



GRADE 10 ENGLISH 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 Methods	Reflection
1	1	1.1 Listening and Speaking	1.1.1 Extensive Listening	By the end of the lesson, the learner should be able to listen collaboratively to record characters, places, and memorable events.	How can one gain the most through listening?	The learner is guided to listen collaboratively to recordings from contexts such as role plays and skits and then recount the characters, places, and memorable events.	Curriculum Design (2024) Pg 1; Audio recordings of skits	Oral Questions	
	2	1.2 Reading	1.4.1 Reading Fluency (Previewing)	By the end of the lesson, the learner should be able to preview a text and make predictions about characters, people, and places.	1. How can one make predictions about a text?	The learner is guided to collaboratively look at the text title and images (photographs, graphs) and predict what the text is about.	Curriculum Design (2024) Pg 5; Textbooks/Newspapers	Observation	
	3	1.3 Grammar in Use	1.3.1 Word Classes (Nouns)	By the end of the lesson, the learner should be able to classify count and non-count	How do we use naming words in communication?	The learner is guided to collaboratively list down all the count and non-count nouns	Curriculum Design (2024) Pg 8; Audio/Written texts	Written Exercises	

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				nouns in sentences.		from an audio or written text.			
	4	1.5 Writing	1.5.1 Sentence Fluency	By the end of the lesson, the learner should be able to contrast well-written sentences with comma splices in a text.	What can make a sentence confusing to a reader?	The learner is guided to work together to contrast well-written sentences with comma splices in online and offline passages.	Curriculum Design (2024) Pg 11; Online/Offline passages	Peer Review	
2	1	1.1 Listening and Speaking	1.1.2 Speaking: Etiquette	By the end of the lesson, the learner should be able to pick out target sounds and aspects of etiquette in oral texts.	Why is it important to observe etiquette?	The learner is guided to listen to an oral passage and identify the words with the sounds /v/ and /ɔ:/.	Curriculum Design (2024) Pg 3; Audio passages	Dictation	
	2	1.1 Listening and Speaking	1.1.1 Extensive Listening	By the end of the lesson, the learner should be able to listen to a recording and pick key details for general information.	How can one gain the most through listening?	The learner is guided to conduct a hot seat based on a dialogue or story and recount characters, places, and events.	Curriculum Design (2024) Pg 1; Story dialogue scripts	Role Play	
	3	1.2 Reading	1.4.1 Reading Fluency (Skimming)	By the end of the lesson, the learner should be able to skim varied texts to obtain the gist.	Why is it necessary to read a text fluently?	The learner is guided to read a text right through to get a general idea while glossing	Curriculum Design (2024) Pg 5; Varied texts	Written Summary	

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						over unknown words.			
	4	1.3 Grammar in Use	1.3.1 Word Classes (Nouns)	By the end of the lesson, the learner should be able to use common and proper nouns in sentences.	How do we use naming words in communication ?	The learner is guided to practice replacing a common noun with a proper noun with peers (e.g., "The man" to "Peter").	Curriculum Design (2024) Pg 8; Substitution tables	Gap filling	
3	1	1.5 Writing	1.5.1 Sentence Fluency	By the end of the lesson, the learner should be able to rewrite comma splices and run-on sentences for clear communication.	Why should we write complete sentences?	The learner is guided to rewrite comma splices and run-on sentences correctly and join sentences using coordinating conjunctions.	Curriculum Design (2024) Pg 11; Worksheets	Written Test	
	2	1.1 Listening and Speaking	1.1.2 Speaking: Etiquette	By the end of the lesson, the learner should be able to use appropriate etiquette in telephone conversations.	Why is it important to observe etiquette?	The learner is guided to watch videos depicting etiquette in telephone conversations and list polite words/phrases used.	Curriculum Design (2024) Pg 3; Video clips	Observation	
	3	1.1 Listening and Speaking	1.1.1 Extensive Listening	By the end of the lesson, the learner should be able to recount a story	How can one gain the most through listening?	The learner is guided to listen to and dramatize a dialogue between a hotel	Curriculum Design (2024) Pg 1; Dialogue scripts	Dramatization	

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				or dialogue in an oral context for enjoyment.		attendant and a customer in groups.			
	4	1.2 Reading	1.4.1 Reading Fluency (Scanning)	By the end of the lesson, the learner should be able to scan a text to obtain specific details.	Why is it necessary to read a text fluently?	The learner is guided to read a text rapidly to obtain specific details such as titles, sub-titles, and table of contents.	Curriculum Design (2024) Pg 5; Textbooks	Oral Questions	
4	1	1.3 Grammar in Use	1.3.1 Word Classes (Pronouns)	By the end of the lesson, the learner should be able to recognize various types of pronouns in varied contexts.	Why is it important to determine how a word is used?	The learner is guided to brainstorm with peers the categories of pronouns: personal, reflexive, emphatic, reciprocal, etc.	Curriculum Design (2024) Pg 8; Charts	Observation	
	2	1.5 Writing	1.5.1 Sentence Fluency	By the end of the lesson, the learner should be able to identify run-on lines in a text.	What can make a sentence confusing to a reader?	The learner is guided to collaboratively use word cards to identify run-on lines and discuss their impact on meaning.	Curriculum Design (2024) Pg 11; Word cards	Group Work	
	3	1.1 Listening and Speaking	1.1.2 Speaking: Etiquette	By the end of the lesson, the learner should be able to articulate the sounds /v/ and	Why is it important to observe etiquette?	The learner is guided to present minimal pairs featuring the target sounds	Curriculum Design (2024) Pg 3; Minimal pair lists	Peer Review	

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				/ɔ:/ for effective communication.		and receive peer review.			
	4	1.2 Reading	1.4.1 Reading Fluency (Collocations)	By the end of the lesson, the learner should be able to predict how words collocate for effective communication.	Why is it necessary to read a text fluently?	The learner is guided to jointly determine how words in a text are used together (e.g., adverb + adjective, noun + noun).	Curriculum Design (2024) Pg 6; Texts with collocations	Written Exercises	
5	1	1.3 Grammar in Use	1.3.1 Word Classes (Determiners)	By the end of the lesson, the learner should be able to differentiate the use of words as pronouns and determiners.	Why is it important to determine how a word is used?	The learner is guided to distinguish between usage (e.g., "that boy" - determiner vs. "that is new" - pronoun).	Curriculum Design (2024) Pg 9; Sentences	Written Test	
	2	1.5 Writing	1.5.1 Sentence Fluency	By the end of the lesson, the learner should be able to value the importance of well-written sentences.	Why should we write complete sentences?	The learner is guided to exchange the sentences created (rewritten from run-ons/splices) for peer review.	Curriculum Design (2024) Pg 11; Student sentences	Peer Assessment	
	3	1.1 Listening and Speaking	1.1.2 Speaking: Etiquette	By the end of the lesson, the learner should be able to justify the need	Why is it important to observe etiquette?	The learner is guided to role play a conversation between a	Curriculum Design (2024) Pg 4; Role play cards	Role Play	

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				for accurate pronunciation and etiquette.		receptionist and a guest or customer and seller observing etiquette.			
	4	1.3 Grammar in Use	1.3.1 Word Classes (Review)	By the end of the lesson, the learner should be able to use nouns, pronouns, and determiners in sentences.	How do we use naming words in communication?	The learner is guided to fill in a crossword puzzle with appropriate nouns, pronouns, and determiners.	Curriculum Design (2024) Pg 9; Crossword puzzles	Puzzle Completion	
6	1	2.1 Listening and Speaking	2.1.1 Critical Listening	By the end of the lesson, the learner should be able to describe various forms of distractions to effective listening.	How can one gain the most out of a listening text?	The learner is guided to brainstorm on different forms of distractions and how to avoid them.	Curriculum Design (2024) Pg 13; Charts	Discussion	
	2	2.2 Reading	2.2.1 Extensive Reading	By the end of the lesson, the learner should be able to select a text in preparation for reading.	Why should one carefully select the text to read?	The learner is guided to preview varied texts such as newspapers and magazines on the environment and select a suitable one.	Curriculum Design (2024) Pg 19; Newspapers/Magazines	Observation	
	3	2.3 Grammar in Use	2.3.1 Word Classes (Verbs)	By the end of the lesson, the learner should be able to identify main	Why is tense and aspect important?	The learner is guided to pick out verbs to be, verbs to have, and verbs to do	Curriculum Design (2024) Pg 21; Text on environment	Identification task	

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				verbs and primary auxiliary verbs.		from a given text.			
	4	2.5 Writing	2.5.1 Mechanics of Writing (Spelling)	By the end of the lesson, the learner should be able to identify frequently misspelt words in written texts.	Why should we spell words correctly?	The learner is guided to search online or offline for frequently misspelt and easily confused words.	Curriculum Design (2024) Pg 24; Dictionaries	Dictation	
7	1	2.1 Listening and Speaking	2.1.2 Conversational Skills	By the end of the lesson, the learner should be able to classify discourse markers used in texts.	How do discourse markers affect flow?	The learner is guided to select and group words that start, end, or change a topic from newspapers/radio.	Curriculum Design (2024) Pg 15; Recorded speeches	Classification task	
	2	2.1 Listening and Speaking	2.1.1 Critical Listening	By the end of the lesson, the learner should be able to determine the speaker, context, and intention in oral texts.	Why is it important to listen to key points?	The learner is guided to listen to a variety of audio texts and identify the speaker, context, and intention.	Curriculum Design (2024) Pg 13; Audio clips	Oral Questions	
	3	2.2 Reading	2.2.1 Extensive Reading	By the end of the lesson, the learner should be able to read varied texts for enjoyment and	What do we consider when selecting a text?	The learner is guided to read texts and relate events, persons, and places to	Curriculum Design (2024) Pg 19; Novels/Narratives	Reading Logs	

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				general understanding.		real-life situations.			
	4	2.3 Grammar in Use	2.3.1 Word Classes (Verbs)	By the end of the lesson, the learner should be able to inflect verbs appropriately to show tense and aspect.	Why is tense and aspect important?	The learner is guided to generate a list of verbs and change them from present to past tense.	Curriculum Design (2024) Pg 21; Verb charts	Written Exercises	
8	MID-TERM	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	
9	1	2.5 Writing	2.5.1 Mechanics of Writing (Acronyms)	By the end of the lesson, the learner should be able to use abbreviations and acronyms in sentences.	Why do we use abbreviations?	The learner is guided to make sentences using abbreviations and acronyms and design charts featuring them.	Curriculum Design (2024) Pg 24; Charts	Project Work	
	2	2.1 Listening and Speaking	2.1.2 Conversational Skills	By the end of the lesson, the learner should be able to articulate the sounds /ʌ/, /a:/ and /ɜ:/ for oral fluency.	Why does proper articulation matter?	The learner is guided to collaboratively recite poems or form minimal pairs with the target sounds.	Curriculum Design (2024) Pg 15; Poems	Oral Practice	
	3	2.1 Listening and Speaking	2.1.1 Critical Listening	By the end of the lesson, the learner should be able to select key points from an audio text.	Why is it important to listen to key points?	The learner is guided to listen to a variety of texts on the environment and pick out key points.	Curriculum Design (2024) Pg 13; Environmental texts	Note-taking	

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	4	2.2 Reading	2.2.1 Extensive Reading	By the end of the lesson, the learner should be able to recognize the role of extensive reading in building vocabulary.	Why should one carefully select the text?	The learner is guided to summarize information read using pictures, mind maps, or posters.	Curriculum Design (2024) Pg 19; Art materials	Summary/Poster	
10	1	2.3 Grammar in Use	2.3.1 Word Classes (Adverbs)	By the end of the lesson, the learner should be able to use adverbs of time, place, and manner in sentences.	Why is tense and aspect important?	The learner is guided to listen to an audio text and identify gradable and non-gradable adverbs.	Curriculum Design (2024) Pg 22; Audio text	Identification	
	2	2.5 Writing	2.5.1 Mechanics of Writing (Affixes)	By the end of the lesson, the learner should be able to apply spelling rules to write words with affixes.	Why should we spell words correctly?	The learner is guided to make sentences using words with affixes and verbs with double consonants.	Curriculum Design (2024) Pg 24; Worksheets	Written Test	
	3	2.1 Listening and Speaking	2.1.2 Conversational Skills	By the end of the lesson, the learner should be able to use discourse markers to organize ideas.	How do discourse markers affect flow?	The learner is guided to role play a conversation using transitional words on conversational cards.	Curriculum Design (2024) Pg 16; Conversation cards	Role Play	

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	4	2.2 Reading	2.2.1 Extensive Reading	By the end of the lesson, the learner should be able to prepare reading logs.	What do we consider when selecting a text?	The learner is guided to prepare and compare reading logs with peers based on the extensive reading done.	Curriculum Design (2024) Pg 19; Reading logs	Peer Review	
11	1	2.3 Grammar in Use	2.3.1 Word Classes (Adverbs)	By the end of the lesson, the learner should be able to construct sentences with gradable and non-gradable adverbs.	Why is tense and aspect important?	The learner is guided to work with peers to construct sentences with adverbs of place and manner.	Curriculum Design (2024) Pg 22; Sentence strips	Group Work	
	2	2.5 Writing	2.5.1 Mechanics of Writing (Confused Words)	By the end of the lesson, the learner should be able to use commonly misspelt and easily confused words.	Why should we spell words correctly?	The learner is guided to use frequently misspelt and easily confused words in short paragraphs.	Curriculum Design (2024) Pg 24; Paragraph writing	Written Assignment	
	3	2.1 Listening and Speaking	2.1.2 Conversational Skills	By the end of the lesson, the learner should be able to apply onomatopoeic words and idiophones in communication.	Why does proper articulation matter?	The learner is guided to use onomatopoeic words and idiophones in a storytelling session.	Curriculum Design (2024) Pg 17; Stories	Storytelling	

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	4	2.3 Grammar in Use	2.3.1 Word Classes (Review)	By the end of the lesson, the learner should be able to acknowledge the role of verbs and adverbs in communicating.	Why is tense and aspect important?	The learner is guided to review regular and irregular verbs and construct sentences in present, past, and future progressive.	Curriculum Design (2024) Pg 22; Substitution table	Written Test	
12	ALL	END TERM	ASSESSMENT	END TERM ONE ASSESSMENT		END TERM ONE ASSESSMENT		EXAMS	