



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

UPPER PRIMARY SCHOOL

FRENCH PROGRAMME

GRADE 6

First Published 2017

Revised 2024

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ISBN:

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENT

NATIONAL GOALS OF EDUCATION	iv
LEVEL LEARNING OUTCOMES	vi
ESSENCE STATEMENT	vii
SUBJECT GENERAL LEARNING OUTCOMES	viii
SUMMARY OF STRANDS AND SUBSTRANDS.....	ix
1.0 LISTENING AND SPEAKING	1
2.0 READING	18
3.0 WRITING.....	36
APPENDIX I.....	49
COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 6).....	49
APPENDIX II:.....	52
SUGGESTED LEARNING RESOURCES, SUGGESTED ASSESSMENT METHODS AND NON FORMAL ACTIVITIES THAT SUPPORT LEARNING.....	52

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LEVEL LEARNING OUTCOMES

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

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

SUBJECT GENERAL LEARNING OUTCOMES

By the end of this level, the learner should be able to;

- a) develop the ability to use the language for purposes of practical communication;
- b) appreciate the culture of other people to promote national and international relationship for peaceful co-existence
- c) contribute to the cognitive and affective development of the student;
- d) provide enjoyment and intellectual stimulation;
- e) promote positive attitudes and develop an appreciation of the value of language.

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SUMMARY OF STRANDS AND SUBSTRANDS

Strands	Sub Strands
1.0. Listening and speaking	1.1 Oral expressions 1.2 Active listening 1.3 Interactive speaking 1.4 Phonological awareness 1.5 Imitative speaking 1.6 Listening for gist
2.0. Reading	2.1 Guided reading 2.2 Reading aloud
3.0. Writing	3.1 Guided writing

1.0 LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1. Listening and speaking</p>	<p>1.1 Oral expression Basic greetings and introductions <i>(Comment vas-tu? Qui est-ce? C'est..., Tu as/Il a quel âge ?) Comment tu t'appelles ? Je m'appelle ... Je suis une fille Comment ça va ? Voici mon ami..., Il a quel âge ?) numbers (1 – 20).</i> (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> exhibit acquisition of an expanded vocabulary when speaking, employ fluency in verbal expression for effective communication, use gestures and facial expressions to enhance oral communication, express enthusiasm to engage in oral communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> participate in “Repeat-after-me” exercise to acquire vocabulary on greetings and introductions. listen to and sing songs on numbers (1 – 20). play “mirror-mirror” games for facial expressions and gestures. source and watch video clips with authentic dialogues on greetings and introductions for vocabulary. do short skits on greetings and introductions in groups. play sound discrimination games in groups to mimic sounds. 	<p>How can one prepare to listen effectively?</p>

Core Competencies to developed:

Communication and collaboration: This is developed as the learner listens keenly and actively and shows understanding of others' perspectives as they greet and introduce themselves.

Values:

Respect: through appreciating the diversity in names and age of others

Pertinent and Contemporary Issues

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

Link to other learning areas:

Mathematics: learners relate concept of numbers, when talking about age, to concept of integers in Mathematics

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.1 Active listening My Family (Nuclear family members; name and age) (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recall the main ideas and key points in spoken communication, interpret verbal cues from audio stimuli, demonstrate willingness to be receptive to new ideas in oral interactions. 	The learner is guided to: <ul style="list-style-type: none"> practice active listening skills to acquire vocabulary on types of marital status. play language games that will facilitate memorization of vocabulary e.g. <i>Mime + Qui suis-je?</i> Use of infographics and question-answer to stimulate speech. use the vocabulary, expressions and grammatical structures learned to introduce their family members to peers / classmates in short dialogues and in turns. 	Why do you think the difference in ages of individual members of the family matters?
<p>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 describe the members of their nuclear family.</p>				

Values:

Respect: learners display respect for diversity as they recognize the difference in family structures of others.

Pertinent and Contemporary Issues

Self-esteem: Learners exhibit self-awareness as they talk about their families.

Link to other learning areas:

English: learners link vocabulary on nuclear family as covered in English

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.1 Interactive speaking My Surroundings – My School <i>(aller + à /au/à la/ à l' /aux + lieu</i> <i>Salle de classe, bureau, laboratoire, bibliothèque, salle de profs)</i> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> respond to questions and prompts to show comprehension and engagement, use vocabulary and expressions appropriately to probe and engage in oral interactions, exhibit confidence to contribute actively in conversations. 	The learner is guided to: <ul style="list-style-type: none"> identify places and facilities in their school through watching audio-visual materials. indicate where s / he is going when asked; by using the correct grammatical structures. participate in short dialogues (question answer on places to go within the school compound) with peers. 	What makes your school unique?
Core Competencies to developed: Communication and collaboration: This is developed as the learners listen keenly and actively to each other’s questions and as they carry out assigned tasks.				
Values: Self-discipline: Learners demonstrate respect for school rules and regulations as they indicate places in the school that are out of bounds for pupils.				
Pertinent and Contemporary Issues Online safety as learners use digital resources to access materials for vocabulary acquisition				
Link to other learning areas Learners link dialogue skills as is the case in English language.				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.4 Active Listening Time; Months of the Year Seasonal events; Noël, Pacques, St Valentin (3 lessons)	By the end of the sub strand, the learner should be able to: a) recall the main ideas and key points in spoken communication, b) interpret verbal cues from audio stimuli, c) demonstrate willingness to be receptive to new ideas in oral interactions.	The learner is guided to: • listen to songs about months of the year • listen and repeat short simple phrases on months of the year in relation to seasonal events • recite poems on months of the year in group activities	Why is knowledge of months of the year important?
Core Competencies to developed: Communication and collaboration: this is developed as learners do recital of poems in groups				
Values: Teamwork: Learners come together to participate in poetry activities.				
Pertinent and Contemporary Issues Social cohesion as learners recite poems together in small groups				
Link to other learning areas: English: learners link vocabulary on months of the year to what is covered in English				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.5 Active listening Fun and Enjoyment – Sports and Games <i>(J'aime, je n'aime pas ; Sports de ballons ; Jouer + à + sport ; Jeux de société)</i> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recall the main ideas and key points in spoken communication, interpret verbal cues from audio stimuli, demonstrate willingness to be receptive to new ideas in oral interactions. 	The learner is guided to: <ul style="list-style-type: none"> actively listen to audio-visual materials and repeat the names of sports and games to acquire vocabulary. complete sentences by filling in the blanks with the names of sports and games as they listen to audio materials. write down dictated sentences with specific grammatical structures eg. <i>jouer à /au/ aux... + jeu</i> 	How do you prepare for your fun and enjoyment moments?
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 exchange information on preferences.				
Values: Teamwork: Learners come together to participate in sports and games.				
Pertinent and Contemporary Issues Self-esteem: Learners exhibit self-esteem as they speak about their preferences in games and sporting activities.				
Link to other learning areas: Creative Arts: Learners link sports and games activities to Physical health education in Creative Arts				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.6 Interactive speaking Foods and Drinks <i>Describing food – le poisson, le riz, le poulet, les légumes, la viande, les fruits, le thé, le lait ; c’est doux, c’est délicieux, c’est bon</i> <i>Preferences – J’aime, je n’aime pas</i> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> respond to questions and prompts to show comprehension and engagement use vocabulary and expressions appropriately to probe and engage in oral interactions exhibit confidence to contribute actively in conversations 	The learner is guided to: <ul style="list-style-type: none"> listen to audio-visual material relating to likes and dislikes in relation to foods and drinks listen to and repeat sentences relating to likes and dislikes <i>(J’aime le poulet c’est délicieux, Je n’aime pas le porc c’est dégoûtant)</i> role-play on likes and dislikes in relation to foods and drinks in pairs engage in simple short dialogues on likes and dislikes 	What roles do foods and drinks play in our day-to-day life?
<p>Core Competencies to be developed: Communication and collaboration: This is developed as learners speak clearly and effectively using appropriate expressions and gestures on food and drinks</p>				

Values:

Respect: learner shows respect for diversity as they share on what they eat at home

Pertinent and Contemporary Issues

Responsibility: learner develops a sense of responsibility by differentiating between healthy and unhealthy foods and drinks.

Link to other learning areas

Agriculture and nutrition: Learners link the description and preferences on foods and drinks to content covered in agriculture and nutrition.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.7 Oral Expression My body – Grooming Se brosser les dents, se laver + partie du corps, se doucher, se peigner les cheveux, se coiffer, s’habiller (3 lessons)	By the end of the sub strand, the learner should be able to: a) exhibit acquisition of a range of vocabulary when speaking, b) employ fluency in verbal expression for effective communication, c) use gestures and facial expressions to enhance oral communication, d) express enthusiasm to engage in oral communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to audio materials to pick out vocabulary on grooming. • listen to and repeat sentences related to grooming • watch video clips on grooming. • talk on how to groom and take care of the body. • practice rhymes about grooming. • record himself/herself talking about grooming. 	Why is your body important to you?
Core Competencies to developed: Critical thinking and problem solving: learners develop active listening and communications skills as they listen to audio texts and respond accordingly				
Values: Responsibility: learner understand that good grooming is a virtue that they should take as a personal responsibility				
Pertinent and Contemporary Issues: Self-awareness: This is developed as learners share who they are by talking about their personal hygiene.				

Link to other learning areas:

Social studies: learners link personal hygiene activities to what is learnt in social studies

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.8 Active Listening Weather and Environment Local weather (Il fait chaud à Mombasa ; il pleut à Nakuru ; à Manderu il fait chaud et il y a du vent) (3 lessons)	By the end of the sub strand, the learner should be able to: a) recall the main ideas and key points in spoken communication, b) interpret verbal cues from audio stimuli, c) demonstrate willingness to be receptive to new ideas in oral interactions.	The learner is guided to: <ul style="list-style-type: none"> ● listen to audio clips or passages about weather of a particular and answer simple questions. ● participate in “Headline creation” activity where they listen to audio clips or passages and capture the essence of the content. ● play rhyming games in groups to enhance vocabulary mastery ● play digital games to relate weather patterns to different places ● source vocabulary on weather patterns from digital devices in groups ● play games on vocabulary search in groups using digital devices 	How do you describe the weather of a particular place?
Core Competencies to developed: Communication and Collaboration: 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 group activities

Pertinent and Contemporary Issues

Disaster risk reduction: learners share and learn on the adverse effects of some weather pattern as they work in groups

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

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.9 Interactive speaking Getting Around – In School <i>Où est ...?</i> <i>La bibliothèque, la cantine, les toilettes, salle de professeurs ; près de, en face de, à côté de</i> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> respond to questions and prompts to show comprehension and engagement, use vocabulary and expressions appropriately to probe and engage in oral interactions, exhibit confidence to contribute actively in conversations. 	The learner is guided to: <ul style="list-style-type: none"> listen to and sing songs on items and areas in school. participate in “Repeat-after-me” exercise to acquire vocabulary. play mimicry games to acquire non-verbal communication skills. source and watch video clips with authentic dialogues on locating items. play games in groups to state the location or position of buildings and facilities in school. participate in simple skits on asking for and giving location 	How would you ensure people do not get lost in school?
Core Competencies to developed:				
Communication and collaboration: learners develop teamwork skills as they play games in groups				
Values:				
Responsibility: learners help others in getting directions to places they want to go				

Pertinent and Contemporary Issues (PCIs):

Interpersonal relationships: this is brought out as the learner takes turns to play mimicry games

Link to other subjects:

English: learners relate prepositions of place in French that are also handled in English

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Assessment Rubrics for Listening and Speaking

Levels	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Indicators				
Ability to use vocabulary and expressions to probe and engage in oral interactions	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions; attempts to use a variety of vocabulary and expressions synonymous to the targeted ones.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses some of the targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses very few of the targeted vocabulary and expressions to probe and engage in oral interactions
Ability to maintain correct spoken language patterns (pronunciation, intonation, rhythm and pacing) in oral expression	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Makes successful attempts at using colloquial and idiomatic expressions.	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. Communication is clear and fluid.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression. Makes a few errors at times that may interfere with communication	The learner maintains correct pronunciation, intonation, rhythm and pacing on rare occasions in oral expression. Makes many errors most of the time that interfere with communication

Ability to respond to questions and prompts to show comprehension and engagement in oral interactions	The learner responds to all questions and prompts to show comprehension and engagement 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 some questions and prompts to show comprehension and engagement	The learner responds to very few questions and prompts to show comprehension and engagement
Ability to employ gestures and facial expressions to enhance oral interactions	The learner employs adequate gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts non-verbal cues to diverse cultural contexts.	The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.	The learner employs some gestures and facial expressions to complement oral expressions when required. A few gestures and facial expressions used do not rhyme with the intended communication	The learner employs a few gestures and facial expressions to complement oral expressions when required. Many of the gestures and facial expressions used do not rhyme with the intended communication
Ability to display willingness to participate in oral interactions	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is at times hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is mostly hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.

2.0 READING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2. Reading</p>	<p>2.8 Guided reading Greetings and introductions <i>(Comment vas-tu? Qui est-ce? C'est..., Tu as/Il a quel âge ?)</i> <i>Comment tu t'appelles ? Je m'appelle ...</i> <i>Je suis une fille</i> <i>Comment ça va ?</i> <i>Voici mon ami.,</i> <i>Il a quel âge ?)</i></p> <p><i>numbers (1 – 20).</i></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) infer meaning of words from simple texts,</p> <p>b) read simple texts fluently using the right intonation and pace,</p> <p>c) show enthusiasm in reading through exposure to simple varied texts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • source for texts on greetings and introductions features from digital devices for reading groups. • echo read texts in class with the teacher for pronunciation practice. • read texts in pairs to acquire vocabulary (Bonjour, Bonsoir, Tu t'appelles comment? Tu as quel âge ?) • respond to simple questions from reading texts. • read jumbled words to make meaningful sentences. • use dramatic reading for developing fluency. • use picture stimuli to introduce another person. 	<p>What can make reading of greetings fun and enjoyable?</p>
<p>Core competencies to be developed Creativity and imagination: this is developed as learners use creativity to practice dramatic reading to develop fluency</p>				

Values

Respect: respect for diversity in the differences in names, gender and age

Pertinent and Contemporary Issues

Social cohesion: Learners work together to source for materials

Link to other learning areas:

Mathematics: learners relate concept of numbers, when talking about age, to concept of integers in Mathematics

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.1 Guided reading Family (Nuclear family members; name and age) <i>être + nom de profession ;</i> <i>avoir + nombre + ans...</i> (2 lessons)	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: <ul style="list-style-type: none"> • to read selected passages (profiles) in order to comprehend the use of vocabulary and phrases describing a person’s age, marital status, profession and place of work. • read highlighted sections of the passages to extract grammatical structures and key information, through simple interactive exercises done in groups. 	Why do think reading is important in day-to-day life?
Core Competencies to developed: Communication and collaboration: This is developed as the learners work together in groups and as they carry out interactive exercises.				
Values: Respect: learners display respect for diversity as they recognize the difference in family structures of others.				
Pertinent and Contemporary Issues Self-esteem: Learners exhibit self-awareness as they talk about their families.				

Link to other learning areas:

English: learners link vocabulary on nuclear family as covered in English

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.1 Reading aloud My Surroundings- My School <i>(aller + à /au/à la/ à l' / aux + lieu</i> <i>Salle de classe, bureau, laboratoire, bibliothèque, salle de profs)</i> <i>subject-verb inversion: où vas-tu? Où allez-vous</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognize words in context when reading, read aloud simple words with accurate pronunciation, develop confidence in their reading abilities through guided support. 	The learner is guided to: <ul style="list-style-type: none"> recognize the formation of interrogative sentences with the subject-verb inversion: <i>où vas-tu? Où allez-vous?</i> practice reading aloud skills through repeating audio recorded texts while following the transcriptions. source for reading texts from the Internet using digital devices engage in interactive read-aloud activity where reading is paused for question and answer breaks 	How would you describe your school?
Core competences to be developed Critical thinking and problem solving: learners develop research skills as they source for texts on different areas in a school				

Values

Unity as learners help one another to source for reading texts

Pertinent and Contemporary Issues

Online safety as learners use digital resources to access materials on school and related vocabulary

Link to other learning areas

English: the learner is able to relate use of prepositions of place handled in this learning area.

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.4 Reading aloud Time; Months of the Year Seasonal events; Noël, Pacques, St Valentin (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading, b) read aloud simple words with accurate pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> • read aloud the months of the year. • read short texts on months of the year and seasonal events to practice fluency. • recite poems on months of the year. • source for the French calendar in the internet. 	What do you think guides the naming of the months of the year?
Core competences to be developed Creativity and imagination: learners develop making connection skills as they relate months of the year to varied seasonal events				
Values Respect: learner shows respect for diversity in accents and pronunciations as they take turns to read texts on months of the year				
Pertinent and Contemporary Issues Self-esteem: learner develops confidence by being able to read texts related months of the year.				

Link to other learning areas:

English: Learners link vocabulary on months of the year and related events to what is covered in English and Kiswahili

DRAFT

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.1 Guided reading Fun and Enjoyment-Sports and Games <i>(J'aime, je n'aime pas ; Sports de ballons ; Jouer + à + sport ; Jeux de société</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> infer meaning of words from simple texts, read simple texts fluently using the right intonation and pace, show enthusiasm in reading through exposure to simple varied texts. 	The learner is guided to: <ul style="list-style-type: none"> read silently simple written texts about games and sporting activities, with emphasis on selected grammatical structures. practice reading skills to understand textual information related to sports and games. source and read texts about sports and games from newspapers, magazines, Internet etc. 	What do you consider when choosing games and sports for fun and enjoyment?
Core Competencies:				
Learning to learn: Learners develop skills of reflection on own learning as they read new words and infer meaning according to the context				
Values:				
Responsibility: learners observe precautions as they use resources to source for texts				
Pertinent and Contemporary Issues				
Learner support programs: learners are inspired and motivated to take part in sports and games through exposure to different texts				
Link to other learning areas:				
Creative Arts: sports and games are covered in this learning area				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.6 Reading aloud Foods and Drinks <i>Describing food – le poisson, le riz, le poulet, les légumes, la viande, les fruits, le thé, le lait ; c’est doux, c’est délicieux, c’est bon</i> <i>Preferences – J’aime, je n’aime pas</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading, b) read aloud simple words with accurate pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> • read aloud likes and dislikes in relation to food. • take turns in reading short texts relating to likes and dislikes with vocabulary on food. • play word games on vocabulary related likes and dislikes on food. • read other learner’s text on likes and dislikes related to foods. 	What do you think can make someone like or dislikes certain foods and drinks?
Core competences to be developed				
Learning to learn: learning independently skill is developed as learners learn how to read new vocabulary by themselves				
Values				
Respect: learner shows respect for diversity as they take turns to read				
Pertinent and Contemporary Issues				
Self-esteem: learner develops confidence by being able to read texts related to likes and dislikes				

Link to other learning areas

Agriculture and nutrition: The learner is able to link the identification of foods and drinks to content in agriculture and nutrition.

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.7 Reading aloud My body – Grooming Se brosser les dents, se laver + partie du corps, se doucher, se peigner les cheveux, se coiffer, s’habiller (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading, b) read aloud simple words with accurate pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> • read short texts on grooming for information. • source for and read short texts about grooming from the internet. • recite poems about grooming. 	How do different parts of your body help in making your life easy?
Core competences to be developed				
Digital literacy: This is developed as the learner sources for texts on grooming from the internet.				
Values				
Responsibility: learner uses the internet responsibly in sourcing for information				
Pertinent and Contemporary Issues				
Online safety: as learners use the internet to source for information				
Link to other learning areas:				
Social studies: learners link personal hygiene activities to what is learnt in social studies				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	2.8 Guided reading Weather and environment Local weather conditions (Il fait chaud à Mombasa ; il pleut à Nakuru ; à Mandera il fait chaud et il y a du vent) (2 lessons)	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: <ul style="list-style-type: none"> • source for texts on weather patterns from digital devices in groups. • read texts in pairs to acquire vocabulary. • engage in interactive read-aloud activity where reading is paused for question and answer breaks. • respond to simple questions from reading texts. • read texts and categorize weather patterns into friendly and harsh. • use picture stimuli to read weather patterns of a place. 	What makes weather conditions differ from one area to another?
Core competences to be developed Critical thinking and problem solving: this is developed as learners interpret picture stimuli to read weather patterns				
Values Unity: learners work together in groups to source for reading materials from digital devices				
Pertinent and Contemporary Issues Disaster risk reduction: learners share on the adverse effects of some weather features				

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

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2. Reading</p>	<p>2.9 Guided reading Getting around – In School <i>Où est ...? La bibliothèque, la cantine, les toilettes, salle de professeurs ; près de, en face de, à côté de</i> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) infer meaning of words from simple texts,</p> <p>b) read simple texts fluently using the right intonation and pace,</p> <p>c) show enthusiasm in reading through exposure to simple varied texts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • source for texts on different items in school from digital devices in groups. • echo read texts in groups to practice fluency. • read texts in pairs to acquire vocabulary on different areas in a school (<i>La bibliothèque, la cantine, les toilettes, salle de professeurs</i> ” • engage in interactive read-aloud activity where reading is paused for question and answer breaks. • read texts and answer questions on location of buildings and facilities in school <i>(à côté de, en face de, derrière, près de)</i> • matching picture stimuli to given vocabulary. 	<p>What makes sense of direction and orientation in school possible?</p>

Core competences to be developed

Critical thinking and problem solving: learners develop research skills as they source for texts on different areas in a school

Values

Unity: learners demonstrate unity as they work in groups to echo read texts

Pertinent and Contemporary Issues

Digital citizenship: learners use digital devices in an ethical manner

Link to other subjects:

English : learners relate prepositions of place in French that are also handled in English

Assessment Rubrics for Reading Strand

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pronounce words in contexts for accuracy in reading	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning. Makes no errors of pronunciation even for texts on unfamiliar topics.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning.	The learner makes a few errors of pronunciation of words in simple texts on familiar topics. Errors may hamper the ability to convey the intended meaning.	The learner makes many errors of pronunciation of words in simple texts on familiar topics. Errors greatly hamper the ability to convey the intended meaning.
Ability to read with fluency (smoothness, pace, pauses and intonation)	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.	The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts on unfamiliar topics and auto-corrects self in the few errors made.	The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes many errors in texts on unfamiliar	The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.

			topics and is unable to auto-corrects self.	
Ability to read and understand simple texts	The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.	The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.	The learner interprets most of the questions in context and gives correct answers to most of them. Vocabulary used in giving responses to questions is limited but sufficient.	The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is very limited but insufficient.

3.0 WRITING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
3. Writing	3.1 Guided writing Basic Greetings and Introductions <i>(Comment vas-tu? Qui est-ce? C'est..., Tu as/Il a quel âge ?) Comment tu t'appelles ? Je m'appelle ... Je suis une fille Comment ça va ? Voici mon ami., Il a quel âge ?) numbers (1 – 20). (1 lesson)</i>	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: <ul style="list-style-type: none"> • fill crosswords and word puzzles. • fill gaps in simple dialogues using simple vocabulary of greetings and introductions. • make sentences from jumbled words. • rearrange jumbled words to make meaningful sentences. • write down dictated simple vocabulary in locating different areas. • use visual prompts like pictures and illustrations to write simple texts. 	What do you think you should consider to be able to write a good text?
Core competences to be developed Critical thinking and problem solving: this is developed as learners think critically when rearranging letters to make correct words				

Values

Love: learners write short texts to one another to find out how they are doing

Pertinent and Contemporary Issues

Life skills education: problem solving is developed as learners fill crosswords and word puzzles

Link to other learning areas: Learners link activities on numbers as covered in Mathematics

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3. 1 Guided writing Family (Nuclear family members; name and age) <i>être + nom de profession ;</i> <i>avoir + nombre + ans...</i> (1 lesson)	By the end of the sub strand, the learner should be able to: a) spell 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: <ul style="list-style-type: none"> • write coherent and grammatically correct sentences through dictation of simple sentences related to the theme of family. • write short texts about the members of their nuclear family or guardians as well as those of their classmates with the aid of flashcards, images, photos or model texts. 	Why do you think families differ one from the other?
Core Competencies to developed: Critical thinking and problem solving: This is developed as the learners apply what they have learned to construct coherent texts.				
Values: Respect: learners display respect for diversity as they recognize the difference in family structures of others.				
Pertinent and Contemporary Issues Self-esteem: Learners exhibit self-awareness as they proudly write about their families.				
Link to other learning areas: Learners link vocabulary on nuclear family as covered in English				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3. 1 Guided writing My Surroundings - My School <i>(aller + à /au/à la/ à l' / aux + lieu</i> <i>Salle de classe, bureau, laboratoire, bibliothèque, salle de profs)</i> <i>subject-verb inversion: où vas-tu? Où allez-vous</i> (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> spell common words with correct orthography, create simple sentences using correct structures, appreciate the role of writing in interactive communication contexts. 	The learner is guided to: <ul style="list-style-type: none"> work in pairs to match a set of questions (related to the classroom) with the correct responses. fill crosswords with vocabulary on school write free compositions using the vocabulary and grammatical structures already acquired.(place nouns and prepositions of place, with the verb <i>aller</i>.) 	Why are school buildings labeled?
Core Competencies to developed: Critical thinking and problem solving: This is developed as the learners use vocabulary to fill crosswords.				
Values Unity as leaners work together in pairs and groups to compose texts				
Pertinent and Contemporary Issues Self-esteem: Learners exhibit self-esteem as they display or share their compositions with classmates				
Link to other learning areas English: the learner is able to relate use of prepositions of place handled in this learning area.				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3.4 Guided writing Time; Months of the Year Seasonal events; Noël, Pacques, St Valentin (1 lesson)	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) construct short simple texts, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> • rearrange jumbled letters to write down the months of the year. • write texts on months of the year and seasonal events. • fill in gaps in short texts relating to months of the year. • play matching games with vocabulary on months of the year and seasonal events in small groups. 	Why do you think seasonal events come at specific months of the year?
Core competences to be developed				
Creativity and imagination: This is developed as learners play games on months of the year and seasonal events				
Values				
Unity: learner play matching games in small groups				
Pertinent and Contemporary Issues				
Self-esteem: learner develops confidence by being able to read texts related months of the year and seasonal events.				
Link to other learning areas:				
English: Learners link vocabulary on months of the year and related events to what is covered in English and Kiswahili				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3. 5 Guided writing Fun and Enjoyment-Sports and Games <i>(J'aime, je n'aime pas ; Sports de ballons ; Jouer + à + sport ; Jeux de société</i> (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) write common words with correct orthography, b) construct short simple texts, c) appreciate the role of writing in interactive communication contexts. 	The learner is guided to: <ul style="list-style-type: none"> • participate in language games that build vocabulary on sports and games. • write short compositions with peers about their tastes and preferences in sports and games using selected vocabulary put at their disposal. • display pictures and short description of sports personalities that they know about. 	Why do people have different preferences on sports and games?
Core Competencies to developed: Communication and collaboration: team work skills are developed as the learners work together in given tasks.				
Values: Responsibility: Learners personal responsibility and self-discipline as they practice their preferred games and sporting activities.				
Pertinent and Contemporary Issues Self-esteem: Learners exhibit self-esteem as they display or share information about themselves and their sports stars.				
Link to other learning areas: Creative Arts: sports and games are covered in this learning area				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3.6 Guided Writing Foods and Drinks preferences <i>Describing food – le poisson, le riz, le poulet, les légumes, la viande, les fruits, le thé, le lait ; c’est doux, c’est délicieux, c’est bon</i> <i>Preferences – J’aime, je n’aime pas</i> (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> write common words with correct orthography, create short simple sentences, appreciate the role of writing in interactive communication contexts. 	The learner is guided to: <ul style="list-style-type: none"> match vocabulary to images relating to likes and dislikes. fill in gaps in short texts relating to likes and dislikes to pick out vocabulary. write short simple texts about likes and dislikes in relation to food. 	Why do you think it is important to know other people’s preferences on foods and drinks?
Core competences to be developed Learning to learn: learning independently skill is developed as learners learn how to write new vocabulary on foods by themselves				
Values Respect: learner shows respect for diversity as they share on preferences on foods and drinks				
Pertinent and Contemporary Issues Self-esteem: learner develops confidence by being able to read texts related to likes and dislikes				
Link to other learning areas Agriculture and nutrition: The learner is able to link the identification of foods and drinks to content in agriculture and nutrition.				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3.7 Guided writing My body – Grooming Se brosser les dents, se laver + partie du corps, se doucher, se peigner les cheveux, se coiffer, s’habiller (1 lesson)	By the end of the sub strand, the learner should be able to: a) write common words with correct orthography, b) create short simple sentences, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> • Write short texts on grooming. • fill in gaps in short texts relating to grooming. • create charts on grooming. • play matching games on grooming. • source for information on grooming from the internet. • write down dictated short simple phrases on grooming. 	Why is good grooming important?
Core competences to be developed Digital literacy: This is developed as the learner sources for texts on grooming				
Values Responsibility: learners use the internet responsibly in sourcing for information				
Pertinent and Contemporary Issues Online safety: as learners use the internet to source for information				
Link to other learning areas: Social studies: learners link personal hygiene activities to what is learnt in social studies				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3.8 Guided writing Weather and environment Local weather conditions (Il fait chaud à Mombasa ; il pleut à Nakuru ; à Mandera il fait chaud et il y a du vent) (1 lesson)	By the end of the sub strand, the learner should be able to: a) spell 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: <ul style="list-style-type: none"> • write down dictated simple vocabulary of weather patterns. • rearrange letters to make words. • fill crosswords and word puzzles. • fill gaps in simple dialogues using simple vocabulary of weather patterns (<i>il fait beau à ... /mauvais, il pleut, il y a du vent, il fait nuageux...</i>) • make sentences from jumbled words. • use picture writing prompts to write weather conditions of a given place. 	Why do you think weather conditions of a given place change from time to time?
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 share on the effects of change in weather conditions				

Link to Other Subjects:

Social studies: Learners link the activities of describing weather in a local area to what is covered in social studies

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3. Writing	3.9 Getting around – In School <i>Où est ...?</i> <i>La bibliothèque, la cantine, les toilettes, salle de professeurs ; près de, en face de, à côté de</i> (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> spell common words with correct orthography, create simple sentences using correct structures, appreciate the role of writing in interactive communication contexts. 	The learner is guided to: <ul style="list-style-type: none"> rearrange letters to make words. fill crosswords and word puzzles. fill gaps in simple dialogues using simple vocabulary of locating (<i>à côté de, derrière, en face de, entre</i>) and areas in school (<i>bibliothèque, cantine, infirmerie, salle de classe</i>) make sentences from jumbled words. label buildings and facilities in French. write down dictated simple vocabulary in locating areas and facilities at school. use picture writing prompts to write simple texts. 	What makes your school unique?
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

Safety: learners take instructions on where to place different items in class

Link to other subjects:

English : learners relate prepositions of place in French that are also handled in English

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Assessment Rubrics for Writing

Level Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write clear and readable texts	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. Text looks like a typed Microsoft office word document.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.
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 maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using adequate vocabulary appropriate to the context.	The learner writes simple texts while maintaining spelling and grammatical accuracy in most parts of the texts. Sentence structures are correct most of the time. Uses limited vocabulary appropriate to the context.	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 I

COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) **Implementation CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

Appendix II:

Suggested Learning Resources, Suggested Assessment Methods and Non formal Activities that Support Learning

List of Learning Resources	List of Assessment Methods	List of Non-Formal Activities
<ul style="list-style-type: none">• Charts.• Video clips.• Video games.• Jumbled up grids.• Word puzzles.• Flashcards (<i>words or games</i>).• Maps.• Short stories.• Real objects (<i>clothes, food, class objects</i>).• Audio recordings.• Pictures.• Poems.• Songs.• Chalkboard.• Word wheel.• Name tags and labels.• Word searches.• Journals.• Computer.• Cards for special occasions.	<ul style="list-style-type: none">• Physical identification of objects.• Filling in missing letters.• Filling in missing words.• Sounding words or letters.• Re-arranging jumbled up letters or words.• Spelling; oral and written.• Writing.• Mimicking through role-play.• Reading aloud.• Answering simple questions.• Colouring shapes and objects.• Word searches.• Word puzzles.	<ul style="list-style-type: none">• Songs.• Recitation of poems.• Role-plays and simulation.• Games, e.g., <i>hide and seek</i>.• Peer education; practice with peers.• Participation in French club activities.