Grade 10 English

Term 2 - 60 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

60 complete, ready-to-teach Grade 10 English lesson plans for Term 2, covering the themes travel: adventure, careers: public sector and culture: values and beliefs, each with its own speaking, reading, grammar and writing lessons.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Selective listening: listening for what you need

By the end of the lesson, the learner should be able to: a) describe ways of listening for particular information; b) pick out specific details from a travel announcement

Selective listening

Selective listening means listening for particular information and ignoring what is not relevant. Ways of doing it: know what you want to find (a time, a platform, a name, a gate number); listen for key words and numbers; expect signal phrases (delayed, now boarding, please note, will depart from); block out other noise; note the details at once; and check by asking or listening again. It is a vital skill when travelling, because missing one detail can make you miss your journey.

Model announcement (read twice): "Attention, passengers. The 7:45 Madaraka Express train to Mombasa is now boarding at Platform Two. Passengers travelling in first class should board through Gate A, and those in economy through Gate B. The 9:10 train to Nairobi is delayed by twenty minutes and will now leave at 9:30. Please keep your luggage with you at all times and have your ticket and identity card ready for inspection. Thank you." A traveller to Mombasa on the 7:45 train in economy class needs: Platform Two, Gate B, ticket and identity card; the delay of the Nairobi train is not relevant to them.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Selective listening: listening for what you need

Strand 4.0 Travel: adventure > Sub-strand 4.1.1 Selective Listening | Lesson 1 of 3 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) describe ways of listening for particular information; b) pick out specific details from a travel announcement

KEY INQUIRY QUESTION(S)

- What is the importance of listening for particular information?
- How can we ensure we listen keenly for particular information?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

A phone or recorder, or the teacher reading aloud | Scripts (given in the lesson) | A simple sketch map (drawn on the board or paper) | Notebooks and pencils

ORGANISATION OF LEARNING

Whole class for listening; pairs for comparing notes and giving directions; groups of four for the map activity. The teacher reads each text twice, and learners take notes before answering.

KEY WORDS

selective listening | direction | instruction | announcement | note-taking | landmark | route | itinerary | key word | abbreviation

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "At a busy bus stage or railway station, how do you hear the announcement for your own bus among many voices?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Selective listening" (teaching points and model text on the next page), explaining as you go. Use a phone or recorder, or the teacher reading aloud, scripts (given in the lesson), a simple sketch map (drawn on the board or paper). Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why is the delay of the Nairobi train not needed by a Mombasa traveller?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Selective listening

Selective listening means listening for particular information and ignoring what is not relevant. Ways of doing it: know what you want to find (a time, a platform, a name, a gate number); listen for key words and numbers; expect signal phrases (delayed, now boarding, please note, will depart from); block out other noise; note the details at once; and check by asking or listening again. It is a vital skill when travelling, because missing one detail can make you miss your journey.

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Activity: in pairs, listen to two more announcements (a bus and an airport one) and note only the details for a given traveller (for example, "going to Kisumu by the 6 o'clock bus"). Discuss why it is important to listen attentively to particular information when travelling.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which platform does the Mombasa train leave from?	**Platform Two.**
2	Which gate must an economy passenger use?	**Gate B.**
3	What must passengers have ready?	**Their ticket and identity card.**
4	Why is the delay of the Nairobi train not needed by a Mombasa traveller?	**It concerns a different train, so it is not relevant to their journey.**

WATCH OUT FOR

Learners try to remember everything. Decide what you need before listening.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can describe ways of listening for particular information confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can describe ways of listening for particular information accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly describe ways of listening for particular information, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet describe ways of listening for particular information without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a checklist of details to listen for.
Learners ready for more	Explain what might happen if a traveller mishears a gate number. (Answer: They could go to the wrong gate and miss the train, so attention to details is important)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "selective listening: listening for what you need" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?