

# BEST BRAIN EXAMINATIONS KONSORTIUM

2022 Academic  
Season

JHS 2

*Scheme of work for  
SECOND TERM 2022  
MAY-AUGUST 2022*

The Exams Masters!

The Exams Leaders!

The Exams Experts!

The Exams Wizards!

The Exams Gurus!

The Exams Whiz Kids!

MOTTO: EXCELLENCE



## STRATEGIC SCHEME OF WORK / WEEKLY

## **IMPORTANT INFORMATION**

- **Your acceptance of this scheme of work implies consent to our terms and conditions herein and any infractions thereof shall attract appropriate punishments.**
- The schedule for the **Second Term** Examinations is: **MONDAY 1<sup>ST</sup> – MONDAY 8<sup>TH</sup> AUGUST, 2022**
- The **charges** for the end of term examinations for **JHS 2** is: **GH¢ 8.00 PER PUPIL**
- **Full payment of the total bill** for the examinations must be made **at the time of registration.**
- Registration is **invalid until full payment is made.**
- Examination materials **shall not be delivered without full payment.**

## JHS TWO - ENGLISH LANGUAGE – SECOND TERM

WEEK	SECTION	UNIT	CONTENT
1	LISTENING AND SPEAKING	Unit 3: The Syllable and Word Stress	Identifying syllable(s) in a word e.g. come, / /um/bre/lla/ to/tal/ /hos/pi/tal/ in/tro/duc/tion/
	GRAMMAR	Unit 5: Phrases	An Adjective (Adjectival) Phrase Prepositional Phrase
	READING	Unit 1: Reading Comprehension	Reading texts fluently for facts and ideas
	WRITING	Unit 5 :Writing Reports	Writing reports on events/activities e.g. sports/games/field trips / excursions, a fight, theft, etc
	LITERATURE	The Cockcrow	Charles Dickens– <i>Oliver Twist (Chapter IX)</i>
2	LISTENING AND SPEAKING	Unit 3: The Syllable and Word Stress	Pronouncing words with correct stress as in. „,doorhan“dle „chalkboard „, background „, headmas“ter „archbishop
	GRAMMAR	Unit 6: Adverbs: <i>Manner Place Time</i>	Adverbs of manner, place and time
	READING	Unit 1: Reading Comprehension	Reading texts fluently for facts and ideas
	WRITING	Unit 5: Writing Reports	Writing reports on events/activities e.g. sports/games/field trips / excursions, a fight, theft, etc
	LITERATURE	The Cockcrow	Charles Dickens– <i>Oliver Twist (Chapter X)</i>
3	LISTENING AND SPEAKING	Unit 3: The Syllable And Word Stress	Verbs ending in - ate e.g. „elevate e“valuate, „dominate, do“nate, etc
	GRAMMAR	Unit 7: Clauses	Identify clauses in context Differentiate between main and subordinate clauses.
	READING	Unit 1: Reading Comprehension	explain the meaning of vocabulary in context
	WRITING	Unit 6: Articles For Publication	Writing articles on issues/topics for publication
	LITERATURE	The Cockcrow	Charles Dickens– <i>Oliver Twist (Chapter XI)</i>

4	<b>LISTENING AND SPEAKING</b>	<b>Unit 3: The Syllable and Word Stress</b>	Change in stress of identical words that change their grammatical functions.
	<b>GRAMMAR</b>	<b>Unit 7: Clauses</b>	Use clauses appropriately in speech and in writing
	<b>READING</b>	<b>Unit 1: Reading Comprehension</b>	Explain the meaning of vocabulary in context
	<b>WRITING</b>	<b>Unit 6: Articles For Publication</b>	Writing articles on issues/topics for publication
	<b>LITERATURE</b>	<b>The Cockcrow</b>	Lade Wosornu- <i>Desert Without Rivers</i>
5	<b>LISTENING AND SPEAKING</b>	<b>Unit 4: Intonation</b>	The two basic tunes: Tune 1: Falling Intonation Tune 2: Rising Intonation
	<b>GRAMMAR</b>	<b>Unit 8: Compound Sentences</b>	Identify compound sentence Join simple sentences to form compound sentences
	<b>READING</b>	<b>Unit 1: Reading Comprehension</b>	Answer more complex comprehension questions on texts/passages
	<b>WRITING</b>	<b>Unit 6: Articles for Publication</b>	Writing articles on issues/topics for publication
	<b>LITERATURE</b>	<b>The Cockcrow</b>	Peter Paul Adolinama- <i>Ripples</i>
6	<b>LISTENING AND SPEAKING</b>	<b>Unit 4: Intonation</b>	Questions beginning with who, what , how, why etc. e.g.
	<b>GRAMMAR</b>	<b>Unit 8: Compound Sentences</b>	Use compound sentences in oral/written expressions
	<b>READING</b>	<b>Unit 1: Reading Comprehension</b>	Answer more complex comprehension questions on texts/passages
	<b>WRITING</b>	<b>Unit 7: Exposition</b> <i>Processes And Directions</i>	Describing processes
	<b>LITERATURE</b>	<b>The Cockcrow</b>	Peter Paul Adolinama- <i>Ripples</i>
7	<b>LISTENING AND SPEAKING</b>	<b>Unit 5: Conversation</b>	Conversation about people and objects: e.g. personalities, missing people, missing objects, missing articles
	<b>GRAMMAR</b>	<b>Unit 9: Complex Sentences</b>	Identify complex sentences Construct complex sentences
	<b>READING</b>	<b>Unit 2: Summary Writing</b>	Identifying main points in texts.
	<b>WRITING</b>	<b>Unit 7: Exposition</b> <i>Processes And Directions</i>	Giving oral/written directions for the guidance of strangers to locate specific places in towns, cities, villages, school compounds, etc
	<b>LITERATURE</b>	<b>The Cockcrow</b>	Ernest Hemingway- <i>A Day's Wait</i>

<b>8</b>	<b>LISTENING AND SPEAKING</b>	<b>Unit 5: Conversation</b>	Independence Day Anniversary, other festivals; A day in school; An event in their community etc.
	<b>GRAMMAR</b>	<b>Unit 9: Complex Sentences</b>	Use complex sentences in oral/written expressions.
	<b>READING</b>	<b>Unit 2: Summary Writing</b>	Summarise ideas in given texts - Writing summaries of main points in full sentences
	<b>WRITING</b>	<b>Unit 8: Filling Forms</b>	Completing simple forms such as: forms for application for membership of clubs/societies, admission to institutions, application to open a bank account, for scholarships, cheques, etc
	<b>LITERATURE</b>	<b>The Cockcrow</b>	Ernest Hemingway- <i>A Day's Wait</i>
<b>9</b>	<b>LISTENING AND SPEAKING</b>	<b>Unit 5: Conversation</b>	Giving directions using distance e.g., hundred metres away, five minute drive, thirty-minute walk, after the third junction, at the corner of the street etc.
	<b>GRAMMAR</b>	<b>Unit 10: Conditional Sentences</b>	Identify conditional sentences
	<b>READING</b>	<b>Unit 2: Summary Writing</b>	Summarise ideas in given texts - Writing summaries of main points in full sentences
	<b>WRITING</b>	<b>Unit 9: Dictation</b>	write dictated passage accurately
	<b>LITERATURE</b>	<b>The Cockcrow</b>	Ama Ata Aidoo - <i>The Dilemma of a Ghost - ACT III</i>
<b>10</b>	<b>LISTENING AND SPEAKING</b>	<b>Unit 5: Conversation</b>	Using arrows and landmarks to draw directions.
	<b>GRAMMAR</b>	Unit 10 Conditional Sentences	The Present Conditional (open condition) and the Past Conditional (hypothetical Condition) sentences and differences in meaning of each type
	<b>READING</b>	Unit 2 Summary Writing	Summarize texts/passages on their own
	<b>WRITING</b>	<b>Unit 9: Dictation</b>	write dictated passage accurately
	<b>LITERATURE</b>	<b>The Cockcrow</b>	Ama Ata Aidoo - <i>The Dilemma of a Ghost - ACT III</i>
<b>11</b>	<b>LISTENING AND SPEAKING</b>	<b>Unit 5: Conversation</b>	Engage in active debate on a suitable topic Select motions for debate
	<b>GRAMMAR</b>	<b>Unit 10: Conditional Sentences</b>	Use conditional sentences appropriately in speech and in writing.
	<b>READING</b>	<b>Unit 2: Summary Writing</b>	Summarize texts/passages on their own
	<b>WRITING</b>	<b>Unit 9: Dictation</b>	Write dictated passage accurately
	<b>LITERATURE</b>	<b>The Cockcrow</b>	Ama Ata Aidoo - <i>The Dilemma of a Ghost - ACT III</i>
<b>12</b>	<b>REVISION</b>		
<b>13</b>	<b>END OF SECOND TERM EXAMINATIONS</b>		

## JHS TWO - GHANAIAN LANGUAGE & CULTURE –SECOND TERM

WEEK	ORAL SKILLS	GRAMMAR	READING & LITERATURE	WRITING & COMPOSITION
1	<b>Unit 4: Kinship Terms</b> Mother line kin Marriage relation kin, etc	<b>Unit 4: Transitive And Intransitive Verbs</b> Transitive verbs	<b>Unit 5: Literature</b> Literary appreciation	<b>Unit 4: Descriptive Writing</b> Descriptive Writing
2	<b>Unit 5: The Clan System</b> The clans in the locality. Features of clan: <i>Totem, taboo, oath, clan names, etc</i>	Intransitive verbs	Writing simple poems on given topics	Descriptive Writing
3	Features of clan: <i>origin, ancestry, etc</i>	<b>Unit 5: Negation</b> Negation	<b>Reading And Comprehension</b>	Descriptive Writing
4	Importance of the clan system The factors that reduce the importance of the clan system	Negation	<b>Unit 6: Oral Literature</b> Types and features of oral narratives Folktales	Descriptive Writing
5	<b>Unit 6: Annual Festivals</b> Names and types of festivals Religious festivals	<b>Unit 6: Adjectives</b> Adjectives	Types and features of oral narratives Myths	Descriptive Writing
6	Festivals of other ethnic groups Historical festivals	Adjectives	<b>Comprehension And Summary</b>	Descriptive Writing
7	Agricultural festivals	<b>Unit 7: Conjunctions</b>	Types and features of oral narratives <i>Legends</i>	Descriptive Writing
8	Origin and time of celebration of annual festivals	Conjunctions	Oral poetry- songs, lullaby, dirges, libation, etc. Oral literature - Proverbs, riddles, puzzles, etc	Descriptive Writing
9	<b>Unit 5: Taboos</b> Verbal Taboos	<b>Unit 5: Antonyms and Synonyms</b> Synonyms	<b>Unit 2: Reading Comprehension</b> Reading Comprehension	<b>Unit 1: Letter Writing (Informal)</b>
10	Verbal Taboos	Synonyms	Reading Comprehension	Letter Writing (Informal)
11	Non-Verbal Taboos	Synonyms	Reading Comprehension	Letter Writing (Informal)
12	<b>REVISION</b>			
13	<b>END OF SECOND TERM EXAMINATIONS</b>			

## JHS TWO - MATHEMATICS - SECOND TERM

WEEK	TOPICS
1	<b>UNIT 2.6 SHAPE AND SPACE</b> Construct common solids from their nets ( <i>Cube, cuboid, tetrahedron, prisms, pyramids, cylinders cones</i> )
2	Construct common solids from their nets ( <i>Cube, cuboid, tetrahedron, prisms, pyramids, cylinders cones</i> )
3	<b>UNIT 2.7 GEOMETRIC CONSTRUCTIONS</b> The idea of locus Construct simple locus ( <i>circles - perpendicular bisector - bisector of an angle -parallel lines</i> )
4	Copying an angle Constructing angles of: $90^{\circ}$ , $45^{\circ}$ , $60^{\circ}$ , and $30^{\circ}$
5	Constructing triangles Constructing a regular hexagon
6	<b>UNIT 2.8 NUMBER PLANE</b> Axes of the number plane Coordinates of points [ordered pair (x, y)]
7	Locating and plotting points The graph of a line
8	Draw graph of two linear questions in two variables find the gradient of a line
9	<b>UNIT 2.9 VECTORS</b> Locate the position of a point given its bearing and distance from a given point The length and bearing of a vector Zero vector
10	Components of a vector Equal vectors Addition of two vectors
11	<b>UNIT 2.10 PROPERTIES OF QUADRILATERALS</b> Identify and classify quadrilaterals by their properties ( <i>square, rectangle, parallelogram, kite, trapezium and rhombus</i> )
12	<b>REVISION</b>
13	<b>END OF SECOND TERM EXAMINATIONS</b>

## JHS TWO - INTEGRATED SCIENCE - SECOND TERM

WEEK	SECTION	UNIT	CONTENT
1	<b>SECTION 1: DIVERSITY OF MATTER</b>	<b>Unit 3: Chemical Compounds</b>	Explain the term compound Formula of some simple binary compounds: NaCl, H <sub>2</sub> O, MgO, CaO, CaCl <sub>2</sub> , NH <sub>3</sub> and CO <sub>2</sub> Names of some simple binary compounds
2			Word equations for some simple reactions Balancing simple chemical equations
3		<b>Unit 4: Mixtures</b>	Explain the term mixture Classification of mixtures Explain Solute, solvent and solution
4			Preparation of mixtures Methods of separating mixtures Differences between mixtures and compounds
5	<b>SECTION 3: SYSTEMS</b>	<b>Unit 2: Heredity</b>	Explain the term heredity. Mention some characteristics that can be inherited from parents
6		<b>Unit 3: Diffusion and Osmosis</b>	Explain the terms diffusion and osmosis. Demonstrate the process of diffusion Applications of diffusion
7			Demonstrate the process of osmosis Applications of osmosis Differences between Diffusion and Osmosis
8	<b>SECTION 4: ENERGY</b>	<b>Unit 1: Photosynthesis</b>	Explain the term photosynthesis Outline the factors necessary for photosynthesis and give the functions of each factor Importance of photosynthesis to plants and animals
9		<b>Unit 2: Food and Nutrition</b>	Classification of different food items based on their nutritive value Importance of food nutrients Testing for sugar and fats and oil Balanced diet and its importance
10	<b>SECTION 5: INTERACTIONS OF MATTER</b>	<b>Unit 1: Infectious Diseases of Humans And Plants</b>	Explain the term infectious disease. Identify common infectious diseases Causes, symptoms, mode of transmission, prevention and control of common infectious diseases of humans, animals and crops
11		<b>Unit 2: Pests and Parasites</b>	Meaning and identification of pests and parasites Methods of controlling pests and parasites.
12	<b>REVISION</b>		
13	<b>END OF SECOND TERM EXAMINATIONS</b>		



## **JHS TWO – RELIGIOUS AND MORAL EDUCATION -SECOND TERM**

<b>WEEK</b>	<b>TOPICS</b>	
<b>1</b>	<b>SECTION 1–WORK, MONEY, TIME, LEISURE</b> <b>Unit 2: Money</b> Explain the term money and its usefulness. Usefulness of money	Wise use of money Appropriate ways of Handling Money:
<b>2</b>	The need for handling money carefully Benefits of contributing money to the church	Why we must avoid stealing, cheating, corruption. Honest ways of earning money
<b>3</b>	<b>Unit 3: Time and Leisure</b> Proper Use of Time Value/Importance of Time Distinguish between idleness and leisure	How to Use Leisure Benefits of Leisure; Effects of Idleness
<b>4</b>	<b>SECTION 2 – RELIGIOUS PERSONALITIES</b> UNIT 2 - Moral Teachings of the Three Main Religious Leaders Application of Moral Values from the Religious Leaders:	
<b>5</b>	<b>SECTION 3 – RELIGIOUS FESTIVALS</b> Need to Participate in Religious Festivals: Application of moral values in religious festivals to his/her life.	
<b>6</b>	<b>SECTION 4 – RITES OF PASSAGE</b> <b>Unit 2: Puberty And Puberty Rites</b> Explain what puberty is Identifying the characteristics at puberty	Explain physical and emotional changes that characterize puberty. Some Problems in Connection with Puberty The Need for Cleanliness at Puberty
<b>7</b>	Puberty rites- describe some puberty rites	
<b>8</b>	Puberty rites- describe some puberty rites Religious significance of puberty rites	
<b>9</b>	<b>UNIT 3: Christian/ Islamic/Traditional Marriage Rites.</b> Describe marriage rites of the three main religions	Christian marriage rites Islamic marriage rites
<b>10</b>	Traditional marriage rites. Importance of marriage rites: How to Sustain Marriage	
<b>11</b>	<b>SECTION 6: CHASTITY AND IMMORALITY</b> <b>Unit 1: Living a Chaste Life</b> Explain the term chastity	Importance of leading a Chaste Life Ways of Leading a Chaste Life.
<b>12</b>	<b>REVISION</b>	
<b>13</b>	<b>END OF SECOND TERM EXAMINATIONS</b>	

## JHS TWO - SOCIAL STUDIES - SECOND TERM

WEEK	TOPICS
	<b>SECTION 1 – ENVIRONMENT</b>
<b>1</b>	<b>Unit 2: Mapping Our Environment</b> Show directions using the cardinal points and outstanding landmarks- The principal points of the compass are East. West, North and South Explain the scale of a map differentiate between a 'sketch' and a 'map'
<b>2</b>	Draw a sketch of the neighbourhood indicating the major landmarks
<b>3</b>	Conventional signs
<b>4</b>	Draw a map of the school compound to scale
<b>5</b>	<b>SECTION 2 – GOVERNANCE, POLITICS AND STABILITY</b> <b>Unit 3: Managing and Preventing Conflict</b> Explain the meaning of 'conflict', 'conflict prevention' and 'conflict management'
<b>6</b>	Identify the sources of conflicts in the community
<b>7</b>	Explain the effects of conflict on the community describe attitudes and values needed to prevent conflict in the community
<b>8</b>	Suggest ways to manage conflict situations in the community
<b>9</b>	<b>SECTION 3</b> <b>SOCIAL AND ECONOMIC DEVELOPMENT</b> <b>Unit 2: Education and Productivity</b> Explain the meaning of education, training and productivity
<b>10</b>	Some factors that improve productivity Advantages of technology in work
<b>11</b>	Some areas of work for which technology is vitally needed Ways for improving productivity in workplace in Ghana.
<b>12</b>	<b>REVISION</b>
<b>13</b>	<b>END OF SECOND TERM EXAMINATIONS</b>

## JHS TWO - INFORMATION & COMMUNICATIONS TECHNOLOGY - SECOND TERM

WEEK	TOPICS
1	<b>WORD PROCESSING APPLICATION</b>  <b>Editing Word Processing Document</b> Selecting Text (Highlighting text)
2	Copying /cutting and pasting text/document
3	Re-saving edited document
4	<b>Formatting Text In Word Processing</b> Creating and naming a new Word document file
5	Saving file in a folder
6	Saving file in a folder
7	Formatting a Word Processing document using bullets and numbering
8	Formatting a Word Processing document using bullets and numbering
9	Aligning text – <i>centre, left align, right align, justify</i>
10	Typing in double line spacing
11	Saving file in a folder
12	<b>REVISION</b>
13	<b>END OF SECOND TERM EXAMINATIONS</b>

## **JHS TWO - BASIC DESIGN AND TECHNOLOGY (HOME ECONOMICS) – SECOND TERM**

<b>WEEK</b>	<b>TOPICS</b>
<b>1</b>	<b>SECTION 3: PROCESSES IN SEWING</b> <b>Unit 2 : Crocheting</b> Describe tools and materials used in crocheting. Explain terms and abbreviations in crocheting.
<b>2</b>	Basic crochet stitches
<b>3</b>	<b>Unit 3 :Basic Seams</b> Explain the meaning of a seam Types of seams
<b>4</b>	Making of French and plain seam
<b>5</b>	<b>SECTION 4: FOOD COMMODITIES</b> <b>Unit 1 : Food Commodities</b> Explain the term food commodities and give examples Describe the qualities to look for when buying food commodities. Qualities of ‘Good/Fresh’ Meat
<b>6</b>	Qualities of Fresh/Good’ Fruits and Vegetables Qualities to look for when buying fish
<b>7</b>	Testing eggs for freshness
<b>8</b>	Factors to look out for when buying tinned foods
<b>9</b>	<b>SECTION 5: GARMENT CONSTRUCTION</b> <b>Unit 1 : Free-Hand Cutting</b> Demonstrate basic skills in cutting out designs without patterns
<b>10</b>	Advantages and disadvantages of freehand cutting
<b>11</b>	Apply skills in free-handcutting to make a shirt/blouse- Making a shirt/blouse using free-hand cutting.
<b>12</b>	<b>REVISION</b>
<b>13</b>	<b>END OF SECOND TERM EXAMINATIONS</b>

## **JHS TWO - BASIC DESIGN AND TECHNOLOGY (PRE-TECHNICAL SKILLS) – SECOND TERM**

WEEK	TOPICS
<b>1</b>	<b>SECTION 1: TECHNICAL DRAWING</b>  <b>Unit 6 : Development Of Prisms</b> Explanation of principles of surface development of prisms.
<b>2</b>	Drawing the development of surfaces of prisms – <i>cylinder – square- triangle -hexagon</i>
<b>3</b>	Drawing the development of surfaces of prisms – <i>cylinder – square- triangle -hexagon</i>
<b>4</b>	Drawing the development of surfaces of prisms – <i>cylinder – square- triangle -hexagon</i>
<b>5</b>	Drawing the development of surfaces of prisms – <i>cylinder – square- triangle -hexagon</i>
<b>6</b>	<b>SECTION 2 : MATERIALS</b>  <b>Unit 3 :Adhesives</b> Types of adhesives
<b>7</b>	Types of adhesives
<b>8</b>	Uses of adhesives
<b>9</b>	<b>SECTION 3 : TOOLS AND PROCESSES</b>  <b>Unit 1: Setting-Out And Marking-Out Tools</b> Identification of setting-out and marking-out tools
<b>10</b>	Identification of setting-out and marking-out tools
<b>11</b>	Using the setting-out and marking-out tools correctly
<b>12</b>	<b>REVISION</b>
<b>13</b>	<b>END OF SECOND TERM EXAMINATIONS</b>

## JHS TWO - BASIC DESIGN AND TECHNOLOGY (VISUAL ARTS) – SECOND TERM

WK	SECTION I: VISUAL COMMUNICATION			
<b>1</b>	<b>UNIT 1: Designing and Making items to Communicate</b>			
	Designing and making an item to communicate ideas, information and messages for a specific purpose in the community.			
<b>2</b>	Designing and making an item to communicate ideas, information and messages for a specific purpose in the community.			
<b>3</b>	Application of skills in designing posters, to make signpost, signboards, stickers, gift and good wrappers, greeting card etc. using hand and powered equipment e.g. computer			
<b>4</b>	Application of skills in designing posters, to make signpost, signboards, stickers, gift and good wrappers, greeting card etc. using hand and powered equipment			
<b>5</b>	Compose and make a picture for a purpose or need in the community			
<b>6</b>	Compose and make a picture for a purpose or need in the community.			
	<b>SECTION 2: WEAVING AND STITCHING</b>	<b>SECTION 3: MODELLING, CASTING &amp; CARVING</b>	<b>SECTION 4: CONSTRUCTION &amp; ASSEMBLAGE</b>	<b>SECTION 5: FABRIC &amp; LEATHER DECORATION</b>
<b>7</b>	<b>UNIT 1: Loom and Off-Loom Weaving</b> Design and create an item to satisfy a need in the community using appropriate skills, tools and materials	<b>Unit 1: Designing and Making items to Solve Community Problems</b> Design and make a functional/decorative, sculptural and 3-dimensioal item to satisfy a need in the community	<b>Unit: 1 Papermaking</b>  Recycle/make paper with available local materials.	<b>Unit 1 Resist Dyeing</b> Design and dye fabric and leather using the tying and marbling technique as resist.
<b>8</b>	Design and construct a simple loom for weaving	Design and make a functional/decorative, sculptural and 3-dimensioal item to satisfy a need in the community	Recycle/make paper with available local materials.	Design and dye fabric and leather using the tying and marbling technique as resist
<b>9</b>	Design and weave a fabric item with a simple loom to satisfy a social cultural need in the community	Design and make a functional/decorative, sculptural and 3-dimensioal item to satisfy a need in the community	<b>Unit: 2 Binding Repair-Binding</b> Design and make an item to solve a need by binding and repairbinding of a book.	design and dye fabric using the wax resist technique (batik).
<b>10</b>	Design and sew a leather item to satisfy a social and cultural need.	Fire and decorate an item by using appropriate tools, materials and techniques	<b>UNIT 3: Construction and Assemblage of a System</b> Designing and making a functional/ decorative system by construction and assemblage	<b>Unit 2: Block Printing</b> <i>Motif design and arrangement</i> design and print fabric and leather using the block printing technique.
<b>11</b>	Design and sew a leather item to satisfy a social and cultural need	Fire and decorate an item by using appropriate tools, materials and techniques	Designing and making a functional/decorative system by construction and assemblage	<b>Stencil - Lacquer</b> Design and print fabric and leather using stencilling and lacquering techniques.
<b>12</b>	<b>REVISION</b>			
<b>13</b>	<b>END OF SECOND TERM EXAMINATIONS</b>			

## JHS TWO- FRENCH - SECOND TERM

WEEK	TOPICS
1	<b>UNIT 12 : Savoir</b> <ul style="list-style-type: none"> <li>Comprendre des recettes de cuisine</li> <li>Expliquer comment réaliser des plats</li> </ul>
2	<b>Unit 13 : Savoir</b> Faire une réservation Passer une commande Demander l'addition dans un restaurant ou dans un café
3	<b>Unit 14 : Savoir Passer Une Commande</b> Par écrit, Par téléphone
4	<b>SECTION 5 : LA DESCRIPTION</b> <b>Unit 1 : Savoir Decrire Tres Precisement</b> Le physique, La personnalité La position sociale d'une personne
5	<b>Unit 2 : Savoir Decrire</b> Un paysage, Des lieux touristiques
6	<b>Unit 3 : Savoir Obtenir Des Informations Sur Le Fieux D'hébergement Lorsque L'on Voyage</b> <b>Unit 4 : Savoir</b>
7	<b>Unit 5 : Savoir Comparer</b> Les tailles, Les quantités, Les qualités, Les actions
8	<b>SECTION 6 – LE PASSE</b> <b>Unit 1 : Savoir :</b> Exprimer la durée Dire ce que l'on a fait depuis le début du cours de la journée de l'année
9	<b>Unit 2 : Savoir Expliquer Ce Que L'on Fait</b> <b>Unit 3 : Savoir :</b> Dater, Mesurer le temps
10	<b>Unit 4:</b> Savoir marquer les étapes d'un Récit
11	<b>Unit 5:</b> Savoir rapporter un fait récent
12	<b>REVISION</b>
13	<b>END OF SECOND TERM EXAMINATIONS</b>