



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

FRENCH

GRADE 7

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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.

LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons Per Week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1
Total		40 +1

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 this level, 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.

1.0 LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.Listening and speaking	1.1 Interactive Speaking Greetings and Introductions	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: <ul style="list-style-type: none"> ● listen to and sing songs with vocabulary on informal greetings and introductions ● participate in “Repeat-after-me” exercise to acquire vocabulary (<i>salut, coucou, ça marche, ça roule, ça gaze ! quoi de neuf ?</i>) ● play mimicry games to acquire non-verbal communication skills ● source and watch video clips with authentic dialogues on introductions (<i>Comment tu t’appelles ? Quel âge as-tu ? Tu habites où ? Et ton ami/amie ?</i>) ● participate in simple skits on greetings and introductions 	How can you communicate without talking?

Core Competencies to be developed:

- **Communication and Collaboration:** This is developed as the learner engages conversation in the skit.
- **Creativity and Imagination:** as the learners undertake communication using non-verbal cues.

Values:

Respect: as the learners appreciate the diversity in names, age and where they live.

Pertinent and Contemporary Issues

Citizenship: Social Cohesion is enhanced as learners introduce self and others

Link to other Learning Areas:

Social Studies as the learners acquire life skills on how to relate with others.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1. Listening and speaking	1.2 Oral expression Family	By the end of the sub strand, the learner should be able to: a) exhibit acquisition of an expanded vocabulary when speaking b) employ fluency in verbal expression for effective communication c) express enthusiasm to engage in oral communication.	The learner is guided to: <ul style="list-style-type: none"> • engage in activities and oral communication exercises that will enhance their ability to understand the meaning of words and expressions while using the new vocabulary in context; • engage in role plays that enable them use vocabulary acquired on family; • carry out short exposés about members of own family with particular focus on name, age, marital status, profession (professeur,secrétaire,policier,soldat), place of work. • do audio-recordings and share their audios with members of their class. 	Why is family important?
Core Competencies to developed: <ul style="list-style-type: none"> • Communication and collaboration: as the learners engage in role plays • Digital Literacy: as learners manipulate digital devices in audio-recordings. 				
Values: Respect: as learners recognize the uniqueness of each family and accommodate the differences				

Pertinent and Contemporary Issues

Self-esteem: Learners acquire self-esteem as they talk about themselves and their families

Link to other Learning Areas: Creative Arts as learners participate in role plays.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1. Listening and speaking	1.3 Interactive listening My surrounding	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: <ul style="list-style-type: none"> • listen to audio-visual materials with vocabulary and expressions that involve buying items at the market; (polite form, expressions of quantity) <i>Je voudrais...litre, kilo...</i> • use the vocabulary, expressions and grammatical structures learned to ask for items in a shop in the market • use the vocabulary, expressions and grammatical structures learned to describe items in a shop in the market. • Simulate simple dialogues on buying and selling at the market 	Why do people make a shopping list?
Core Competencies to developed:				
Critical thinking and problem solving: As the learners identify key points from audio stimuli.				
Values:				
Respect: As learners learn to request for items politely when shopping				
Pertinent and Contemporary Issues				
Financial literacy: As the learners simulate buying and selling of goods				
Link to other Learning Areas:				
Social Studies as learners are taken through shopping tips.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1. Listening and speaking	1.4 Active Listening Time – Important dates	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: <ul style="list-style-type: none"> ● recite poems with months ● play number games to work on dates ● watch audio-visual clips with important dates ● practice asking and saying the date: <i>(Quel jour sommes-nous aujourd'hui ? C'est lundi le 4 janvier, 2023)</i> ● participate in rhyming games to acquire vocabulary ● discuss in groups on the important dates of the year 	Are some dates more important than others?
Core Competencies to be developed: Communication and collaboration: As learners participate in rhyming games				
Values Respect: learners show respect for diversity as they share on their birthdays and other important dates.				
Pertinent and Contemporary Issues Self-awareness: As learners share about their individual birthdays and important dates in their lives				
Link to other Learning Areas: Social Studies as Learners share on important dates.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1. Listening and speaking	1.5 Listening for information Fun and Enjoyment – Leisure Time	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> a) watch short video clips describing the leisure activities in Kenya and elsewhere; while filling in blanks with vocabulary on leisure activities; b) engage in leisure activities such as indoor games (scrabble, monopoly, video) following given instructions and rules given from recorded audio-visual sources 	Why should we create time for fun and enjoyment?
<p>Core Competencies to developed: Communication and collaboration: as learners engage in games and share on their leisure activities</p>				
<p>Values: Unity: As Learners come together to participate in leisure activities.</p>				
<p>Pertinent and Contemporary Issues Health Promotion: Learners are encouraged to engage in appropriate leisure activities for good physical and mental health.</p>				
<p>Link to other Learning Areas: Creative Arts as learners engage in various leisure activities</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1. Listening and speaking	1.6 Interactive speaking Foods and Drinks – Shopping for food	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: <ul style="list-style-type: none"> ● listen to and repeat names of different shops of food (<i>la boucherie, la boulangerie, l'épicerie, la crèmerie, le café, le restaurant</i>) ● listen to audio-visual material relating to quantities to pick out vocabulary (<i>un kilo de, une litre de, un verre de</i>) ● listen to and repeat sentences relating to shopping for food (<i>Je voudrais un paquet du lait, Je voudrais un kilo de la viande, Je voudrais deux pains</i>) ● Play games to practice vocabulary related to quantities of food and drinks 	Where do you buy your food?
<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>				
<p>Values: Respect: learner shows respect for diversity as they share on where they buy their food and quantities.</p>				

Pertinent and Contemporary Issues

Responsibility: as learners plan on the foods and drinks to buy.

Link to other Learning Areas:

Social Studies as learners acquire life skills on shopping tips.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1. Listening and speaking	1.7 Oral expression My body – Physical appearance	By the end of the sub strand, the learner should be able to: a) structure oral communication in a clear and coherent manner b) use gestures and facial expressions to enhance oral communication c) express enthusiasm to engage in oral communication.	The learner is guided to: ● Listen to audio materials to pick out vocabulary on the different physical appearances ● Listen to and repeat sentences related to physical appearance (<i>Il est grand, Il est chauve, Elle est mince</i>) ● Play the hot seat game where learners describe each other orally using their physical attributes ● Engage in miming activities for physical appearances	Why should we love our bodies as they are?
Core Competencies to be developed:				
Communication and Collaboration: as learners play games in pairs and small groups				
Values:				
Respect: as learners show respect for diversity as they appreciate each other's uniqueness in physical appearances				
Pertinent and Contemporary Issues:				
Self-cohesion: as learners appreciate the diversity amongst them in physical appearances.				
Link to other Learning Areas:				
Religious Education as learners are taken through Creation.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.Listening and speaking	1.8 Active Listening Weather and Environment	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to audio clips about seasons in Kenya, related weather patterns and the months they occur to pick out new vocabulary (<i>La saison sèche commence en janvier</i> <i>C'est quelle saison ? La saison sèche ; la saison des pluies, il fait chaud, il pleut, il y a du vent</i>) ● use the Internet to source and watch audio clips on seasons in France and related weather patterns and pick out new vocabulary: Search engine is set with "Safe Search ON" <i>C'est quelle saison ? Le printemps, l'été, l'automne, l'hiver : il fait chaud, il pleut, il y a du vent, il neige</i>) ● watch audio-visual clips with vocabulary on different types of clothing and categorize them into warm and cold clothing (<i>un pull,</i> 	How is the weather different in some months of the year?

			<p><i>blouson, pantalon, short, T-shirt, cardigan, une robe, chemise; des gants, chaussures, chaussettes, manteau,)</i></p> <p><i>(en hiver, on porte un pull... quand il pleut, on porte un manteau de pluie)</i></p> <ul style="list-style-type: none"> ● play rhyming games in groups to enhance vocabulary mastery ● 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 	
<p>Core Competencies to developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: as the learners play rhyming games in groups ● Digital literacy: as learners search for vocabulary games online 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: as learners work in groups ● Responsibility :as learners search the internet for appropriate games from safe sites 				
<p>Pertinent and Contemporary Issues</p> <p>Safety and Security: Online Safety as learners search for materials from safe sites.</p>				
<p>Link to other Learning Areas:</p> <p>Pre-technical Studies as learners apply technology in the learning process</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
10. Listening and speaking	1.9 Interactive speaking Getting Around – In the neighbourhood	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● participate in “Repeat-after-me” exercise to acquire vocabulary on getting around the neighbourhood (<i>la boutique, le marché, l’église, la boulangerie, la mosquée, supermarché,</i>) ● listen to and sing songs on items and areas in the neighbourhood ● play mimicry games to practice non-verbal communication skills ● source and watch video clips with authentic dialogues on locating items (<i>Où est ...? Où sont .. à travers, en face de, à côté de, derrière, près de</i>) ● do simple skits in small groups on location or position of buildings and facilities in the neighbourhood (<i>Où se trouve/ C’est où...</i>) 	<p>Which landmark best describes your neighbourhood?</p>

Core Competencies to be developed:

Communication and Collaboration: as learners engage in skits in small groups

Values:

Unity: as learners participate in group activities embracing teamwork

Pertinent and Contemporary Issues (PCIs):

Interpersonal relationships: this is enhanced as learners take turns to play mimicry games

Link to other learning Areas:

Creative Arts as learners play games and sing songs.

Assessment Rubrics for Listening and speaking

levels \ Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
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; includes 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 in few instances in oral expression. Makes many errors most of the time that interfere with communication
Ability to respond to questions and	The learner responds to all questions and prompts to	The learner responds to all	The learner responds to some questions and	The learner responds to very few questions and

prompts to show comprehension and engagement in oral interactions	show comprehension and engagement and goes further to give appropriate illustrations and examples.	questions and prompts to show comprehension and engagement	prompts to show comprehension and engagement	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 very 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 Outcomes	Suggested Learning Experiences	Key Inquiry Question
2. Reading	2.1 Guided reading 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: <ul style="list-style-type: none"> • source for texts on greetings and introductions from digital devices and pick out vocabulary (<i>salut, coucou, ça marche, ça roule, ça gaze ! quoi de neuf ?</i>) • echo read texts on greetings and introductions in class with the teacher for pronunciation practice • read texts in pairs to acquire vocabulary (<i>Bonjour, Bonsoir, Tu t'appelles comment? Tu as quel âge ?</i>) • respond to simple questions from reading texts on informal greetings • read and rearrange jumbled words to make meaningful sentences 	Why do we read?

			<ul style="list-style-type: none"> • use dramatic reading of simple texts in small groups for developing fluency • use picture stimuli to introduce another person 	
Core competencies to be developed				
Creativity and imagination: as learners read and rearrange jumbled words into meaningful sentences				
Values				
Love: as learners work and share in small groups.				
Pertinent and Contemporary Issues				
Social Cohesion: enhanced as learners work together to source for materials				
Link to other Learning Areas: English and Kiswahili as they read on greetings and self introductions.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
20 .Reading	2.2 Guided Reading Family	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) acquire vocabulary through exposure to different texts; b) read simple texts to extract implicit and explicit information c) develop confidence in their reading abilities through guided support. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • to read selected passages on families in order to comprehend the use of a wide vocabulary and phrases describing a person’s age, marital status, profession and place of work; <i>être + nom de profession ;</i> <i>avoir + nombre + ans...</i> <i>travailler à, au, à l’, aux</i> • read highlighted sections of the passages to extract grammatical structures and key information, through choral reading and in turns. • read aloud lyrics of songs in French. • accurately answer simple comprehension questions on family. 	Which was your first storybook to read?

Core Competencies to developed:

Critical thinking and problem solving: This is developed as the learner infers meaning and responds to comprehension questions.

Values:

Love: as love for own family members and others is nurtured

Pertinent and Contemporary Issues

Lifskills: as learners are exposed to diverse family structures.

Link to other Learning Areas: Social Studies as learners are taken through various family types.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
2 Reading	2.3 Reading for understanding My surrounding	By the end of the sub strand, the learner should be able to: a) Summarize key details and facts from the text; b) Fluently read using the right intonation and pace; c) Develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> • point out the items identified to be bought and their quantities, • 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 texts. 	What do you carry when going Shopping?
Core Competencies to developed:				
Critical Thinking and Problem Solving: As the learners learn to prioritize what is to be bought and from where				
Values:				
Respect: This is nurtured as learners learn to request for items politely when shopping				
Pertinent and Contemporary issues				
Financial Literacy: As learners are sensitized on shopping lists and budgeting.				
Link to other Learning Areas: English as learners are taught on making a shopping list				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
2. Reading	2.4 Guided reading Time – important dates	By the end of the sub strand, the learner should be able to: a) decode familiar sounds in words to read simple short texts b) fluently read 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"> ● read short texts on important dates and practice fluency ● use the calendar in reading important dates ● recite poems ● use the internet to source for and read vocabulary on important dates 	Why should we remember dates of events?
Core competencies to be developed Communication and collaboration: as learners work together to practice reading				
Values Respect: as learners show respect for diversity in taking turns to read texts on important dates				
Pertinent and Contemporary Issues Self-esteem: is enhanced as learners read texts related to important dates fluently.				
Link to other Learning Areas: English and Kiswahili as learners are taught the importance of keeping diaries.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
2. Reading	2.5 Reading for understanding Fun and Enjoyment-Leisure Time	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify key details and facts from written texts. apply information from the text to solve problems or answer questions. show an increasing ability to understand words and phrases in context. 	The learner is guided to: <ul style="list-style-type: none"> read silently as well as aloud a wide variety of written texts about leisure activities (music, dance, drama, fine art, movies, travel and tours, safaris, cuisine...) practice reading skills to understand textual information related to leisure activities; answer with accuracy written comprehension questions based on leisure. 	Why do we play different games in school?
Core Competencies: Critical Thinking and Problem Solving: as learners answer comprehension questions.				
Values: Love: As learners realize and appreciate that individuals have different gifts, talents and interests.				
Pertinent and Contemporary Issues Health promotion: Learners are encouraged to engage in appropriate leisure activities to avoid drugs and substance abuse.				
Link to other Learning Areas: Creative Arts as learners are assisted in nurturing their talents				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
2. Reading	2.6 Guided reading Foods and Drinks – shopping for food	By the end of the sub strand, the learner should be able to: a) identify vocabulary in a short simple text while reading b) fluently read 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 quantities of foods and drinks ● take turns in reading short texts relating to different shops of food to pick out vocabulary ● match names of shops to different food items ● play word search games on vocabulary related to food quantities and shops ● Source for information on quantities of food and different shops from the internet	Why do we quantify food and drinks?
Core competencies to be developed				
Learning to learn: This is developed as learners learn how to read vocabulary on quantities of food and drinks				
Values				
Responsibility: learner develop a sense of responsibility by being able to shop for food.				
Pertinent and Contemporary Issues				
Life skills: as the learner acquires knowledge on how foods and drinks are quantified				
Link to other Learning Areas: Mathematics as learners are taken through measurements				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
2. Reading	2.7 Guided reading My body – Physical appearance	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary in a short simple text while reading 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"> ● echo read short texts on physical appearance in small groups or with the teacher ● source for and read short texts about the physical appearance from the internet ● play word search games on vocabulary related to physical appearance ● use picture stimuli to read about physical appearances 	How are we different in physical appearances?
Core competencies to be developed Digital literacy: This is developed as the learner sources for texts on parts of their body 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 on physical appearances from safe sites.				
Link to other Learning Areas: Pre-technical studies as learners apply technology in sourcing for information.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
2.0 Reading	2.8 Guided reading Weather and environment	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • echo read texts about seasons, related weather and clothing in small groups for vocabulary • use the internet to search for texts on clothing items for reading; search engine is set on “safe search” • engage in interactive read-aloud activities where reading is paused for “question and answer breaks” • respond to simple questions from read texts about seasons and related weather patterns in groups • read texts and categorize clothing items according to the weather appropriateness • use picture stimuli to read and identify seasons according to types of clothing provided 	What precautions should you take in cold weather?
<p>Core competences to be developed Critical Thinking and Problem Solving: this is developed as learners interpret picture stimuli to relate clothing to seasons</p>				

Values

Unity: As learners work in groups to source for reading materials from digital devices

Pertinent and Contemporary Issues

Online safety: as learners search the internet for materials from safe sites

Link to other Learning Areas: Social Studies as learners discuss different weather patterns.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
2. Reading	2.9 Guided reading Getting around – In the Neighbourhood	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • echo read texts in small groups to practice intonation and pace in reading • engage in interactive read-aloud activity where reading is paused for question and answer breaks • source for texts on different areas and facilities in the neighbourhood from digital devices in small groups and read for vocabulary (<i>la boutique, le marché, l'église, la boulangerie, la mosquée, supermarché,</i>) • read texts and answer questions on location of buildings and facilities in the neighbourhood • matching picture stimuli to given vocabulary about locating areas (<i>à travers, en face de, à côté de, derrière, près de</i>) 	How do you locate different places in school?

Core competences to be developed

Critical Thinking and Problem Solving: learners develop research skills as they source for texts on different areas in neighbourhood

Values

Unity: As learners work in groups to echo read texts

Pertinent and Contemporary Issues

Online Safety: as learners search the internet for materials from safe sites

Link to other Learning Areas: Social Studies as learners give directions and locations

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 laboured 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 Outcomes	Suggested Learning Experiences	Key Inquiry Question
3. Writing	3.1 Guided writing Greetings and introductions	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write common words with correct orthography</p> <p>b) create simple sentences using correct structures</p> <p>c) appreciate the role of writing in interactive communication contexts</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • fill crosswords and word puzzles using cues from other texts on greetings and introductions • fill gaps in simple dialogues using simple vocabulary on greetings and introductions (<i>salut, coucou, ça marche, ça roule, ça gaze ! quoi de neuf ?</i>) • make sentences from jumbled words to write about greetings and introductions in group activities • write down dictated simple vocabulary on greetings and introductions • use visual prompts like pictures and illustrations to write simple texts 	Why do you greet visitors who come to class?
<p>Core competences to be developed Communication and Collaboration: as learners work together in group activities</p>				

Values

Love: is enhanced as learners write short greetings to one another

Pertinent and Contemporary Issues

Life skills: as learners label items for safety and ease of retrieval

Link to other Learning Areas: Social Studies as learners from diverse origins co-exist in harmony

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.Writing	3.2 Guided writing Family	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> use language to convey short written interactive messages construct relatively long simple texts appreciate the role of writing in interactive communication contexts 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> fill out forms seeking information on names, nationality, date and place of birth, marital status, residence etc. write short emails to friends and classmates about family members and what they do (work) and what they like; write chats or information on social media platforms using their parents' or teachers' phones. 	What documents require information about your family?
<p>Core Competencies to developed: Digital literacy: as the learners construct coherent texts through use of digital devices</p>				
<p>Values: Love: as learners write short emails to each other.</p>				
<p>Pertinent and Contemporary Issues: Life skills: as learners learn how to fill forms.</p>				
<p>Link to other Learning Areas: English and Kiswahili as learners write emails fill forms.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3 Writing	3.3 Guided writing My surrounding	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) decode the French language sounds from words; b) construct simple, coherent sentences and short paragraphs as guided; c) appreciate the role of writing in varied contexts. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • write correct texts on amounts and pricing from texts given in different contexts; • write shopping lists; • correctly match specific items in terms of names, quantities and where in the market they are sold; • fill in appropriate words/expressions when shopping at the market to make complete texts and grammatically correct texts 	Why should we write shopping lists?
<p>Core Competencies to developed: Critical thinking and problem solving: As the learners learn to prioritize what to buy and where</p>				
<p>Values: Respect: as learners accommodate differences in priorities in preparation of shopping lists</p>				
<p>Pertinent and Contemporary Issues Financial literacy: As the learners prepare shopping lists</p>				
<p>Link to other Learning Areas: English and Kiswahili as learners write shopping lists and fill forms</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3. Writing	3.4 Guided writing Time - Important 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: <ul style="list-style-type: none"> ● write texts on important dates ● fill in gaps in short texts relating to important dates ● make a calendar of events in groups ● match picture stimuli of important days and dates ● fill word puzzles with vocabulary on important dates 	Which dates are important to you?
Core competencies to be developed: Critical thinking and problem solving: This is developed as learners fill puzzles and use picture stimuli to carry out tasks.				
Values Unity: as learners fill puzzles and work in small groups				
Pertinent and Contemporary Issues Self-awareness: as the learner writes about important dates unique to him/her.				
Link to other Learning Areas: Social Studies as learners acquire skills on marking important dates.				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
3.0 Writing	3. 5 Guided writing Fun and Enjoyment- Leisure Time	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) apply basic spelling and punctuation rules in simple written communication;</p> <p>b) write texts on leisure, games and sporting activities;</p> <p>c) display increased interest to express ideas and information in a coherent and organized manner through writing.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • accurately write dictated passages based on familiar topics (sports and leisure) with correct punctuation and orthography; • write short compositions on leisure activities that they engage in with peers; • correctly use vocabulary and grammatical structures learned in written texts that express interests, likes and dislikes, / preferences...<i>verbes en ER</i> use the negation <i>ne + verbe + pas</i> and adjectives (<i>possessif, démonstratif, qualificatif</i>) 	Why do we have Breaks in school?
<p>Core Competencies: Creativity and Imagination: As learners write short compositions on their leisure activities</p>				
<p>Values: Social Justice: as learners realize that they have different gifts, talents and interests with equal opportunities</p>				

Pertinent and Contemporary Issues

Health promotion: Learners are encouraged to engage in appropriate leisure activities to avoid drugs and substance abuse.

Link to other Learning Areas: Social Studies as learners acquire life skills on managing their leisure time.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3. Writing	3.6 Guided Writing Foods and Drinks – shopping for food	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) 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"> ● draw and label images of food quantities and different shops of food ● fill in gaps in short texts relating to food quantities to pick out vocabulary ● make a shopping list for food items ● write down simple dictated vocabulary on food quantities and different shops of food 	Why do we need a shopping list while going to shop?
Core competences to be developed				
Learning to learn: as learners learn how to write vocabulary on food quantities				
Values				
Responsibility: as learners prioritize basic needs while shopping				
Pertinent and Contemporary Issues				
Self-esteem: learner develops confidence by being able to write shopping lists in French.				
Link to other Learning Areas: Social Studies as learners acquire life skills on shopping tips				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3. Writing	3.7 Guided writing My body – physical appearance	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) 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 short texts on physical appearance ● draw and label parts of the body ● fill in gaps in short texts relating to physical appearance ● source for and write down information on physical appearance from the internet ● use picture stimuli to match images on physical appearance to their descriptions 	Does ones' physical appearance affect behaviour?
Core competences to be developed Digital literacy: as the learner searches for information online				
Values Responsibility: as 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 from safe sites.				
Link to other Learning Areas: Social Studies as learners appreciate their individual physical appearance				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Writing	<p data-bbox="394 307 548 375">3.8 Guided writing</p> <p data-bbox="432 417 614 513">Weather and environment</p>	<p data-bbox="670 307 962 403">By the end of the sub strand, the learner should be able to:</p> <p data-bbox="670 417 962 801">a) write common words with correct orthography</p> <p data-bbox="670 526 962 622">b) create simple sentences using correct structures</p> <p data-bbox="670 636 962 801">c) appreciate the role of writing in interactive communication contexts</p>	<p data-bbox="1062 307 1398 334">The learner is guided to:</p> <ul data-bbox="1023 348 1522 1075" style="list-style-type: none"> <li data-bbox="1023 348 1522 444">• write down dictated simple vocabulary of seasons (<i>le printemps, l'été, l'automne, l'hiver</i>) <li data-bbox="1023 458 1522 485">• rearrange letters to make words <li data-bbox="1023 499 1522 705">• fill crosswords and word puzzles with vocabulary of clothing (<i>(un pull, blouson, pantalon, short, T-shirt, cardigan, une robe, chemise; des gants, chaussures, chaussettes, manteau,)</i>) <li data-bbox="1023 718 1522 897">• fill gaps in simple dialogues using simple vocabulary of weather patterns (<i>il fait beau ... /mauvais, il pleut, il y a du vent, il fait nuageux...</i>) <li data-bbox="1023 911 1522 965">• make sentences from jumbled words to practice word order <li data-bbox="1023 979 1522 1075">• use picture writing prompts to write about seasons and related weather patterns and clothing 	<p data-bbox="1591 307 1765 444">How do you distinguish between seasons?</p>

Core competences to be developed Critical thinking and Problem Solving: as learners think critically when filling crosswords and word puzzles
Values Unity: as learners work in groups to fill crosswords and puzzles
Pertinent and Contemporary Issues Disaster risk reduction: as learners share on the adverse effects of some weather patterns
Link to other Learning Areas: Social Studies as learners write on some adverse weather effects

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Writing	3.9 Guided writing Getting around	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write common words with correct orthography</p> <p>b) create simple sentences using correct structures</p> <p>c) appreciate the role of writing in interactive communication contexts</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • rearrange letters to make words on vocabulary of places in the neighbourhood in small groups • fill crosswords and word puzzles with vocabulary on the neighbourhood • fill gaps in simple dialogues using simple vocabulary of locating (<i>à travers, en face de, à côté de, derrière, près de</i>) and areas in the neighbourhood (<i>la boutique, le marché, l'église, la boulangerie, la mosquée, supermarché,</i>) • make sentences from jumbled words to indicate location of a place • write down dictated simple vocabulary in locating areas and facilities in the neighbourhood • use picture writing prompts to write simple texts 	How do you find your way to unknown places?

Core competences to be developed

Critical Thinking and Problem Solving: as learners fill crosswords and word puzzles

Values

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

Pertinent and Contemporary Issues

Safety: As learners are instructed on where to place different items in class

Link to other Learning Areas: Social Studies as learners learn how to give directions.

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 (CSL) FOR GRADE 7

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
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.

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity 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 class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurture.

APPENDIX II: ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-formal Activities
<p>Listening and speaking</p>	<ul style="list-style-type: none"> • Listening to and identifying informal structures from audio material • Filling in missing letters/words on informal phrases • Filling in crossword puzzles. • Engaging in simple informal dialogues • Recording themselves engaging in informal social interactions • Reciting poems and rhymes on informal greetings and interactions • Role-playing on informal interactions among peers. 	<ul style="list-style-type: none"> • Charts • Video clips • Video games • Jumbled up grids • Word puzzles • Flashcards(<i>words or games</i>) • Comic strips • Short stories • Audio recordings • Pictures • Poems • Songs • Chalkboard • Word wheel • Word searches • Crossword puzzles • Journals • Media devices eg <i>phones, tablets, cameras...</i> • Dialogues 	<ul style="list-style-type: none"> • Songs • Recitation of poems • Games <i>e.g. skits and role plays</i> • Peer education; practice with peers • Participation in French club activities

Reading	<ul style="list-style-type: none"> • Reading aloud texts on informal interactions • Reading simple texts to demonstrate fluency in pairs. • Reading dialogues • Answering comprehension questions 	<ul style="list-style-type: none"> • Pictures • Poems • Songs • Short stories • Flashcards 	<ul style="list-style-type: none"> • Role-plays and simulation • Songs • Poems
Writing	<ul style="list-style-type: none"> • Writing simple dialogues. • Filling in missing letters/words on informal phrases • Filling in crossword puzzles. • Word searches and puzzles • Writing guided textual chats • Reorganizing simple dialogues 	<ul style="list-style-type: none"> • Word puzzles • Flashcards (<i>words or games</i>) • Maps • Short stories • Real objects (<i>home objects</i>) • Audio recordings • Pictures • Poems • Songs • Chalkboard • Word wheel • Name tags and labels • Word searches • Journals • Computer 	<ul style="list-style-type: none"> • Interschool activities and presentations • Recitation of poems • Role-plays and simulation • Peer education • Participation in French club