 7: My Body

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.7 Guided Writing** • *At the Doctor's*	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● write short texts on state of health. ● draw and label different emojis related to state of health. ● fill in gaps in short texts relating to state of health. ● source for and write down information on state of health from the internet. ● match images on state of health to their descriptions.	Why do you think it is important to communicate early when unwell?

Core competences to be developed
Digital literacy: This is developed as the learner sources for texts on different states of health

Values
Responsibility: The learner uses the internet responsibly in sourcing for information

Pertinent and Contemporary Issues
Online safety: As learners use the internet to source for information on state of health with safe search turned on.

Link to other subjects:
The learners are able to link the vocabulary learnt on state of the health to the concept of health and diseases in Integrated Science.

Theme 8: Weather and Environment

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.8 Guided Writing • *My environment*	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write down dictated simple vocabulary on activities related to the environment: *(L'agriculture, la pêche dans les lacs, la natation, le camping, la randonnée, ?),* • rearrange letters to make words for vocabulary mastery, • fill crosswords and word puzzles with vocabulary on effects of weather on environment *(le tourisme, le sport,)* *(érosion du sol, les inondations, la sècheresse, irruption de maladies, la famine),* • make sentences from jumbled words to practice word order; *(Trop de pluie cause les inondations),* • use picture writing prompts to write about different effects of weather on environment.	How can writing skills be useful in promoting environmental awareness?
Core competences to be developed Critical thinking and problem solving: this is developed as learners think critically when filling crosswords				

Values
Unity: learners work in groups to fill crosswords and puzzles

Pertinent and Contemporary Issues
Disaster risk reduction**:** Learners discover the positive and negative effects of weather on the environment

Link to Other Subjects:
Social Studies**:** Learners link the activities of describing weather conditions in a local area to weather and climate in social studies

Theme 9: Getting Around

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	**3.9 Guided Writing** • *Direction and locations*	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • fill crosswords and word puzzles with vocabulary on asking and giving directions. *(qller; continuer; tourner; prendre; traverser; trouver; à droite, à gauche, tout droit, vers l'est, l'ouest, le nord, le sud ; la rue, le pont, l'avenue)* • rearrange letters to make words on vocabulary of transport and moving around in small groups activities. • make sentences from jumbled words to practice language structures. • write down simple instructions on directions to a given place in group activities. • use picture writing prompts to write simple texts about asking and giving directions.	How do you think writing can be helpful in guiding people when getting around?

Core competences to be developed
Critical thinking and problem solving: This is developed as learners think critically when filling crosswords
Values
Unity: learners work in groups to fill crosswords and puzzles
Pertinent and Contemporary Issues
Citizenship: learners acquire the virtue of helping people to get directions to different places
Link to other subjects:
Social studies: learners relate the concept of asking and giving directions to concepts of geography of a place in social studies

Suggested Assessment Rubric

Indicators \ Levels	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write clear and readable texts: Space between words in a sentence Space between letters in a word	The learner writes texts paying attention to neatness and proper spacing all through. Handwriting exhibits individual style and flair.	The learner writes texts paying attention to neatness and proper spacing all through.	The learner writes texts paying attention to neatness and spacing in most parts of the text.	The learner writes texts paying attention to neatness and spacing in very few parts of the text.
Ability to write texts using correct language structures and vocabulary	The learner writes simple texts while maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using vocabulary appropriate to the context.	The learner writes simple texts while using correct sentence structures and vocabulary.	The learner writes simple texts while using correct sentence structures and vocabulary.	The learner writes simple texts but is unable to maintain spelling and grammatical accuracy all through. Sentence structures are incorrect most of the time. Uses very limited vocabulary appropriate to the context.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction
In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: ● Environmental degradation ● Lifestyle diseases, Communicable and non-communicable diseases ● Poverty ● Violence and conflicts in the community ● Food security issues

Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.
Milestone 3	**Planning for the Project** Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	**Showcasing /Exhibition and Report Writing** Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	**Reflection** Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project
Assessment for the integrated CSL group projects will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

APPENDIX 2 SUGGESTED ASSESSEMNT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
- Oral descriptions - Image matching and sorting - Physical identification of objects. - Filling in missing letters. - Filling in missing words. - Sounding words. - Rearranging jumbled up words or phrases. - Spelling; oral and written. - Writing. - Mimicking through role-play. - Reading aloud. - Answering simple questions. - Word searches. - Word puzzles.	- Charts - Video clips - Video games - Jumbled up grids - Word puzzles - Flashcards *(words or games)* - Maps - Short stories - Real objects (*home objects)* - Audio recordings - Pictures - Poems - Songs - Chalkboard - Word wheel - Name tags and labels - Word searches - Journals - Computer - House floor plans	- Songs - Recitation of poems - Role plays and simulation - Games e.g. *hide and seek and board games* - Peer education; practice with peers - Participation in French club activities