

GRADE 10 ENGLISH SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

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

Wee k	Lesso n	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment Methods	Reflectio n
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 nouns in	How do we use naming words in communication ?	The learner is guided to collaboratively list down all the count and non-count nouns from an audio or	Curriculum Design (2024) Pg 8; Audio/Written texts	Written Exercises	

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				sentences.		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 over unknown words.	Curriculum Design (2024) Pg 5; Varied texts	Written Summary	