Grade 10 French

Terms 1, 2 and 3 - notes for 24 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Social life: my friend | Term 1

1.1.1 Listening for information

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- summarize information from audio texts to confirm understanding
- break down information to comprehend main ideas from audio texts

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).

1. Listening for greetings and introductions

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.

2. Listening for physical descriptions

Describing people and two tricky sounds

Adjectives of physical appearance: "grand/grande" (tall), "petit/petite" (short/small), "gros/grosse" (big/fat), "mince" (slim), "beau/belle" (handsome/beautiful), "les cheveux" (hair: "cheveux longs/courts" - long/short hair; "cheveux noirs/bruns" - black/brown hair), "les yeux" (eyes: "yeux marron" - brown eyes). Note that French adjectives usually change their ending to match a feminine noun (grand -> grande), and most come after the noun.

Two sounds to listen for: the soft "s" sound, as in "jeune" (young), "jour" (day), "jupe" (skirt) - the same sound as the "s" in the English word "measure"; and the "sh" sound, as in "chat" (cat), "chaise" (chair) - the same sound as the English "sh" in "she". These two sounds are easy to confuse for a new learner because they are both soft, hissy sounds made in a similar part of the mouth.

Listening script: "Mon amie s'appelle Grace. Elle est grande et mince. Elle a les cheveux longs et noirs. Mon ami s'appelle Otieno. Il est petit. Il a un chat noir et une jupe... non, il n'a pas de jupe! Il a un jeune chien." (Note: the last line deliberately mixes "jupe" and "jeune" so learners must listen carefully for the soft "s" sound, as in "measure".)

Activity: listen twice, then in pairs draw a quick sketch of Grace and Otieno based only on what you heard, comparing sketches afterward to check what you understood.

3. Playing flashcard games to internalise vocabulary

Learning through games

Flashcard games help the brain connect a sound, a picture and a meaning quickly and enjoyably, which builds vocabulary faster than reading a list alone. Two games to use: (1) "Écoute et montre" (Listen and show): the teacher says a word aloud; learners race to hold up the matching flashcard. (2) "Le mémoire" (Memory/pairs): cards are placed face down in a grid; learners turn over two at a time trying to find a word and its picture match, saying the word aloud when they find a pair.

Vocabulary set for this lesson (a mix of the last two lessons' words): "Bonjour", "Salut", "grand", "petit", "les cheveux", "les yeux", "un ami/une amie" (a friend), "s'appeler", "avoir", "habiter". Pronunciation reminder: "ami" (ah-MEE), "amie" is pronounced the same way as "ami" even though it is spelled with an extra e for the feminine form.

Activity: in groups of four, play "Écoute et montre" with the vocabulary set (the teacher or a group leader calls out words), then play "Le mémoire" in pairs within the group. After both games, each learner writes down five words from the set that they now remember without looking, and checks their spelling with a partner.

4. Answering guided questions from an audio text about friends

Likes and dislikes

"Aimer" (to like/love), "adorer" (to love/adore), "détester" (to hate/dislike strongly) are common verbs for talking about preferences. Examples: "Mon amie aime le football" (My friend likes football); "Elle déteste les légumes" (She dislikes vegetables); "J'adore la musique" (I love music). These verbs are followed directly by the thing liked or disliked, usually with "le/la/les" (the) even when English would say "in general" with no article: "J'aime le chocolat" (I like chocolate, in general, not just this particular chocolate).

Listening script: "Ma meilleure amie s'appelle Wanjiru. Elle aime beaucoup le football et la musique. Elle déteste les légumes, surtout les épinards. Moi, j'aime les légumes, mais je déteste le football! Nous aimons toutes les deux la danse." Vocabulary: "meilleure amie" (best friend), "surtout" (especially), "les épinards" (spinach), "la danse" (dance), "toutes les deux" (both of us).

Activity: listen to the script twice, then answer guided questions in pairs: What does Wanjiru like? What does she dislike, especially? What does the speaker like that Wanjiru dislikes? What do they both enjoy? Then, in your own words (in English is fine for this check), summarise the passage in two sentences.

5. Making notes from recorded passages on hobbies and interests

Hobbies and note-taking

Hobby vocabulary: "le sport" (sport), "la lecture" (reading), "la musique" (music), "le dessin" (drawing), "jouer au football/basketball" (to play football/basketball), "jouer de la guitare/du piano" (to play the guitar/piano - note "jouer de" for instruments, "jouer à" for sports and games), "lire" (to read), "chanter" (to sing), "danser" (to dance).

Note-taking tip: when listening for details, do not try to write every word; write only key words (names, activities, opinions), then reconstruct full sentences afterward. Listening script: "Mon ami Baraka aime le sport. Il joue au football tous les samedis. Mon amie Njeri adore la musique. Elle joue de la guitare et elle chante bien. Moi, j'aime la lecture et le dessin. Je lis des livres tous les soirs."

Activity: listen to the script twice. During the second listening, take brief notes (name, activity, detail) for each person mentioned. After listening, use your notes (not memory alone) to write one full sentence about each person's hobby. Compare your notes and sentences with a partner.

6. Responding to aural questions on likes and dislikes of characters

Practical: listening and responding aloud

Materials: a script, a recorder if available; pairs.

Useful question patterns: "Qu'est-ce que tu aimes?" (What do you like?); "Est-ce que tu aimes...?" (Do you like...?, a yes/no question); "Pourquoi?" (Why?). Answers: "Oui, j'aime..." (Yes, I like...); "Non, je n'aime pas..." (No, I don't like...); "Parce que..." (Because...).

Final listening script for this sub-strand: "Salut! Je m'appelle Fatuma. J'ai quinze ans et j'habite à Mombasa. Je suis grande et j'ai les cheveux longs. J'aime beaucoup la lecture et la musique, mais je déteste le sport. Ma meilleure amie s'appelle Zainab. Elle est petite et elle adore le football. Nous aimons toutes les deux le dessin." Notice this final script pulls together greetings, description, and likes/dislikes from every lesson this week.

Activity: listen to the final script twice. In pairs, one learner asks the other spoken questions in French using the patterns above (e.g. "Est-ce que Fatuma aime le sport?"), and the partner answers aloud in French ("Non, elle n'aime pas le sport"). Take turns asking and answering at least four questions each. Reflect: why should you have good listening skills? (You cannot answer, follow instructions or hold a conversation in a new language without first understanding what is said to you.)

TRY THESE

1. What does "Je m'appelle..." mean?
2. How do you ask someone's age in French, based on the script?
3. What does "grande" mean, and who is it describing in the script?
4. Name one word from the script with the soft “s” sound (as in “measure”).
5. What is "un ami" and "une amie"?
6. Why are games useful for learning vocabulary?
7. What does Wanjiru like a lot?
8. What does she especially dislike?
9. What does Baraka like, and when does he do it?
10. What two things does Njeri do?
11. How do you ask "What do you like?" in French?
12. Does Fatuma like sport?

TOPIC TEST

T1. Explain why "habite" is pronounced with a silent h.

T2. Explain why French adjectives usually come after the noun, unlike in English.

T3. Explain why saying a new word aloud, not just reading it, helps memory.

T4. Explain why "le" appears before "football" even though English says just "football".

T5. Explain why "jouer au football" uses "au" and not just "à le".

T6. Explain why listening skills matter for real conversation, not just for a listening exam.

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Strand 1.0 Social life: my friend | Term 1

1.2.1 Social life: my friend: Reading for vocabulary

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- derive meaning of words from simple texts
- read simple texts to pick out vocabulary to show understanding

KEY WORDS

lire (to read), un texte (a text), chercher (to look for), trouver (to find), comprendre (to understand), un mot (a word), le sens (the meaning), la famille (family), les amis (friends), les loisirs (hobbies).

1. Reading a simple introduction text for vocabulary

Reading strategy: using context

Deriving meaning from context means using the words and sentences around an unfamiliar word to guess its meaning, rather than looking up every word. Clues include: words that repeat, words that are similar to English (cognates, e.g. "musique" looks like "music"), and the general topic of the passage.

Model text: "Je m'appelle Peter. J'ai quinze ans et j'habite à Eldoret, au Kenya. J'ai une grande famille: mon père, ma mère, deux frères et une sœur. Mon meilleur ami s'appelle David. Nous sommes dans la même classe à l'école. Le week-end, nous jouons au football ensemble." New vocabulary in context: "la famille" (family - can be guessed as similar to "family"); "mon père" (my father), "ma mère" (my mother), "deux frères" (two brothers), "une sœur" (a sister); "la même classe" (the same class); "ensemble" (together).

Activity: in pairs, read the text silently once, underline any word you do not know, and try to guess its meaning from context before checking a dictionary. Then complete a table with Word, Your guess, Dictionary meaning. Discuss which words were cognates (similar to English) and which needed more guessing.

2. Reading for vocabulary: family and friends

Family vocabulary

Family words: "les parents" (parents), "le père" (father), "la mère" (mother), "le frère" (brother), "la sœur" (sister), "le grand-père" (grandfather), "la grand-mère" (grandmother), "l'oncle" (uncle), "la tante" (aunt), "le cousin/la cousine" (cousin). Possessive adjectives change with the noun's gender: "mon père" (my father, masculine), "ma mère" (my mother, feminine), "mes parents" (my parents, plural).

Model text: "Voici ma famille. J'ai un grand-père et une grand-mère. J'ai aussi un oncle et une tante. Ma tante s'appelle Grace; elle habite à Nakuru. J'ai deux cousins: Brian et Mercy. Brian aime le sport et Mercy aime la musique. Nous nous voyons souvent pendant les vacances." Vocabulary: "voici" (here is/this is), "aussi" (also), "souvent" (often), "les vacances" (the holidays), "nous nous voyons" (we see each other).

Activity: in pairs, read the text and list every family word you find, with its meaning. Then answer, in short French sentences: Qui est Grace? (Who is Grace?) Où habite-t-elle? (Where does she live?) Que fait Brian? (What does Brian like/do?) Present your answers to another pair.

3. Reading a text about hobbies and interests

Hobbies and interests in reading

Reviewing hobby vocabulary from listening (this theme): "le sport", "la lecture", "la musique", "le dessin", "la danse", "jouer au football/basketball", "jouer de la guitare/du piano", "lire", "chanter", "danser". New: "regarder la télévision" (to watch television), "surfer sur internet" (to surf the internet), "cuisiner" (to cook).

Model text: "Mes amis ont des loisirs différents. Amina aime lire; elle lit un livre chaque semaine. Otieno adore jouer au basketball avec ses amis. Njeri aime cuisiner; elle prépare souvent le dîner pour sa famille. Moi, j'aime surfer sur internet et regarder la télévision le soir." Vocabulary: "des loisirs différents" (different hobbies), "chaque semaine" (each week), "ses amis" (his/her friends), "préparer" (to prepare), "le dîner" (dinner), "le soir" (the evening).

Activity: in pairs, read the text and list the hobby of each person named. Then each learner writes two original sentences about their own hobbies, using at least two new words from the text (for example, "J'aime cuisiner le week-end" - I like to cook on weekends). Share your sentences with a partner and check for spelling.

4. Practical: reading a longer text and extracting vocabulary

Practical: a longer text

Materials: the text, notebooks; individual, then pairs.

Model text: "Je m'appelle Mercy. J'ai seize ans et j'habite à Kisumu avec ma famille. J'ai un frère et une sœur. Mon meilleur ami s'appelle Kevin; il habite tout près de chez moi. Nous sommes amis depuis l'école primaire. Kevin est grand et il a les cheveux courts. Il aime beaucoup le sport, surtout le football et la natation. Moi, j'aime la lecture et le dessin, mais je déteste le sport! Le week-end, Kevin et moi, nous aimons regarder des films ensemble ou jouer aux cartes. Nous sommes très différents, mais nous sommes de bons amis." New vocabulary: "tout près de chez moi" (very near my home), "depuis l'école primaire" (since primary school), "la natation" (swimming), "des films" (films), "jouer aux cartes" (to play cards), "différents" (different), "de bons amis" (good friends).

Task: read the text once silently for the general idea, then a second time to underline all vocabulary about (a) family and friends, (b) physical description and (c) hobbies. Sort your underlined words into a three-column table. Then answer, in short French sentences: Comment est Kevin? (What is Kevin like?) Qu'est-ce que Mercy aime? (What does Mercy like?) Que font-ils le week-end? (What do they do on weekends?)

Discuss with a partner: how did reading the text twice, for different purposes, change what you noticed the second time?

5. Reading dialogue for vocabulary

Reading a dialogue

A dialogue (a written conversation) uses shorter sentences and a mix of questions and answers, which is different from a descriptive text. Key question words: "Comment?" (How?), "Où?" (Where?), "Quand?" (When?), "Pourquoi?" (Why?), "Qui?" (Who?), "Quel âge?" (What age?).

Model dialogue: "- Bonjour! Comment tu t'appelles? - Je m'appelle Aisha. Et toi? - Moi, c'est Daniel. Quel âge as-tu, Aisha? - J'ai quinze ans. Et toi? - J'ai seize ans. Tu habites où? - J'habite à Nyeri. Et toi? - J'habite à Nakuru. Qu'est-ce que tu aimes faire? - J'aime lire et écouter de la musique. Et toi? - Moi, j'aime jouer au football." New vocabulary: "écouter" (to listen to), "faire" (to do), "Qu'est-ce que tu aimes faire?" (What do you like to do?).

Activity: read the dialogue in pairs, one taking Aisha's lines and one taking Daniel's. Then, without looking, answer: How old is each person? Where does each live? What does each like to do? Finally, write a similar four-question dialogue of your own with a partner, using your real names, ages and interests.

6. Showing interest in reading: choosing and sharing a text