

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 ENGLISH
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	10
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. English Grade 10 Curriculum Design (KICD)
2. Approved English Grade 10 Learner's Book
3. Approved Teacher's Guide
4. MTP English Grade 10

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

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SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 10 ENGLISH.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Public Speaking**

SCHOOL	_____
LEARNING AREA	English
GRADE	10
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	LISTENING & SPEAKING
SUB-STRAND	Public Speaking
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Deliver speech b) Engage audience c) Build confidence
KEY INQUIRY QUESTION(S)	How move audience?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Speeches

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Public Speaking by writing the key inquiry question on the board: "How move audience?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to deliver speech. Display the resources for the lesson (Speeches) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Models. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Deliver speech". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Deliver. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How move audience?" and answer it now using the example you just completed. Connect

	explicitly to the SLO: "Engage audience". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Public Speaking together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Public Speaking independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build confidence".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Public Speaking? (2) How would you answer "How move audience?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Public Speaking in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Debate Skills**

SCHOOL	_____
LEARNING AREA	English
GRADE	10
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	LISTENING & SPEAKING
SUB-STRAND	Debate Skills
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Build argument b) Counter c) Build critical thinking
KEY INQUIRY QUESTION(S)	How argue rigorously?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Topics

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Debate Skills by writing the key inquiry question on the board: "How argue rigorously?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to build argument. Display the resources for the lesson (Topics) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Mini-debate. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Build argument". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. explain the key idea of Debate Skills with one clear example. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How argue rigorously?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Counter". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.

STEP 3	(8 min) Guided practice in pairs or small groups. practise Debate Skills together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Debate Skills independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build critical thinking".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Debate Skills? (2) How would you answer "How argue rigorously?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Debate Skills in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	<hr/>

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

Buy the full pack — only KES 300

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SECTION B: SCHEME OF WORK — GRADE 10 ENGLISH TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Listening & Speaking	Public Speaking	a) Deliver speech b) Engage audience c) Build confidence	How move audience?	Models; deliver	Speeches	Performance, peer
1	2	Listening & Speaking	Debate Skills	a) Build argument b) Counter c) Build critical thinking	How argue rigorously?	Mini-debate	Topics	Performance, peer
1	3	Listening & Speaking	Negotiation	a) Identify positions b) Find common ground c) Apply	How negotiate?	Role play	Scenarios	Role play, peer
2	1	Reading	Speed Reading	a) Skim b) Scan c) Build speed	How read fast?	Drill; pair time	Passages	Written, peer
2	2	Reading	Critical Reading	a) Identify bias b) Evaluate c) Build judgment	Why did writer write?	Compare opinion texts	Articles	Written, peer
2	3	Reading	Synthesising	a) Compare texts b) Synthesise c) Apply	How combine sources?	Read multiple; synthesise	Texts	Written, peer
3	1	Reading	Setbook Themes	a) Identify b) Cite c) Build essay foundation	What does setbook say?	Identify; quote	Setbook	Written, oral
3	2	Reading	Setbook Style	a) Identify devices b) Effect c) Apply	How does writer affect us?	Find devices	Setbook	Written, peer
3	3	Reading	Setbook Characters	a) Trace development b) Compare c) Apply	How character changes?	Read; analyse	Setbook	Written, peer
4	1	Writing	Argumentative Essay	a) Plan thesis b) Develop body c) Build argument	How argue in writing?	Templates	Templates	Written, peer
4	2	Writing	Expository Essay	a) Plan b) Explain c) Apply	How explain?	Templates	Templates	Written, peer
4	3	Writing	Descriptive Essay	a) Plan b) Use sensory detail c) Build creativity	How describe vividly?	Templates	Templates	Written, peer
5	1	Writing	Functional — Reports	a) Plan b) Use format c) Apply	How write report?	Templates	Templates	Written, peer
5	2	Writing	Functional — CV	a) Use format b) Highlight strengths c) Apply	How write CV?	Templates	Templates	Practical, peer
5	3	Writing	Functional — Cover Letter	a) Use format b) Match to job c) Apply	How write cover letter?	Templates	Templates	Practical, peer
6	1	Grammar	Advanced Tenses	a) Identify b) Use accurately c) Build accuracy	How tenses sequence?	Chart; drill	Charts	Written, oral

6	2	Grammar	Subject-Verb Agreement	a) Apply rules b) Avoid errors c) Build accuracy	How agree?	Drills	Examples	Written, peer
6	3	Grammar	Pronoun Agreement	a) Apply rules b) Avoid ambiguity c) Build accuracy	How clear pronouns?	Drills	Examples	Written, peer
7	1	Grammar	Modifiers	a) Place correctly b) Avoid dangling c) Apply	How not dangle?	Drills	Examples	Written, peer
7	2	Grammar	Parallel Structure	a) Identify b) Apply c) Build elegance	How parallel?	Examples	Examples	Written, peer
7	3	Grammar	Punctuation Mastery	a) Use rules b) Apply c) Build accuracy	How punctuate?	Drills	Examples	Written, peer
8	1	Setbook	Setbook Essay	a) Plan b) Write 1000 words c) Build technique	How answer setbook?	Plan; draft	Past papers	Written, peer
8	2	Setbook	Comparative Essay	a) Compare texts b) Synthesise c) Build skill	How compare?	Templates	Templates	Written, peer
8	3	Setbook	Quotation Use	a) Embed b) Analyse c) Build technique	How use quotes?	Drills	Setbook	Written, peer
9	1	Listening & Speaking	Pronunciation	a) Pronounce b) Stress c) Build fluency	How pronounce?	Drills	Audio	Performance, peer
9	2	Listening & Speaking	Note-Taking	a) Listen actively b) Note c) Build skill	How take notes?	Audio passage	Audio	Written, oral
9	3	Listening & Speaking	Presentations	a) Plan b) Deliver c) Build skill	How present?	Pair research	Materials	Performance, peer
10	1	Reading	Comprehension Practice	a) Past papers b) Time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
10	2	Writing	Composition Practice	a) Plan b) Write c) Build readiness	Am I ready?	Timed composition	Past papers	Written, peer
10	3	Writing	Setbook Essay Practice	a) Practise b) Use quotes c) Build confidence	Am I ready?	Timed essay	Past papers	Written, peer
11	1	Grammar	Mixed Practice	a) Drills b) Apply rules c) Build accuracy	Am I solid?	Mixed drills	Past papers	Written, oral
11	2	Grammar	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
11	3	Grammar	Mock Paper 2	a) Sit second b) Improve c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2	a) Demonstrate b) Reflect	Am I ready?	Assessment	Assessment	Written, self-

			Assessment	c) Build readiness			paper	assessment
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