Grade 10 French

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 French lesson plans for Term 2, covering reading for comprehension, guided writing, grammar, oral expression, reading for comprehension, guided writing, grammar and interactive speaking.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2.1	Reading for comprehension	6
3.3.1	Guided writing	6
3.4.1	Grammar	10
4.1.1	Oral expression	6
4.2.1	Reading for comprehension	6
4.3.1	Guided writing	6
4.4.1	Grammar	10
5.1.1	Interactive speaking	10

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.

CONTENTS

No.	Lesson	Topic	Page
1	Reading a text about means of transport	3.2.1 Reading for comprehension	4
2	Reading a bus/train timetable	3.2.1 Reading for comprehension	8
3	Reading about a tourist destination	3.2.1 Reading for comprehension	11
4	Reading and interpreting travel signs and notices	3.2.1 Reading for comprehension	15
5	Reading a personal account of a journey	3.2.1 Reading for comprehension	18
6	Practical: reading and responding to a full travel text	3.2.1 Reading for comprehension	22
7	Vocabulary for choosing transport, with correct spelling	3.3.1 Guided writing	26
8	Writing sentences giving a reason for a transport choice	3.3.1 Guided writing	29
9	Writing a short comparison of two means of transport	3.3.1 Guided writing	32
10	Writing a short paragraph about travelling to a place	3.3.1 Guided writing	36
11	Editing writing about transport choices	3.3.1 Guided writing	40
12	Practical: writing a full text on choosing transport	3.3.1 Guided writing	44
13	The near future: aller + infinitive	3.4.1 Grammar	48
14	The recent past: venir de + infinitive	3.4.1 Grammar	52
15	Choosing between present, near future and recent past	3.4.1 Grammar	55
16	Formal and informal language: tu vs vous	3.4.1 Grammar	59
17	Giving instructions: the imperative for travel situations	3.4.1 Grammar	63
18	Matching verb forms to real communication situations: a game	3.4.1 Grammar	67
19	Pouvoir and devoir: expressing ability and obligation	3.4.1 Grammar	71
20	Giving directions with the imperative and prepositions	3.4.1 Grammar	75
21	Grammar review: a diagnostic quiz on verb forms and structures	3.4.1 Grammar	79
22	Applying grammar: a spoken and written travel scenario	3.4.1 Grammar	83
23	Naming foods and drinks aloud	4.1.1 Oral expression	87
24	Expressing likes and dislikes about food, aloud	4.1.1 Oral expression	91
25	Reciting a short poem about food	4.1.1 Oral expression	94
26	Participating in a simple dialogue at a market	4.1.1 Oral expression	98
27	Giving a short oral presentation about a favourite meal	4.1.1 Oral expression	101
28	Consolidating oral expression: presentations and feedback	4.1.1 Oral expression	105
29	Using context clues to guess meaning	4.2.1 Reading for comprehension	109
30	Reading about parts of the body	4.2.1 Reading for comprehension	113
31	Reading about illness and going to the doctor	4.2.1 Reading for comprehension	116
32	Reading about healthy habits and summarising	4.2.1 Reading for comprehension	120

33	Reading a text about mental wellbeing	4.2.1 Reading for comprehension	124
34	Practical: reading a full health text and summarising it	4.2.1 Reading for comprehension	127
35	Expressions for indicating foods and drinks	4.3.1 Guided writing	131
36	Writing about a typical day's meals	4.3.1 Guided writing	134
37	Writing a simple recipe	4.3.1 Guided writing	138
38	Writing about food and health together	4.3.1 Guided writing	142
39	Editing writing about food	4.3.1 Guided writing	145
40	Practical: writing a full food diary entry	4.3.1 Guided writing	149
41	The partitive articles: du, de la, de l', des	4.4.1 Grammar	153
42	The partitive in the negative	4.4.1 Grammar	157
43	Expressions of quantity: un peu de, beaucoup de, assez de, trop de	4.4.1 Grammar	161
44	Selecting the correct article: a full comparison	4.4.1 Grammar	164
45	Sentence-building game: articles and quantities	4.4.1 Grammar	168
46	Adjective position: before or after the noun	4.4.1 Grammar	172
47	Adverbs of frequency: toujours, souvent, parfois, rarement, jamais	4.4.1 Grammar	176
48	Making polite offers and requests about food	4.4.1 Grammar	179
49	Grammar review: a diagnostic quiz on articles	4.4.1 Grammar	182
50	Applying grammar: writing and speaking about food fluently	4.4.1 Grammar	186
51	Naming school subjects aloud	5.1.1 Interactive speaking	190
52	Organising and presenting a skit about class activities	5.1.1 Interactive speaking	193
53	Talking about professions	5.1.1 Interactive speaking	197
54	Linking school subjects to professions	5.1.1 Interactive speaking	200
55	Telephone role play: planning a school event	5.1.1 Interactive speaking	204
56	Presenting event planning from audio-visual research	5.1.1 Interactive speaking	208
57	Interactive speaking: giving and receiving feedback	5.1.1 Interactive speaking	212
58	Discussing a typical school day aloud	5.1.1 Interactive speaking	216
59	A structured debate: which subject is most useful?	5.1.1 Interactive speaking	220
60	Consolidating interactive speaking: a school and career fair role play	5.1.1 Interactive speaking	224

ELIMU254

Reading a text about means of transport

Strand 3.0 Tourism: means of transport > Sub-strand 3.2.1 Reading for comprehension | 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) read a text about transport and identify key vocabulary; b) answer comprehension questions using information from the text

KEY INQUIRY QUESTION(S)

- How do you move around?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Short printed or copied French texts (given in the lessons) | A dictionary or bilingual word list | Notebooks and pencils

ORGANISATION OF LEARNING

Whole class for the first read-through; pairs to answer comprehension questions; groups of four to compare interpretations. Every reading text is followed by real questions to answer in French.

KEY WORDS

un voyage (a journey) | un ticket/billet (a ticket) | un passeport (a passport) | un horaire (a timetable) | partir (to leave) | arriver (to arrive) | rapide/lent (fast/slow)

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: "If a text listed several ways to travel, how would you decide which one the writer actually prefers?" 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 "Reading about transport" (teaching points and model text on the next page), explaining as you go. Use short printed or copied French texts (given in the lessons), a dictionary or bilingual word list, 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: "Which means of transport does the narrator prefer?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Reading about transport

Vocabulary: "un moyen de transport" (a means of transport), "rapide" (fast), "lent/lente" (slow), "confortable" (comfortable), "économique" (economical/cheap), "pratique" (practical/convenient).

Model text: "Il y a plusieurs moyens de transport à Nairobi. Le bus est économique, mais souvent lent à cause de la circulation. Le train est plus rapide et confortable, mais il n'y a pas beaucoup de lignes. Beaucoup de gens utilisent une moto-taxi pour les courtes distances, parce que c'est pratique et rapide. Moi, je préfère le train quand c'est possible." Vocabulary: "plusieurs" (several), "à cause de" (because of), "une ligne" (a line/route), "les courtes distances" (short distances).

Activity: read the text, then in pairs answer: Pourquoi le bus est-il parfois lent? Quel est l'avantage du train? Pourquoi les gens utilisent-ils une moto-taxi? Quel moyen de transport préfère le narrateur? Present your answers to another pair.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Why is the bus sometimes slow, according to the text?	**Because of traffic ("à cause de la circulation").**
2	What is the advantage of the train?	**It is faster and more comfortable.**
3	Why do people use moto-taxis for short distances?	**Because they are practical and fast.**
4	Which means of transport does the narrator prefer?	**The train, when possible.**

WATCH OUT FOR

Learners answer with a single word instead of a full French sentence explaining why. Push for a complete answer using "parce que" or "à cause de".

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give the four questions with sentence starters already written.
Learners ready for more	Explain the difference between "à cause de" and "parce que". (Answer: "À cause de" is followed directly by a noun (à cause de la circulation), while "parce que" is followed by a full clause with a subject and verb (parce que c'est lent))
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 "reading a text about means of transport" 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

Reading a bus/train timetable

Strand 3.0 Tourism: means of transport > Sub-strand 3.2.1 Reading for comprehension | 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) read a simple timetable and extract specific information; b) answer questions about times and destinations

KEY INQUIRY QUESTION(S)

- How do you move around?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Short printed or copied French texts (given in the lessons) | A dictionary or bilingual word list | Notebooks and pencils

ORGANISATION OF LEARNING

Whole class for the first read-through; pairs to answer comprehension questions; groups of four to compare interpretations. Every reading text is followed by real questions to answer in French.

KEY WORDS

un voyage (a journey) | un ticket/billet (a ticket) | un passeport (a passport) | un horaire (a timetable) | partir (to leave) | arriver (to arrive) | rapide/lent (fast/slow)

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.