



GRADE 10 FRENCH SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	1.1 Listening and Speaking	1.1 Informational Listening	By the end of the lesson, the learner should be able to distinguish sounds /ʒ/ and /ʃ/ from audio texts.	Why should you have good listening skills?	The learner is guided to listen to an audio text and distinguish sounds /ʒ/ as in <i>jeune</i> and /ʃ/ as in <i>chat</i> .	Curriculum Design (2024) pg 14; Audio player, Recorded text	Oral exercises	
	2	1.2 Reading	1.2 Reading for Vocabulary	By the end of the lesson, the learner should be able to derive meaning of words from simple texts.	Why do we read?	The learner is guided to select varied forms of greetings from simple texts [Bonjour! Bonsoir!].	Curriculum Design (2024) pg 16; Simple texts, Flashcards	Oral questions	
	3	1.4 Grammar	1.4 Grammar	By the end of the lesson, the learner should be able to identify elements of grammar (Personal Pronouns).	Why do you need to observe grammar?	The learner is guided to pick out personal pronouns and match them to correct verb forms [je, tu, il/elle].	Curriculum Design (2024) pg 20; Charts	Written quiz	
	4	1.3 Writing	1.3 Informative Writing	By the end of the lesson, the learner should be able to list vocabulary from texts with correct orthography.	What do you consider while writing?	The learner is guided to fill in missing letters to form words on greetings and numbers.	Curriculum Design (2024) pg 18; Worksheets	Gap filling	

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2	1	1.1 Listening and Speaking	1.1 Informational Listening	By the end of the lesson, the learner should be able to identify physical attributes from audio texts.	Why should you have good listening skills?	The learner is guided to use information from an audio text to identify physical attributes (grand, petit, belle).	Curriculum Design (2024) pg 14; Audio clips	Observation	
	2	1.2 Reading	1.2 Reading for Vocabulary	By the end of the lesson, the learner should be able to read simple texts to pick out vocabulary (Family).	How do you identify words?	The learner is guided to match the vocabulary of members of the family to given images [C'est mon père].	Curriculum Design (2024) pg 16; Images, Texts	Matching exercise	
	3	1.4 Grammar	1.4 Grammar	By the end of the lesson, the learner should be able to construct simple sentences using verbs <i>s'appeler</i> and <i>habiter</i> .	How do you introduce yourself?	The learner is guided to play conjugation games to practice reading forms of verbs <i>s'appeler</i> and <i>habiter</i> .	Curriculum Design (2024) pg 21; Verb charts	Oral drills	
	4	1.3 Writing	1.3 Informative Writing	By the end of the lesson, the learner should be able to construct simple texts using acquired vocabulary.	What do you consider while writing?	The learner is guided to rearrange jumbled-up words to create simple logical sentences.	Curriculum Design (2024) pg 18; Jumbled words	Written exercise	
3	1	1.1 Listening and Speaking	1.1 Informational Listening	By the end of the lesson, the learner should be able to internalize	Why should you have good listening skills?	The learner is guided to play flashcard games collaboratively to internalize vocabulary	Curriculum Design (2024) pg 14; Flashcards	Peer review	

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				vocabulary through games.		(s'appeler, parler, avoir).			
	2	1.2 Reading	1.2 Reading for Vocabulary	By the end of the lesson, the learner should be able to read captions to acquire vocabulary on friends.	Why do we read?	The learner is guided to read captions with images to acquire vocabulary on friends and extended family.	Curriculum Design (2024) pg 16; Captioned images	Reading aloud	
	3	1.4 Grammar	1.4 Grammar	By the end of the lesson, the learner should be able to use possessive adjectives correctly.	Why do you need to observe grammar?	The learner is guided to fill in gaps with appropriate possessive adjectives [mon, ma, mes, ton, sa].	Curriculum Design (2024) pg 20; Worksheets	Written test	
	4	1.3 Writing	1.3 Informative Writing	By the end of the lesson, the learner should be able to show enthusiasm in constructing sentences.	What do you consider while writing?	The learner is guided to use selected words to create short simple sentences about family.	Curriculum Design (2024) pg 18; Word bank	Portfolio	
4	1	1.1 Listening and Speaking	1.1 Informational Listening	By the end of the lesson, the learner should be able to summarize information from audio texts (Birthdays).	Why should you have good listening skills?	The learner is guided to answer guided questions from an audio text on introduction of friends and their birthdays.	Curriculum Design (2024) pg 14; Audio text	Q&A	
	2	1.2 Reading	1.2 Reading for Vocabulary	By the end of the lesson, the learner should be able to find	How do you identify words?	The learner is guided to find the meaning of vocabulary in	Curriculum Design (2024) pg	Observation	

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				meaning of vocabulary collaboratively.		reading texts collaboratively.	16; Dictionary		
	3	1.4 Grammar	1.4 Grammar	By the end of the lesson, the learner should be able to use the verbs <i>être</i> and <i>avoir</i> .	How do you introduce family?	The learner is guided to match personal pronouns to the correct form of the verbs <i>être</i> and <i>avoir</i> .	Curriculum Design (2024) pg 20; Matching cards	Written exercise	
	4	1.3 Writing	1.3 Informative Writing	By the end of the lesson, the learner should be able to write simple texts introducing family.	What do you consider while writing?	The learner is guided to write simple texts to introduce members of one's family and friends.	Curriculum Design (2024) pg 18; Wall charts	Project display	
5	1	1.1 Listening and Speaking	1.1 Informational Listening	By the end of the lesson, the learner should be able to break down information on hobbies.	Why should you have good listening skills?	The learner is guided to research and make notes from recorded passages on hobbies/interests [Mon amie aime...].	Curriculum Design (2024) pg 14; Recorded passages	Note taking	
	2	1.2 Reading	1.2 Reading for Vocabulary	By the end of the lesson, the learner should be able to show interest in reading simple texts.	Why do we read?	The learner is guided to read flashcards with words on taking leave and rearrange them to form sentences.	Curriculum Design (2024) pg 16; Flashcards	Observation	
	3	1.4 Grammar	1.4 Grammar	By the end of the lesson, the learner should be	How do you introduce yourself?	The learner is guided to source and watch audio-	Curriculum Design (2024) pg	Oral presentation	

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				able to use countries and nationalities.		visual materials with countries and their nationalities.	20; AV materials		
	4	1.3 Writing	1.3 Informative Writing	By the end of the lesson, the learner should be able to match vocabulary to images.	What do you consider while writing?	The learner is guided to match vocabulary on the nuclear family to the correct images from texts.	Curriculum Design (2024) pg 18; Images	Matching exercise	
6	1	1.1 Listening and Speaking	1.1 Informational Listening	By the end of the lesson, the learner should be able to respond to aural questions on likes/dislikes.	Why should you have good listening skills?	The learner is guided to respond appropriately to aural questions on likes and dislikes of characters.	Curriculum Design (2024) pg 15; Audio questions	Oral response	
	2	1.4 Grammar	1.4 Grammar	By the end of the lesson, the learner should be able to conjugate verbs.	Why do you need to observe grammar?	The learner is guided to seek guidance on how to conjugate verbs and practice.	Curriculum Design (2024) pg 21; Grammar book	Practice drills	
	3	2.1 Listening and Speaking	2.1.1 Listening for Comprehension	By the end of the lesson, the learner should be able to distinguish sounds /u/ and /y/.	How can you locate items in the home?	The learner is guided to listen to audio sounds to differentiate /u/ (ou, vous) and /y/ (tu, du).	Curriculum Design (2024) pg 22; Audio clips	Pronunciation test	
	4	2.2 Reading	2.2 Reading for Comprehension	By the end of the lesson, the learner should be able to associate	Where are items located?	The learner is guided to read home layouts and associate	Curriculum Design (2024) pg	Comprehension check	

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				places in homes with locations.		places/rooms with their locations.	24; Home layouts		
7	1	2.1 Listening and Speaking	2.1.1 Listening for Comprehension	By the end of the lesson, the learner should be able to summarize location of items from audio.	How can you locate items in the home?	The learner is guided to listen collaboratively to an audio text and give a summary of item locations.	Curriculum Design (2024) pg 22; Audio text	Oral summary	
	2	2.4 Grammar	2.4 Grammar	By the end of the lesson, the learner should be able to identify prepositions.	Why are prepositions important?	The learner is guided to present images/objects to illustrate prepositions (sur, dans, entre).	Curriculum Design (2024) pg 28; Realia	Observation	
	3	2.3 Writing	2.3 Guided Writing	By the end of the lesson, the learner should be able to classify nouns and prepositions.	Why is arrangement important?	The learner is guided to locate different items using prepositions (dans, entre, devant).	Curriculum Design (2024) pg 26; Worksheets	Written exercise	
	4	2.2 Reading	2.2 Reading for Comprehension	By the end of the lesson, the learner should be able to respond to questions on room locations.	Where are items located?	The learner is guided to read and answer comprehension questions on the location of rooms.	Curriculum Design (2024) pg 24; Reading text	Written quiz	
8	MID-TERM	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK
9	1	2.1 Listening	2.1.1 Listening for Comprehension	By the end of the lesson, the learner should be	How can you locate	The learner is guided to answer questions from	Curriculum Design (2024) pg	Q&A	

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		and Speaking		able to answer questions on item location.	items in the home?	audio text [Où est la table? Elle est devant la porte].	22; Audio recording		
	2	2.4 Grammar	2.4 Grammar	By the end of the lesson, the learner should be able to pair prepositions with nouns.	Why are prepositions important?	The learner is guided to do matching games pairing prepositions with correct nouns using a house plan.	Curriculum Design (2024) pg 28; House plan	Matching game	
	3	2.3 Writing	2.3 Guided Writing	By the end of the lesson, the learner should be able to label items in a house.	Why is arrangement important?	The learner is guided to label in writing items found in the kitchen and stick them on the board.	Curriculum Design (2024) pg 26; Labels, Board	Project	
	4	2.2 Reading	2.2 Reading for Comprehension	By the end of the lesson, the learner should be able to fill in blanks on location.	Where are items located?	The learner is guided to fill in blank spaces in texts with expressions on location of places/objects.	Curriculum Design (2024) pg 24; Cloze test	Written exercise	
10	1	2.1 Listening and Speaking	2.1.1 Listening for Comprehension	By the end of the lesson, the learner should be able to draw a layout from audio.	How can you locate items in the home?	The learner is guided to draw a layout of a home from information gotten from an audio text.	Curriculum Design (2024) pg 22; Drawing materials	Drawing	
	2	2.4 Grammar	2.4 Grammar	By the end of the lesson, the learner should be able to fill in	Why are prepositions important?	The learner is guided to fill in blank exercises to place	Curriculum Design (2024) pg	Written test	

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				appropriate prepositions.		appropriate prepositions.	28; Worksheets		
	3	2.3 Writing	2.3 Guided Writing	By the end of the lesson, the learner should be able to write sentences on item placement.	Why is arrangement important?	The learner is guided to write sentences with vocabulary of items in a house and where they are placed.	Curriculum Design (2024) pg 26; Writing books	Portfolio	
	4	2.1 Listening and Speaking	2.1.1 Listening for Comprehension	By the end of the lesson, the learner should be able to give directions.	How can you locate items in the home?	The learner is guided to take turns with peers giving directions [Allez tout droit, tournez à gauche].	Curriculum Design (2024) pg 22; Maps	Role play	
11	1	2.2 Reading	2.2 Reading for Comprehension	By the end of the lesson, the learner should be able to identify weather images.	Where are items located?	The learner is guided to observe and identify images with weather elements with peers.	Curriculum Design (2024) pg 24; Weather images	Observation	
	2	2.4 Grammar	2.4 Grammar	By the end of the lesson, the learner should be able to reorder sentence scrambles.	Why are prepositions important?	The learner is guided to present sentence scrambles containing prepositions to be reordered.	Curriculum Design (2024) pg 28; Jumbled sentences	Written exercise	
	3	2.3 Writing	2.3 Guided Writing	By the end of the lesson, the learner should be able to fill in a weather report.	Why is arrangement important?	The learner is guided to fill in the blanks on an improvised weather report using nouns	Curriculum Design (2024) pg 26; Weather report template	Assignment	

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						related to weather.			
	4	2.1 Listening and Speaking	2.1.1 Listening for Comprehension	By the end of the lesson, the learner should be able to identify weather effects from audio.	How can you locate items in the home?	The learner is guided to identify effects of elements of weather on the environment from audio text.	Curriculum Design (2024) pg 23; Audio text	Oral questions	
12	ALL	END TERM	ASSESSMENT	END TERM ONE ASSESSMENT		END TERM ONE ASSESSMENT		EXAMS	ASSESSMENT