Grade 10 French

Term 1 - 62 complete lesson plans

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

ABOUT THIS PACK

62 complete, ready-to-teach Grade 10 French lesson plans for Term 1, covering listening for information, reading for vocabulary, informative writing, grammar, listening, reading for comprehension, guided writing, grammar and listening for comprehension.

TOPICS IN THIS PACK

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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.

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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ELIMU254

Listening for greetings and introductions

Strand 1.0 Social life: my friend > Sub-strand 1.1.1 Listening for information | Lesson 1 of 6 | 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) recognise basic French greetings and introductions by ear; b) understand a short spoken self-introduction

KEY INQUIRY QUESTION(S)

- Why should you have good listening skills?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Diversity**	Developed through the activities in this lesson.

LEARNING RESOURCES

A phone or speaker to play/read a script aloud | Flashcards with simple French words | Notebooks and pencils | Manila paper and marker pens

ORGANISATION OF LEARNING

Whole class for the first listening; pairs to check answers; groups of four for the flashcard game. Every script is read aloud twice, at a normal pace, since French pronunciation is the real content here, not just the meaning.

KEY WORDS

s'appeler (to be called) | parler (to speak) | avoir (to have) | habiter (to live) | être (to be) | grand/grande (tall) | petit/petite (small) | gros/grosse (big) | belle (beautiful) | the soft “s” sound (as in jeune) and the “sh” sound (as in chat)

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "When you meet someone new, what are the first three things you usually say or ask?" 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 "Listening for greetings" (teaching points and listening script on the next page), explaining as you go. Use a phone or speaker to play/read a script aloud, flashcards with simple French words, notebooks and pencils. 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: "Give one difference between "Bonjour" and "Salut"."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND LISTENING SCRIPT

Listening for greetings

French greetings change with the time of day and how well you know someone. "Bonjour" (hello/good day) is used generally; "Bonsoir" (good evening) after dark; "Salut" (hi/bye) is informal, used with friends. To ask how someone is: "Comment ça va?" or "Ça va?" (informal), answered "Ça va bien, merci" (I'm fine, thank you) or "Comme ci, comme ça" (so-so). To introduce yourself: "Je m'appelle..." (my name is...), "J'ai [number] ans" (I am ... years old), "J'habite à..." (I live in...).

Listening script (read aloud twice, at a natural pace): "Bonjour! Je m'appelle Amina. J'ai quinze ans. J'habite à Nairobi. Et toi, comment tu t'appelles?" "Salut Amina! Je m'appelle Kevin. J'ai seize ans. J'habite à Kisumu. Ça va bien, merci!" Teaching notes on pronunciation: "Bonjour" (bon-JOOR, the "n" is nasal, not fully pronounced as in English); "s'appelle" (sah-PELL); "habite" the h is silent, so it sounds like "ah-BEET".

Activity: listen to the script twice without looking at the text, then in pairs answer: What is the girl's name? How old is she? Where does she live? What is the boy's name? Then listen a third time while reading along, and repeat each line as a class, focusing on pronunciation.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does "Je m'appelle..." mean?	**My name is...**
2	How do you ask someone's age in French, based on the script?	**The reply pattern is "J'ai [number] ans" (I am ... years old); the question would be "Quel âge as-tu?"**
3	What is the girl's name in the listening script, and how old is she?	**Amina, fifteen years old.**
4	Give one difference between "Bonjour" and "Salut".	**"Bonjour" is general/more formal; "Salut" is informal, used with friends, and can mean both "hi" and "bye".**

WATCH OUT FOR

Learners try to translate word by word while listening and miss the overall meaning. Listen first for the general idea, then for details.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give the script with key words underlined before the first listening.
Learners ready for more	Explain why "habite" is pronounced with a silent h. (Answer: In French, the letter h is almost always silent, so the word begins with the vowel sound "a")
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 "listening for greetings and introductions" 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?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Listening for physical descriptions

Strand 1.0 Social life: my friend > Sub-strand 1.1.1 Listening for information | Lesson 2 of 6 | 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) identify vocabulary describing physical appearance from an audio text; b) distinguish the soft “s” sound (as in jeune) from the “sh” sound (as in chat)

KEY INQUIRY QUESTION(S)

- Why should you have good listening skills?

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