

SCHEME OF WORK  
ENGLISH  
GRADE 10 2026  
TERM II  
BONDE PRIMARY SCHOOL

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1	<b>TRAVEL: ADVENTURE</b> Listening and Speaking	Selective Listening - Following instructions	By the end of the lesson, the learner should be able to: - Give and follow instructions for carrying out different tasks - Ask for and give clear directions to a place - Follow travel instructions and navigation directions accurately	The learner is guided to: - Listen to an oral text and brainstorm ways of selecting and noting down specific information - Give simple, clear instructions - Play games such as cue games and simulate instructions	Why do we give instructions and directions?	- Excelling in English Grade 10 pg. 73 - Audio recordings - Maps - Digital devices - Game materials	- Instruction-following tests - Direction-giving assessment - Observation - Peer assessment	
	2	Reading	Study Skills - Using library resources	By the end of the lesson, the learner should be able to: - Locate print resources using a call number - Use digital resources in a library - Research travel destinations using library and online resources	The learner is guided to: - Find out the meaning of library catalogue, call number, and note cards - Work with the librarian to learn steps in locating print resources - Identify a digital resource on a topic of choice	How can we locate reading material in a library?	- Excelling in English Grade 10 pg. 83 - Library resources - Call numbers - Digital devices - Note cards	- Library skills assessment - Research tasks - Oral questions - Peer assessment	
	3	Writing	Mechanics of Writing - Quotation marks	By the end of the lesson, the learner should be able to: - Use single and double quotation marks correctly in written texts - Find quotation marks in various texts - Quote travel reviews and testimonials correctly in writing	The learner is guided to: - Analyse a text together with peers and pick out quotation marks - Search online and offline for rules on the use of quotation marks - Generate sentences that require the use of quotation marks	Why is it important to punctuate a sentence correctly?	- Excelling in English Grade 10 pg. 92 - Sample texts - Charts - Digital devices - Exercise books	- Written exercises - Punctuation tests - Peer review - Checklists	
	4	Writing	Mechanics of Writing - Quotation	By the end of the lesson, the learner should be able to:	The learner is guided to: - Analyse a text together with peers and pick out quotation	Why is it important to punctuate a	- Excelling in English	- Written exercises - Punctuation	

		marks	<ul style="list-style-type: none"> <li>- Use single and double quotation marks correctly in written texts</li> <li>- Find quotation marks in various texts</li> <li>- Quote travel reviews and testimonials correctly in writing</li> </ul>	marks	<ul style="list-style-type: none"> <li>- Search online and offline for rules on the use of quotation marks</li> <li>- Generate sentences that require the use of quotation marks</li> </ul>	sentence correctly?	Grade 10 pg. 92	<ul style="list-style-type: none"> <li>- Sample texts</li> <li>- Charts</li> <li>- Digital devices</li> <li>- Exercise books</li> </ul>	tests - Peer review - Checklists	
5	Grammar in Use	Determiners	<ul style="list-style-type: none"> <li>- Using articles correctly</li> </ul>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Use articles (a, an, the) correctly with water bodies, physical features, and unique entities</li> <li>- Distinguish when to use definite and indefinite articles</li> <li>- Describe travel destinations accurately using correct articles</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- Role play situations where articles are used with water bodies, physical features, periods in history</li> <li>- Use articles to refer to unique entities and organisations</li> <li>- Make sentences using articles with specific categories</li> </ul>	When do we use 'the' with geographical features and institutions?	Grade 10 pg. 88	<ul style="list-style-type: none"> <li>- Excelling in English</li> <li>- Charts</li> <li>- Maps</li> <li>- Sample sentences</li> <li>- Teacher's Guide</li> </ul>	<ul style="list-style-type: none"> <li>- Written exercises</li> <li>- Oral questions</li> <li>- Role play assessment</li> <li>- Peer assessment</li> </ul>	
2	1	Listening and Speaking	Selective Listening - Note-taking from recordings	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Filter required information from an oral text</li> <li>- Take notes from oral texts or recordings on diverse topics</li> <li>- Extract important travel information from announcements at airports and stations</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- Take notes from an audio or video recording</li> <li>- Rephrase the instructions and directions in a dialogue and record themselves</li> <li>- Simulate a noisy environment and practise picking out required information</li> </ul>	Why is it important to pick out specific details during an oral presentation?	Grade 10 pg. 73	<ul style="list-style-type: none"> <li>- Excelling in English</li> <li>- Audio/video recordings</li> <li>- Note-taking materials</li> <li>- Digital devices</li> <li>- Role play cards</li> </ul>	<ul style="list-style-type: none"> <li>- Note-taking assessment</li> <li>- Information extraction tests</li> <li>- Observation</li> <li>- Peer assessment</li> </ul>	
2		Reading	Study Skills	<ul style="list-style-type: none"> <li>- Interpreting visual information</li> </ul>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Use visuals to predict what a text is about</li> <li>- Interpret pictures, graphs, and charts in reading</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- Study pictures and predict the story they tell</li> <li>- Write outlines based on visual predictions</li> <li>- Discuss why illustrations are important in reading</li> </ul>	How do visuals help us understand texts better?	Grade 10 pg. 86	<ul style="list-style-type: none"> <li>- Excelling in English</li> <li>- Pictures</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>- Prediction assessment</li> <li>- Visual interpretation tests</li> <li>- Oral questions</li> <li>- Peer</li> </ul>

			materials - Use travel brochures and maps to plan adventures			- Travel brochures - Digital devices	assessment	
3	Writing	Mechanics of Writing - Dashes, hyphens, and slashes	By the end of the lesson, the learner should be able to: - Use the dash, hyphen, and single slash correctly in written texts - Distinguish between the functions of dashes, hyphens, and slashes - Write travel itineraries and schedules using correct punctuation	The learner is guided to: - Pick out the hyphen, slashes, and dashes from a text - Search for rules on the use of hyphen, slashes, and dashes - Use rules to write sentences with the target punctuation marks	How do dashes and hyphens change meaning in sentences?	- Excelling in English Grade 10 pg. 93 - Sample texts - Charts - Digital devices - Exercise books	- Written exercises - Punctuation tests - Peer review - Checklists	
4	Writing	Mechanics of Writing - Dashes, hyphens, and slashes	By the end of the lesson, the learner should be able to: - Use the dash, hyphen, and single slash correctly in written texts - Distinguish between the functions of dashes, hyphens, and slashes - Write travel itineraries and schedules using correct punctuation	The learner is guided to: - Pick out the hyphen, slashes, and dashes from a text - Search for rules on the use of hyphen, slashes, and dashes - Use rules to write sentences with the target punctuation marks	How do dashes and hyphens change meaning in sentences?	- Excelling in English Grade 10 pg. 93 - Sample texts - Charts - Digital devices - Exercise books	- Written exercises - Punctuation tests - Peer review - Checklists	
5	Grammar in Use	Determiners - Demonstratives and possessives	By the end of the lesson, the learner should be able to: - Use demonstratives (this, that, these, those) correctly as determiners - Use possessives (her, my, your, his, their) as determiners - Describe personal belongings and travel items accurately	The learner is guided to: - Read a text and identify sentences where possessives function as determiners - Copy passages and underline all determiners - Use demonstratives and possessives to construct sentences	How do determiners help us identify specific nouns?	- Excelling in English Grade 10 pg. 90 - Sample texts - Charts - Exercise books - Teacher's Guide	- Written exercises - Identification tests - Oral questions - Peer assessment	
3	1	Listening	Conversation	By the end of the lesson, the	The learner is guided to:	How can we	-	

	and Speaking	al Skills - Word choice and formality	learner should be able to: - Use homophones appropriately in oral contexts - Distinguish between formal and informal register - Choose appropriate language when speaking to travel agents, hotel staff, and fellow travelers	- Pronounce homophones and spell them correctly - Infer the meanings of homophones after listening to a poem or story - Brainstorm with peers the language to use in formal and informal situations	overcome pronunciation challenges with homophones?	- Excelling in English Grade 10 pg. 76 - Audio recordings - Poems - Stories - Digital devices	Pronunciation tests - Register identification - Oral questions - Peer assessment
2	Reading	Study Skills - Conducting library research	By the end of the lesson, the learner should be able to: - Observe library etiquette while using library resources - Follow steps in conducting library research - Research travel safety tips and destination information effectively	The learner is guided to: - Brainstorm ways of making the library a conducive environment - Write a list of library rules - Conduct research on a travel-related topic following proper steps	What rules should we follow when using a library?	- Excelling in English Grade 10 pg. 84 - Library resources - Research materials - Digital devices - Charts	- Research assessment - Library etiquette observation - Oral questions - Peer assessment
3	Reading	Study Skills - Conducting library research	By the end of the lesson, the learner should be able to: - Observe library etiquette while using library resources - Follow steps in conducting library research - Research travel safety tips and destination information effectively	The learner is guided to: - Brainstorm ways of making the library a conducive environment - Write a list of library rules - Conduct research on a travel-related topic following proper steps	What rules should we follow when using a library?	- Excelling in English Grade 10 pg. 84 - Library resources - Research materials - Digital devices - Charts	- Research assessment - Library etiquette observation - Oral questions - Peer assessment
4	Writing	Mechanics of Writing - Capitalisation	By the end of the lesson, the learner should be able to: - Apply the rules of capitalisation in a variety of sentences - Use capital letters correctly for proper nouns and titles	The learner is guided to: - Generate sentences that require the use of capital letters in various positions - Review each other's compositions with a focus on capitalisation - Search for rules on	When should we use capital letters in writing?	- Excelling in English Grade 10 pg. 94 - Sample texts - Charts	- Written exercises - Capitalisation tests - Peer review - Checklists

			- Write travel documents and postcards with correct capitalisation	capitalisation		- Exercise books - Digital devices		
5	Writing	Mechanics of Writing - Capitalisation	By the end of the lesson, the learner should be able to:  - Apply the rules of capitalisation in a variety of sentences - Use capital letters correctly for proper nouns and titles - Write travel documents and postcards with correct capitalisation	The learner is guided to: - Generate sentences that require the use of capital letters in various positions - Review each other's compositions with a focus on capitalisation - Search for rules on capitalisation	When should we use capital letters in writing?	- Excelling in English Grade 10 pg. 94 - Sample texts - Charts - Exercise books - Digital devices	- Written exercises - Capitalisation tests - Peer review - Checklists	
4	1	Grammar in Use	Phrases - Noun and verb phrase structure	By the end of the lesson, the learner should be able to:  - Identify noun phrases and verb phrases in sentences - Form sentences using different noun phrase and verb phrase structures - Describe travel experiences using varied phrase structures for clarity	The learner is guided to: - Listen to a story and write down all the noun phrases - Group noun phrases in tables by structure - Identify verb phrases in sentences and use them in new sentences	How are phrases different from sentences?	- Excelling in English Grade 10 pg. 90 - Sample texts - Charts - Exercise books - Teacher's Guide	- Written exercises - Phrase identification tests - Oral questions - Peer assessment
	2	Grammar in Use	Phrases - Noun and verb phrase structure	By the end of the lesson, the learner should be able to:  - Identify noun phrases and verb phrases in sentences - Form sentences using different noun phrase and verb phrase structures - Describe travel experiences using varied phrase structures for clarity	The learner is guided to: - Listen to a story and write down all the noun phrases - Group noun phrases in tables by structure - Identify verb phrases in sentences and use them in new sentences	How are phrases different from sentences?	- Excelling in English Grade 10 pg. 90 - Sample texts - Charts - Exercise books - Teacher's Guide	- Written exercises - Phrase identification tests - Oral questions - Peer assessment
	3	Grammar in Use	Phrases - Noun and	By the end of the lesson, the learner should be able to:	The learner is guided to: - Listen to a story and write	How are phrases	- Excelling	- Written exercises -

		verb phrase structure	<ul style="list-style-type: none"> <li>- Identify noun phrases and verb phrases in sentences</li> <li>- Form sentences using different noun phrase and verb phrase structures</li> <li>- Describe travel experiences using varied phrase structures for clarity</li> </ul>	<ul style="list-style-type: none"> <li>- Group noun phrases in tables by structure</li> <li>- Identify verb phrases in sentences and use them in new sentences</li> </ul>	different from sentences?	<ul style="list-style-type: none"> <li>- in English Grade 10 pg. 90</li> <li>- Sample texts</li> <li>- Charts</li> <li>- Exercise books</li> <li>- Teacher's Guide</li> </ul>	<ul style="list-style-type: none"> <li>- Phrase identification tests - Oral questions - Peer assessment</li> </ul>		
4	<b>CAREERS: PUBLIC SECTOR</b>  Listening and Speaking	Interactive Listening - Conversational skills	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Practise turn-taking during conversations</li> <li>- Negotiate meaning through clarifying questions</li> <li>- Conduct effective job interviews by listening and responding appropriately</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- Identify signals that indicate someone has finished speaking</li> <li>- Practise turn-taking in group discussions about careers</li> <li>- Ask clarifying questions to understand speakers better</li> </ul>	What signals indicate that it is your turn to speak in a conversation?	<ul style="list-style-type: none"> <li>- Excelling in English Grade 10 pg. 96</li> <li>- Audio recordings</li> <li>- Video clips</li> <li>- Digital devices</li> <li>- Role play cards</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Role play assessment - Oral questions - Peer assessment</li> </ul>		
5	Listening and Speaking	Interactive Listening - Conversational skills	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Practise turn-taking during conversations</li> <li>- Negotiate meaning through clarifying questions</li> <li>- Conduct effective job interviews by listening and responding appropriately</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- Identify signals that indicate someone has finished speaking</li> <li>- Practise turn-taking in group discussions about careers</li> <li>- Ask clarifying questions to understand speakers better</li> </ul>	What signals indicate that it is your turn to speak in a conversation?	<ul style="list-style-type: none"> <li>- Excelling in English Grade 10 pg. 96</li> <li>- Audio recordings</li> <li>- Video clips</li> <li>- Digital devices</li> <li>- Role play cards</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Role play assessment - Oral questions - Peer assessment</li> </ul>		
5	1	Reading	Intensive Reading - Pre-reading strategies	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Make predictions about events, people, and places in a text</li> <li>- Preview texts by looking at</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- Look at the title, pictures, and first and last paragraphs of a passage</li> <li>- Write key words and phrases that help answer prediction questions</li> </ul>	What strategies can one use to enhance understanding of a text?	<ul style="list-style-type: none"> <li>- Excelling in English Grade 10 pg. 102</li> <li>- Various texts</li> </ul>	<ul style="list-style-type: none"> <li>- Prediction assessment - Comprehension tests - Oral questions - Peer</li> </ul>	

			titles, pictures, and paragraphs - Preview job advertisements and career documents effectively	- Ask questions that activate previous knowledge about the subject		- Job advertisements - Digital devices - Charts	assessment	
2	Writing	Functional Writing - Writing memos	By the end of the lesson, the learner should be able to:  - Describe the format of a memo - Write memos while adhering to the format - Communicate professionally in workplace settings using appropriate memo format	The learner is guided to: - Search online and share samples of memos - Discuss with peers the format of a memo - Compose a memo collaboratively	What is the purpose of a memo in an organization?	- Excelling in English Grade 10 pg. 114 - Sample memos - Digital devices - Exercise books - Teacher's Guide	- Memo writing assessment - Format evaluation - Peer review - Checklists	
3	Grammar in Use	Word Classes - Types of adverbs	By the end of the lesson, the learner should be able to:  - Identify adverbs of place, time, and manner in sentences - Use adverbs appropriately to express different meanings - Describe work schedules and job responsibilities accurately using adverbs	The learner is guided to: - Create a crossword puzzle featuring adverbs of place, time, and manner - Design a chart showing gradable adverbs - Form sentences using different types of adverbs	Why is knowledge about adverbs important in communication?	- Excelling in English Grade 10 pg. 106 - Charts - Crossword puzzles - Sample sentences - Teacher's Guide	- Written exercises - Crossword completion - Oral questions - Peer assessment	
4	Listening and Speaking	Interactive Listening - Active listening skills	By the end of the lesson, the learner should be able to:  - Show empathy during conversations - Paraphrase information to confirm understanding - Support colleagues and friends by listening empathetically to their career concerns	The learner is guided to: - Use expressions to show appreciation and empathy - Paraphrase what speakers say to confirm understanding - Simulate situations requiring empathetic listening	How can we show that we understand and care about what someone is saying?	- Excelling in English Grade 10 pg. 97 - Audio recordings - Role play cards - Digital devices	- Role play assessment - Paraphrasing tests - Observation - Peer assessment	

							- Expression cards		
5	Reading	Intensive Reading - Comprehension strategies	By the end of the lesson, the learner should be able to: - Answer direct and inferential questions from a text - Infer the meaning of words and phrases using context clues - Understand job descriptions and career requirements by reading carefully	The learner is guided to: - Read passages and answer direct and inferential questions - Infer the meaning of words and phrases by combining text information with background knowledge - Make connections between events in texts and real life	How do we find answers that are not directly stated in a text?	- Excelling in English Grade 10 pg. 103 - Comprehension passages - Career-related texts - Digital devices - Exercise books	- Comprehension tests - Inferential question assessment - Oral questions - Peer assessment		
6	1	Writing	Functional Writing - Personal writing	By the end of the lesson, the learner should be able to: - Write personal journals and diaries while adhering to the format - Use informal register in personal writing - Reflect on career goals and experiences through journal writing	The learner is guided to: - Discuss with peers the format of a diary/personal journal - Search online and share samples of diaries and journals - Compose a diary/journal entry collaboratively	How can keeping a journal help us track our growth and experiences?	- Excelling in English Grade 10 pg. 112 - Sample journals - Sample diaries - Digital devices - Exercise books	- Journal writing assessment - Format evaluation - Peer review - Self-assessment	
	2	Writing	Functional Writing - Personal writing	By the end of the lesson, the learner should be able to: - Write personal journals and diaries while adhering to the format - Use informal register in personal writing - Reflect on career goals and experiences through journal writing	The learner is guided to: - Discuss with peers the format of a diary/personal journal - Search online and share samples of diaries and journals - Compose a diary/journal entry collaboratively	How can keeping a journal help us track our growth and experiences?	- Excelling in English Grade 10 pg. 112 - Sample journals - Sample diaries - Digital devices - Exercise	- Journal writing assessment - Format evaluation - Peer review - Self-assessment	

						books			
3	Grammar in Use	Word Classes - Degrees of adverbs	By the end of the lesson, the learner should be able to: - Inflect gradable adverbs to form comparative and superlative forms - Use comparative and superlative adverbs correctly in sentences - Compare job performance and work efficiency using appropriate adverb forms	The learner is guided to: - Form comparatives and superlatives of gradable adverbs - Use comparative and superlative adverbs in sentences - Complete tables with correct adverb forms	How do we compare actions using adverbs?	- Excelling in English Grade 10 pg. 107 - Charts - Tables - Sample sentences - Exercise books	- Written exercises - Gap-filling tests - Oral questions - Peer assessment		
4	Listening and Speaking	Conversational Skills - Digital communication etiquette	By the end of the lesson, the learner should be able to: - Observe netiquette when participating in online meetings - Take turns, interrupt, and disagree politely in online and face-to-face meetings - Participate professionally in virtual job interviews and online meetings	The learner is guided to: - Research ways of observing netiquette during online meetings - Take part in a video conferencing call - Discuss how to take turns and disagree politely in meetings	Why is it important to observe etiquette in online communication?	- Excelling in English Grade 10 pg. 100 - Digital devices - Video conferencing platforms - Netiquette guidelines - Role play cards	- Online meeting assessment - Observation - Peer assessment - Checklists		
5	Reading	Intensive Reading - Building understanding	By the end of the lesson, the learner should be able to: - Infer the meaning of idioms, compound words, and proverbs in written texts - Make connections between events in texts and real life - Understand professional terminology in career-related documents	The learner is guided to: - Work with others to practise using transparent idioms and compound words - Collaboratively rewrite events and sections of a text in their own words - Visualise how people, events, or places in a text look like	How do idioms and proverbs enrich our understanding of texts?	- Excelling in English Grade 10 pg. 105 - Comprehension passages - Dictionary - Digital devices - Charts	- Comprehension tests - Vocabulary assessment - Oral questions - Peer assessment		
7	1	Writing	Functional Writing - Polite and	By the end of the lesson, the learner should be able to:	The learner is guided to: - Read paragraphs and identify euphemisms used to	Why do we use polite expressions	- Excelling in English	- Written exercises - Identification	

		formal writing	<ul style="list-style-type: none"> <li>- Use euphemisms appropriately in formal writing</li> <li>- Distinguish between formal and informal language</li> <li>- Write professional emails and letters using appropriate formal language</li> </ul>	<ul style="list-style-type: none"> <li>replace unpleasant words</li> <li>- Distinguish between formal and informal expressions</li> <li>- Use euphemisms and formal language in sentences</li> </ul>	in professional communication?	Grade 10 pg. 110 <ul style="list-style-type: none"> <li>- Sample texts</li> <li>- Charts</li> <li>- Digital devices</li> <li>- Exercise books</li> </ul>	tests - Peer review - Checklists	
2	Writing	Functional Writing - Polite and formal writing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>- Use euphemisms appropriately in formal writing</li> <li>- Distinguish between formal and informal language</li> <li>- Write professional emails and letters using appropriate formal language</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>- Read paragraphs and identify euphemisms used to replace unpleasant words</li> <li>- Distinguish between formal and informal expressions</li> <li>- Use euphemisms and formal language in sentences</li> </ul>	Why do we use polite expressions in professional communication?	- Excelling in English Grade 10 pg. 110 <ul style="list-style-type: none"> <li>- Sample texts</li> <li>- Charts</li> <li>- Digital devices</li> <li>- Exercise books</li> </ul>	- Written exercises - Identification tests - Peer review - Checklists	
3	Writing	Functional Writing - Polite and formal writing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>- Use euphemisms appropriately in formal writing</li> <li>- Distinguish between formal and informal language</li> <li>- Write professional emails and letters using appropriate formal language</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>- Read paragraphs and identify euphemisms used to replace unpleasant words</li> <li>- Distinguish between formal and informal expressions</li> <li>- Use euphemisms and formal language in sentences</li> </ul>	Why do we use polite expressions in professional communication?	- Excelling in English Grade 10 pg. 110 <ul style="list-style-type: none"> <li>- Sample texts</li> <li>- Charts</li> <li>- Digital devices</li> <li>- Exercise books</li> </ul>	- Written exercises - Identification tests - Peer review - Checklists	
4	Writing	Functional Writing - Polite and formal writing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>- Use euphemisms appropriately in formal writing</li> <li>- Distinguish between formal and informal language</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>- Read paragraphs and identify euphemisms used to replace unpleasant words</li> <li>- Distinguish between formal and informal expressions</li> <li>- Use euphemisms and formal language in sentences</li> </ul>	Why do we use polite expressions in professional communication?	- Excelling in English Grade 10 pg. 110 <ul style="list-style-type: none"> <li>- Sample texts</li> <li>- Charts</li> </ul>	- Written exercises - Identification tests - Peer review - Checklists	

			- Write professional emails and letters using appropriate formal language			- Digital devices - Exercise	
5	Grammar in Use	Phrases - Types of phrases	By the end of the lesson, the learner should be able to:  - Identify adjective phrases, adverb phrases, and prepositional phrases in sentences - Use different types of phrases to enhance writing - Write clear job applications and resumes using varied phrase structures	The learner is guided to: - Search for adverb phrases, adjective phrases, and prepositional phrases from texts - Read a passage and identify different types of phrases - Fill in blanks with appropriate phrases	How do different types of phrases improve our writing?	books - Excelling in English Grade 10 pg. 108 - Sample texts - Charts - Exercise books - Teacher's Guide	- Written exercises - Phrase identification tests - Oral questions - Peer assessment
8	1	<b>CULTURE: VALUES AND BELIEFS</b>  Listening and Speaking	Responsive Listening - Connecting with a Speaker  By the end of the lesson, the learner should be able to:  - Outline techniques of listening actively for information - Focus on a speaker to avoid distractions - Apply responsive listening skills in daily conversations	The learner is guided to: - Paraphrase by summarising the speaker's points in own words - Ask clarifying questions on unclear aspects of a conversation - Give and receive feedback in a constructive and respectful manner - Focus on a speaker to avoid interruptions	Why is it important to actively respond to what is being said?	- Excelling in English Grade 10 pg. 116 - Audio recordings - Digital devices - Charts	- Observation - Oral questions - Peer assessment - Checklists
	2	Listening and Speaking	Responsive Listening - Connecting with a Speaker  By the end of the lesson, the learner should be able to:  - Outline techniques of listening actively for information - Focus on a speaker to avoid distractions - Apply responsive listening skills in daily conversations	The learner is guided to: - Paraphrase by summarising the speaker's points in own words - Ask clarifying questions on unclear aspects of a conversation - Give and receive feedback in a constructive and respectful manner - Focus on a speaker to avoid interruptions	Why is it important to actively respond to what is being said?	- Excelling in English Grade 10 pg. 116 - Audio recordings - Digital devices - Charts	- Observation - Oral questions - Peer assessment - Checklists
	3	Listening and Speaking	Responsive Listening -	By the end of the lesson, the learner should be able to:	The learner is guided to: - Paraphrase by summarising	Why is it important to	- Excelling

		Connecting with a Speaker	<ul style="list-style-type: none"> <li>- Outline techniques of listening actively for information</li> <li>- Focus on a speaker to avoid distractions</li> <li>- Apply responsive listening skills in daily conversations</li> </ul>	<ul style="list-style-type: none"> <li>- the speaker's points in own words</li> <li>- Ask clarifying questions on unclear aspects of a conversation</li> <li>- Give and receive feedback in a constructive and respectful manner</li> <li>- Focus on a speaker to avoid interruptions</li> </ul>	actively respond to what is being said?	<ul style="list-style-type: none"> <li>- in English Grade 10 pg. 116</li> <li>- Audio recordings</li> <li>- Digital devices</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions - Peer assessment - Checklists</li> </ul>	
4	Reading	Reading Fluency - Speed, Accuracy and Prosody	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Describe the features of expressive reading from a selected text</li> <li>- Read a text at the right speed and accurately for fluency</li> <li>- Use expressive reading skills when presenting speeches or stories</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- Work in collaboration with others to read sentences and express different emotions as written on flashcards</li> <li>- Listen to audiobooks and identify features of expressive reading such as pitch, pace, and volume</li> <li>- Take turns to read, rehearse, and present choral verses</li> </ul>	Why should we read text fluently?	<ul style="list-style-type: none"> <li>- Excelling in English Grade 10 pg. 123</li> <li>- Audio books</li> <li>- Flashcards</li> <li>- Digital devices</li> </ul>	<ul style="list-style-type: none"> <li>- Oral reading assessment - Peer assessment - Observation - Checklists</li> </ul>	
5	Writing	Creative Writing - Narrative Essays	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Outline the structure of narrative compositions for information</li> <li>- Identify features of narrative essays in sample texts</li> <li>- Use narrative writing techniques in personal storytelling</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- Listen to or read a narrative together with peers</li> <li>- Pick out the features of narrative essays</li> <li>- Discuss the beginning, body and ending of the narrative</li> <li>- Brainstorm topics for narrative essays</li> </ul>	How can you make a narrative composition interesting?	<ul style="list-style-type: none"> <li>- Excelling in English Grade 10 pg. 135</li> <li>- Sample narrative essays</li> <li>- Charts</li> <li>- Digital devices</li> </ul>	<ul style="list-style-type: none"> <li>- Written questions - Peer assessment - Checklists - Portfolio assessment</li> </ul>	
9	<b>MID TERM BREAK</b>							
10	1	Grammar in Use	<p>Word Classes - Relative Pronouns</p> <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Pick out relative pronouns from a text</li> <li>- Demonstrate appropriate usage of relative pronouns in</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>- Search from books or the Internet for information on relative pronouns: who, which, whom, whose, that</li> <li>- Match relative pronouns to their usage</li> </ul>	How do relative pronouns help us communicate effectively?	<ul style="list-style-type: none"> <li>- Excelling in English Grade 10 pg. 126</li> <li>- Charts</li> <li>- Digital</li> </ul>	<ul style="list-style-type: none"> <li>- Written questions - Oral questions - Peer assessment - Checklists</li> </ul>	

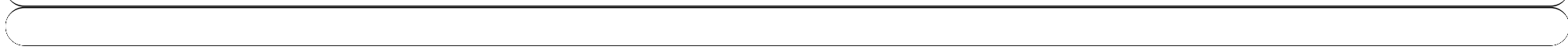
			sentences - Use relative pronouns correctly when describing people, places, or things	- Create a chart showing relative pronouns and examples of their usage		devices - Crossword puzzles	
2	Grammar in Use	Word Classes - Relative Pronouns	By the end of the lesson, the learner should be able to:  - Pick out relative pronouns from a text - Demonstrate appropriate usage of relative pronouns in sentences - Use relative pronouns correctly when describing people, places, or things	The learner is guided to: - Search from books or the Internet for information on relative pronouns: who, which, whom, whose, that - Match relative pronouns to their usage - Create a chart showing relative pronouns and examples of their usage	How do relative pronouns help us communicate effectively?	- Excelling in English Grade 10 pg. 126 - Charts - Digital devices - Crossword puzzles	- Written questions - Oral questions - Peer assessment - Checklists
3	Listening and Speaking	Responsive Listening - Showing Empathy and Avoiding Distractions	By the end of the lesson, the learner should be able to:  - Relate oral texts to individual experiences for critical thinking - Build empathy during a conversation - Apply empathetic listening when supporting friends or family members	The learner is guided to: - Connect with a speaker's feelings to show respect for their emotions - Use phrases like "I understand how you feel" or "that must have been hard for you" to show empathy - Team up with others to listen to audio recordings and show empathy	How can we show that we value and understand others when listening?	- Excelling in English Grade 10 pg. 117 - Audio recordings - Role play materials - Digital devices	- Observation - Role play assessment - Peer assessment - Checklists
4	Reading	Reading Fluency - Pitch, Pace, Volume and Intonation	By the end of the lesson, the learner should be able to:  - Demonstrate the right pitch, pace, and volume when reading a text - Use intonation patterns correctly when reading different types of sentences - Apply appropriate intonation when giving presentations or reading announcements	The learner is guided to: - Search from books or the Internet for information on intonation patterns - Identify rising, falling, rising-falling, and falling-rising intonation - Practise reading sentences using the right intonation pattern	How does intonation affect the meaning of what we read?	- Excelling in English Grade 10 pg. 124 - Audio recordings - Digital devices - Choral verses	- Oral reading assessment - Peer assessment - Observation - Recording analysis
5	Writing	Creative Writing - Drafting Narrative	By the end of the lesson, the learner should be able to:  - Write a narrative paragraph	The learner is guided to: - Pick one event and write down the characters, setting and sequence of events	Why are sensory details and vivid	- Excelling in English Grade 10 pg.	- Written assessment - Peer assessment -

		Essays	to tell a story or recount an event - Use vivid language and sensory details for clarity of writing - Create engaging stories for school magazines or personal journals	- Write down an outline of the essay - Write a narrative essay on a family event - Read each other's essays for feedback	descriptions important in composition writing?	136 - Sample essays - Writing materials - Digital devices	Portfolio evaluation - Assessment rubrics	
11	1	Grammar in Use	Clauses - Relative Clauses By the end of the lesson, the learner should be able to: - Form relative clauses introduced by relative pronouns: who, whom, that, which, whose - Distinguish between defining and non-defining relative clauses - Use relative clauses correctly when writing descriptions or explanations	The learner is guided to: - Search from books or the Internet for information on defining and non-defining relative clauses - Underline relative clauses in sentences and indicate whether defining or non-defining - Use relative clauses to construct sentences about pictures	How do relative clauses help us add more information to sentences?	- Excelling in English Grade 10 pg. 127 - Charts - Pictures - Digital devices	- Written exercises - Peer assessment - Oral questions - Checklists	
	2	Listening and Speaking	Speaking Fluency - Word Stress By the end of the lesson, the learner should be able to: - Distinguish word classes based on the placement of stress - Stress disyllabic words correctly in oral communication - Apply correct stress patterns when giving speeches or making announcements	The learner is guided to: - Listen to a recording and note the part of the word that is stressed - Say whether each highlighted word is used as a noun or a verb based on stress - Come up with a list of words that are stressed on the second syllable for both noun and verb	Why is it important to stress words correctly?	- Excelling in English Grade 10 pg. 120 - Audio recordings - Digital devices - Word lists	- Oral presentation - Peer assessment - Observation - Checklists	
	3	Listening and Speaking	Speaking Fluency - Word Stress By the end of the lesson, the learner should be able to: - Distinguish word classes based on the placement of stress - Stress disyllabic words correctly in oral communication	The learner is guided to: - Listen to a recording and note the part of the word that is stressed - Say whether each highlighted word is used as a noun or a verb based on stress - Come up with a list of words that are stressed on the	Why is it important to stress words correctly?	- Excelling in English Grade 10 pg. 120 - Audio recordings - Digital devices	- Oral presentation - Peer assessment - Observation - Checklists	

			- Apply correct stress patterns when giving speeches or making announcements	second syllable for both noun and verb		- Word lists		
4	Reading	Reading Fluency - Expressive Reading	By the end of the lesson, the learner should be able to: - Participate in echo reading and reader's theatre activities - Record reading sessions and share them on digital platforms - Use expressive reading techniques when reading stories to younger learners	The learner is guided to: - Participate in echo reading of a given poem while bringing out feelings and emotions appropriately - Record the reading sessions and share them on digital platforms - Take part in a reader's theatre by selecting a poem or narrative and assigning portions to read	How does practising reading aloud improve our communication skills?	- Excelling in English Grade 10 pg. 125 - Poems and narratives - Recording devices - Digital platforms	- Performance assessment - Peer review - Recording evaluation - Checklists	
5	Reading	Reading Fluency - Expressive Reading	By the end of the lesson, the learner should be able to: - Participate in echo reading and reader's theatre activities - Record reading sessions and share them on digital platforms - Use expressive reading techniques when reading stories to younger learners	The learner is guided to: - Participate in echo reading of a given poem while bringing out feelings and emotions appropriately - Record the reading sessions and share them on digital platforms - Take part in a reader's theatre by selecting a poem or narrative and assigning portions to read	How does practising reading aloud improve our communication skills?	- Excelling in English Grade 10 pg. 125 - Poems and narratives - Recording devices - Digital platforms	- Performance assessment - Peer review - Recording evaluation - Checklists	
12	1	Writing	Creative Writing - Descriptive Essays	By the end of the lesson, the learner should be able to: - Create a descriptive paragraph to talk about a person, place, object, or event in detail - Use similes, metaphors and sensory language in descriptive writing - Write vivid descriptions for creative projects or travel journals	The learner is guided to: - Read descriptive essays and identify similes, metaphors, and descriptions of sound, smell, taste, sight, and touch - Generate a list of words that relate to the five senses - Write a descriptive essay about a cultural event	How do sensory details help readers visualize what we describe?	- Excelling in English Grade 10 pg. 131 - Sample descriptive essays - Mind maps - Charts	- Written assessment - Peer assessment - Portfolio evaluation - Rubrics
	2	Writing	Creative Writing -	By the end of the lesson, the learner should be able to:	The learner is guided to: - Read descriptive essays and	How do sensory	- Excelling	- Written assessment -

		Descriptive Essays	<ul style="list-style-type: none"> <li>- Create a descriptive paragraph to talk about a person, place, object, or event in detail</li> <li>- Use similes, metaphors and sensory language in descriptive writing</li> <li>- Write vivid descriptions for creative projects or travel journals</li> </ul>	<ul style="list-style-type: none"> <li>identify similes, metaphors, and descriptions of sound, smell, taste, sight, and touch</li> <li>- Generate a list of words that relate to the five senses</li> <li>- Write a descriptive essay about a cultural event</li> </ul>	<ul style="list-style-type: none"> <li>details help readers visualize what we describe?</li> </ul>	<ul style="list-style-type: none"> <li>in English Grade 10 pg. 131</li> <li>- Sample descriptive essays</li> <li>- Mind maps</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>Peer assessment - Portfolio evaluation - Rubrics</li> </ul>	
3	Writing	Creative Writing - Descriptive Essays	<ul style="list-style-type: none"> <li>By the end of the lesson, the learner should be able to:</li> <li>- Create a descriptive paragraph to talk about a person, place, object, or event in detail</li> <li>- Use similes, metaphors and sensory language in descriptive writing</li> <li>- Write vivid descriptions for creative projects or travel journals</li> </ul>	<ul style="list-style-type: none"> <li>The learner is guided to:</li> <li>- Read descriptive essays and identify similes, metaphors, and descriptions of sound, smell, taste, sight, and touch</li> <li>- Generate a list of words that relate to the five senses</li> <li>- Write a descriptive essay about a cultural event</li> </ul>	<ul style="list-style-type: none"> <li>How do sensory details help readers visualize what we describe?</li> </ul>	<ul style="list-style-type: none"> <li>- Excelling in English Grade 10 pg. 131</li> <li>- Sample descriptive essays</li> <li>- Mind maps</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>- Written assessment - Peer assessment - Portfolio evaluation - Rubrics</li> </ul>	
4	Grammar in Use	Clauses - Adverbial Clauses of Time and Reason	<ul style="list-style-type: none"> <li>By the end of the lesson, the learner should be able to:</li> <li>- Use adverbial clauses of place, time, and reason to express different meanings</li> <li>- Construct sentences featuring adverbial clauses</li> <li>- Apply adverbial clauses when explaining events or giving reasons in daily communication</li> </ul>	<ul style="list-style-type: none"> <li>The learner is guided to:</li> <li>- Search from books or the Internet for information on adverbial clauses of time and reason</li> <li>- Identify clauses which show when something happened and ones that show why</li> <li>- Complete sentences using adverbial clauses from a substitution table</li> </ul>	<ul style="list-style-type: none"> <li>When do we use adverbial clauses to explain our actions?</li> </ul>	<ul style="list-style-type: none"> <li>- Excelling in English Grade 10 pg. 130</li> <li>- Substitution tables</li> <li>- Charts</li> <li>- Digital devices</li> </ul>	<ul style="list-style-type: none"> <li>- Written exercises - Peer assessment - Oral questions - Checklists</li> </ul>	
5	Grammar in Use	Clauses - Adverbial Clauses of Time and Reason	<ul style="list-style-type: none"> <li>By the end of the lesson, the learner should be able to:</li> <li>- Use adverbial clauses of place, time, and reason to express different meanings</li> </ul>	<ul style="list-style-type: none"> <li>The learner is guided to:</li> <li>- Search from books or the Internet for information on adverbial clauses of time and reason</li> <li>- Identify clauses which show</li> </ul>	<ul style="list-style-type: none"> <li>When do we use adverbial clauses to explain our actions?</li> </ul>	<ul style="list-style-type: none"> <li>- Excelling in English Grade 10 pg. 130</li> <li>- Substitution</li> </ul>	<ul style="list-style-type: none"> <li>- Written exercises - Peer assessment - Oral questions -</li> </ul>	

			<ul style="list-style-type: none"> <li>- Construct sentences featuring adverbial clauses</li> <li>- Apply adverbial clauses when explaining events or giving reasons in daily communication</li> </ul>	<ul style="list-style-type: none"> <li>when something happened and ones that show why</li> <li>- Complete sentences using adverbial clauses from a substitution table</li> </ul>	<ul style="list-style-type: none"> <li>tables</li> <li>- Charts</li> <li>- Digital devices</li> </ul>	Checklists	
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