

RATIONALISED SCHEMES OF WORK



ENGLISH

GRADE 9

TERM 3

TEACHER'S NAME.....

TSC NUMBER.....

SCHOOL.....

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	PERSONAL GROOMING Listening and Speaking	Listening to Respond: Expressing Feelings	By the end of the lesson, the learner should be able to: - Identify words and expressions used to describe their feelings towards a poem - Express their feelings towards the subject matter of a poem - Value the importance of poem recitation for effective communication	The learner is guided to: - Read poems about personal grooming - Identify words and expressions that can be used to describe feelings towards a poem - Search online or from printed materials for various words and expressions that can be used to describe one's feelings towards a poem - Identify words and expressions that make them develop certain feelings towards the subject matter, main character, and the poem as a whole - Recite poems emphasizing words and expressions that bring out their feelings - Record their recitation and play it to a peer	How does the poem make you feel?	Skills in English Grade 9 (p. 232) Poetry books Digital devices Audio recordings Recording equipment	Oral presentations Observation Recitation Audio recordings Peer assessment	
	2	Listening and Speaking	Listening to Respond: Expressing Feelings	By the end of the lesson, the learner should be able to: - Express their feelings towards the subject matter of a poem - Value the importance of poem recitation for effective communication	The learner is guided to: - Watch the recitation of a live or recorded poem on personal grooming - Describe how the poem made them feel about the subject it addresses - Discuss how one can express feelings while reciting a poem - Select poems from various sources - Use appropriate words and expressions to describe their feelings towards the characters or issues brought out in the poems - Recite the selected poems in groups - Present in detail different feelings towards each poem's subject matter - Participate in a class discussion on the importance of expressing feelings when reciting a poem	Why is it important to recite poems with feeling?	Skills in English Grade 9 (p. 233) Poetry books Digital devices Video recordings Audio equipment Sample poems	Group presentations Oral discussions Observation Peer assessment Self-assessment	

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	3	Reading	Intensive Reading: Comprehension Strategies	By the end of the lesson, the learner should be able to: - Identify clues in the passage from which conclusions can be drawn - Infer information and meaning of words and expressions from a passage - Apply critical thinking skills when making inferences	The learner is guided to: - Read stories and passages where inferences can be made - Identify words in the passages which can help arrive at valid conclusions - Underline words, phrases or sentences that provide clues for making inferences - Use prior knowledge to make inferences from texts - Search for print and non-print passages on personal grooming or other subjects - Read the passages and write down the conclusions made from the reading - In pairs, discuss what to consider when making conclusions from a text	How can one draw conclusions from a text?	Skills in English Grade 9 (p. 234) Reading passages Digital devices Internet resources Reference materials Printed materials	Written exercises Oral discussions Observation Peer assessment Reading comprehension tests	
	4	Reading	Intensive Reading: Comprehension Strategies	By the end of the lesson, the learner should be able to: - Summarise ideas in a passage - Apply the skills of making inferences and drawing conclusions in independent reading	The learner is guided to: - Read passages such as "Stay well groomed" - Identify the main ideas in the passage and make notes - Use the notes to write a summary of the ideas in the passage - Present summaries on charts and post them on the classroom wall - Invite classmates to view and review the summaries - Review the summaries of peers - Explain the importance of making summaries - Search for texts on personal grooming from the internet, books, newspapers or magazines - Make notes on main ideas, infer information and the meanings of unfamiliar words or expressions	Why is it important to summarise information from a text?	Skills in English Grade 9 (p. 236) Reading passages Digital devices Chart papers Dictionaries Reference materials Internet resources	Written summaries Chart presentations Peer assessment Observation Gallery walk Question and answer	

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	5	Grammar in Use	Phrasal Verbs	By the end of the lesson, the learner should be able to: - Identify phrasal verbs formed from break, hang, run and turn in texts - Use the given phrasal verbs in sentences of their own - Value the importance of using phrasal verbs in spoken and written communication	The learner is guided to: - Read sentences and identify phrasal verbs - Infer what the phrasal verbs mean based on how they are used in sentences - Read passages like "Waiting" and identify phrasal verbs - Discuss the meaning of phrasal verbs and why we should learn them - Search online or in printed materials for texts that use phrasal verbs formed from break, run, turn and hang - Organize the phrasal verbs into lists based on the verb in each phrase - Use a print or online dictionary to search for the meaning of each phrasal verb	How are phrasal verbs different from other verbs?	Skills in English Grade 9 (p. 238) Digital devices Dictionaries Reference materials Chart papers Sample texts Word cards	Oral discussions Written exercises Observation Language games Sentence construction	
2	1	Grammar in Use	Phrasal Verbs	By the end of the lesson, the learner should be able to: - Use the given phrasal verbs in sentences of their own - Value the importance of using phrasal verbs in spoken and written communication	The learner is guided to: - Form phrasal verbs using the verbs hang, run, break and turn - Use appropriate phrasal verbs to fill in blank spaces in passages - Use phrasal verbs to complete substitution tables - Construct at least ten sentences on personal grooming and health education using phrasal verbs - Display sentences on charts in the classroom gallery wall - Review each other's sentences and make necessary corrections - Suggest ways to use phrasal verbs in speech or writing in school or at home - In groups, compose a short song on health education and personal grooming using suitable phrasal verbs	Which words do we use to express different meanings in daily conversation?	Skills in English Grade 9 (p. 240) Chart papers Dictionaries Reference materials Sample texts Digital devices	Written exercises Song composition Sentence construction Peer assessment Observation Chart presentations	

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	2	Reading	Play: Characterisation	By the end of the lesson, the learner should be able to: - Outline the clues for identifying traits of different characters in a play - Use the clues to describe the characters in a play - Value the role of characterisation in determining virtues and vices in society	The learner is guided to: - Search from the internet, books, newspapers or magazines to find out what clues to look for in a play to identify traits of characters - Read play excerpts such as "Learner of the year" - In pairs, brainstorm on words and phrases used to describe characters - Compile the words and phrases into a phrase book - Share the phrase book with others in the classroom - Compare their books with those of other learners - Outline the clues for identifying traits of different characters in the play	How can one tell the qualities of a character in a play?	Skills in English Grade 9 (p. 241) Play excerpts Digital devices Internet resources Reference materials Chart papers	Phrase books Oral discussions Written exercises Observation Peer assessment	
	3	Reading	Play: Characterisation	By the end of the lesson, the learner should be able to: - Use the clues to describe the characters in a play - Appreciate the role of characterisation in determining virtues and vices in society	The learner is guided to: - Use clues to describe the characters and their traits in plays - Create character maps for each character and display them in the classroom gallery - Listen to feedback from classmates and use suggestions to improve character maps - Rehearse and dramatize parts of plays, bringing out the traits of the characters - Make good use of verbal and non-verbal cues - Watch video clips of plays and identify clues that can be used to describe character traits - Role-play different characters in a hot-seating game - Play character identification games	What makes plays interesting?	Skills in English Grade 9 (p. 245) Play excerpts Digital devices Character maps Chart papers Video clips Drama props	Role play Drama performances Character maps Hot-seating games Peer assessment Observation	

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	4	Writing	The Writing Process	By the end of the lesson, the learner should be able to: - Outline the different stages of the writing process - Apply the writing process in creating a dialogue on a relevant theme - Value the importance of planning in writing tasks	The learner is guided to: - Discuss the steps to follow when writing - Search online and in printed texts for information on the steps of the writing process - Answer questions about the steps of the writing process - In groups, discuss the different tasks involved in each step of the writing process - Use notes and ideas from group discussion to outline the stages of the writing process - Present the outline on a chart - In pairs, take up roles and read dialogues like "A writing task"	Why should you plan your writing?	Skills in English Grade 9 (p. 247) Sample writing process charts Digital devices Internet resources Reference materials Chart papers Sample dialogues	Oral discussions Chart presentations Written exercises Observation Question and answer	
	5	Writing	The Writing Process	By the end of the lesson, the learner should be able to: - Apply the writing process in creating a dialogue on a relevant theme - Emphasise the importance of each stage in the writing process in crafting flawless dialogues	The learner is guided to: - In groups, brainstorm on topics related to personal grooming, respect and life skills - Select one topic from the brainstorming session - Follow the stages of the writing process to write a dialogue on the selected topic - Exchange dialogues with others in the group for assessment - Suggest corrections and improvements - Correct work as needed - In pairs, select one of the dialogues presented and dramatize it - Ensure use of verbal and non-verbal cues appropriately - Record the dramatisation - Comment on strengths and weaknesses of the presentation	Why is it important to learn dialogue writing?	Skills in English Grade 9 (p. 249) Digital recording devices Chart papers Reference materials Sample dialogues Props for dramatization	Dialogue writing Role play Peer assessment Video recordings Observation Dramatization	

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					- Discuss the importance of learning how to write a dialogue				
3	1	SEA TRAVEL Listening and Speaking	Extensive Listening: Speeches	By the end of the lesson, the learner should be able to: - Identify the issue addressed by the different speeches listened to - Take notes on the points made by the different speakers on the issue - Value the information shared in the speeches	The learner is guided to: - Tell classmates how a speech they listened to inspired them to take a certain course of action - Listen to speeches that the teacher will read aloud - Answer questions based on the speeches they have listened to - Take turns to ask and answer more questions based on the speeches - Identify the main issue being addressed in the speeches - Discuss the themes identified in the speeches - Search for speeches of interest on the internet, radio and television	How can you ensure that you remember what you hear from a speech?	Skills in English Grade 9 (p. 251) Audio recordings Video clips Digital devices Internet resources Sample speeches	Oral questions Written responses Observation Note taking Group discussions	
	2	Listening and Speaking	Extensive Listening: Speeches	By the end of the lesson, the learner should be able to: - Take notes on the points made by the different speakers on the issue - Acknowledge the importance of getting information from varied sources	The learner is guided to: - Work with a classmate and take notes on points made by different speakers about sea travel - Share and compare their notes with the notes of other learners - Compile the points that are repeated from the notes - Use the compiled notes to write a speech on any aspect of sea travel - Present the speech to classmates and record themselves - Publish the recorded speech on social media, class vlog or other audio platforms - Discuss what can be done to remember information listened to in a speech	Why should we distinguish between relevant and irrelevant information during a presentation?	Skills in English Grade 9 (p. 252) Digital recording devices Sample speeches Audio recording equipment Social media platforms Notes from previous lesson	Speech presentations Note taking Recordings Peer assessment Observation Discussions	

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	3	Reading	Intensive Reading: Visualising and Summarising	By the end of the lesson, the learner should be able to: - Identify mental images created from a read passage - Visualise scenes described in a text - Appreciate the role of mental images in enhancing understanding of a text	The learner is guided to: - Discuss how to ensure understanding of what is read - Read stories like "Scenes from the sea" - Answer comprehension questions based on the passage - Work with a classmate to identify words or expressions that appeal to the five senses in the passage - Describe mental images created from the passage that help to imagine how something looks, smells, sounds, feels or tastes - Write descriptive words and expressions that appeal to the five senses in a table - Search from the internet or a variety of texts for sensory words and expressions used to create mental images	What are the features that make a text appealing to the senses?	Skills in English Grade 9 (p. 253) Reading passages Digital devices Internet resources Sensory vocabulary lists Chart papers	Written responses Sensory tables Observation Pair work Question and answer Group discussions	
	4	Reading	Intensive Reading: Visualising and Summarising	By the end of the lesson, the learner should be able to: - Summarise a paragraph and passage - Apply visualisation and summarisation strategies to enhance reading comprehension	The learner is guided to: - Use context clues to infer the meaning of unfamiliar words in passages - Fill in blank spaces in sentences with the most suitable words - In pairs, fill in key information from stories in a graphic organiser - Display outlines on the classroom wall - Fill in more forms with key ideas from texts as guided - Read passages like "Take nothing but memories" - Identify the main ideas in paragraphs - Summarise the ideas in their own words and present them on charts - Share charts and invite other learners to review them - Review the charts of other learners	Why is it important to write an accurate summary of a text?	Skills in English Grade 9 (p. 256) Reading passages Graphic organisers Chart papers Digital devices Reference materials	Written summaries Graphic organisers Peer review Chart presentations Observation Question and answer	

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	5	Grammar in Use	Sentences: Complex Sentences	By the end of the lesson, the learner should be able to: - Identify subordinating conjunctions in sentences - Construct complex sentences using subordinating conjunctions - Value the purpose of subordinating conjunctions in sentences	The learner is guided to: - Read sentences to identify main ideas - Study sentences and suggest words that could join them into one - Read passages like "Secrets of a ship" and identify complex sentences - Identify words that link clauses to form complex sentences - In pairs, identify and underline subordinating clauses in sentences - Pick out and label subordinating conjunctions used in passages - Circle subordinating conjunctions in sentences - Read more complex sentences from various sources and identify subordinating conjunctions	What is the role of conjunctions in sentences?	Skills in English Grade 9 (p. 257) Reading passages Reference materials Digital devices Chart papers Sentence samples	Written exercises Identification tasks Sentence labelling Observation Peer assessment Question and answer	
4	1	Grammar in Use	Sentences: Complex Sentences	By the end of the lesson, the learner should be able to: - Construct complex sentences using subordinating conjunctions learnt - Correct disjointed sentences using the rule of subordinating conjunctions	The learner is guided to: - Use subordinating conjunctions to construct complex sentences - Review each other's sentences and make corrections to form well-formed complex sentences - Display sentences on charts - With a classmate, underline and label the main and subordinate clauses on the chart - Use subordinating conjunctions to join pairs of sentences in substitution tables - Select the correct subordinating conjunction to link sentences in completion tables - Punctuate sentences correctly by inserting commas where needed - Correct errors in the choice of conjunctions in given sentences	How can one differentiate between a simple sentence and a complex sentence?	Skills in English Grade 9 (p. 259) Chart papers Sentence samples Reference materials Digital devices Substitution tables	Sentence construction Written exercises Peer assessment Chart presentations Observation Sentence correction	

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	2	Reading	Grade-appropriate Play: Style	By the end of the lesson, the learner should be able to: - Identify the styles of humour and monologue in a play - Analyse how these styles contribute to the overall effectiveness of the play - Value the role of literary devices in enhancing a play	The learner is guided to: - Read plays like "A funny fear" - Answer questions based on the play - In pairs, identify the use of humour in the play - Identify which character dominates the conversation in the play - In groups, identify and illustrate the use of humour and monologue in the play - Present work in a graphic organiser - Read more plays and identify the use of humour and monologue	What makes a play interesting to read?	Skills in English Grade 9 (p. 261) Play excerpts Digital devices Graphic organisers Chart papers Reference materials	Oral discussions Written responses Graphic organisers Group presentations Observation Question and answer	
	3	Reading	Grade-appropriate Play: Style	By the end of the lesson, the learner should be able to: - Dramatise instances of humour and monologue in a play - Acknowledge the role of humour and monologue in enriching a literary work	The learner is guided to: - In pairs, search for examples of humour and monologue from various sources - Read them aloud or act them out - Search for plays featuring monologue and humour then watch or read them - Dramatise instances of humour and monologue in the plays - Record performances using digital devices - Watch and review recordings - Write play scripts that include the monologue of a main character and use humour - Dramatise plays for family members or peers - Use humour and monologue to write a play on safety during sea travel	How do stylistic features enhance the message in a play?	Skills in English Grade 9 (p. 262) Digital recording devices Play excerpts Reference materials Drama props Script writing materials	Role play Dramatisation Script writing Video recordings Peer review Observation	

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	4	Writing	Creative Writing: Idioms	By the end of the lesson, the learner should be able to: - Explain the meaning of given idioms in different contexts - Use idioms appropriately in speech and writing - Value the role of idioms in enhancing written and oral communication	The learner is guided to: - Read sentences and study pictures to identify idioms - Explain what idioms are and give examples they are familiar with - Read passages like "On the open sea" and "With open arms" that use idioms - Identify idioms used in the passages - In groups, explain what each idiom means based on how it is used in the passages - Search online and in dictionaries for meanings of given idioms - Fill in the gaps in sentences with appropriate idioms - Present idioms and their meanings in a diagram	What is an idiom?	Skills in English Grade 9 (p. 264) Reading passages Dictionaries Digital devices Internet resources Reference materials Chart papers	Written exercises Gap filling Diagrams Observation Group discussions Question and answer	
	5	Writing	Creative Writing: Idioms	By the end of the lesson, the learner should be able to: - Use a variety of idioms in writing narrative compositions - Encourage peers to use idioms appropriately in speech and writing	The learner is guided to: - Play language games with idioms - Write a narrative composition on a topic related to sea travel, using given idioms - In groups, collect compositions and read through them - Create a checklist to record idioms and the number of times they are used in each composition - Compare totals and find the most used idiom - List other familiar idioms - Use a variety of idioms to write compositions on topics of choice - In pairs, discuss the importance of using idioms in communication - Plan a presentation to encourage peers to use idioms appropriately	Why is proper use of idioms important in communication?	Skills in English Grade 9 (p. 267) Chart papers Dictionaries Reference materials Digital devices Sample compositions Language game materials	Narrative compositions Checklists Language games Peer assessment Presentations Observation	

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5	1	SPORTS - WORLD CUP (FOOTBALL) Listening and Speaking	Intonation in Sentences: Question Tags	By the end of the lesson, the learner should be able to: - Write the correct form of question tags in sentences - Use question tags appropriately in communication - Compose sentences using question tags correctly	The learner is guided to: - Listen to a recording of a conversation about the World Cup - Answer questions based on the conversation - In pairs, practice reading the conversation with correct intonation - Identify questions in the conversation that use question tags - Copy sentences and write the correct question tag to complete each one - Organize positive and negative patterns in sentences in a table - Write statements that could end in question tags with correct form of question tag for each statement - Take turns to read aloud sentences with question tags using correct intonation	Why do we use question tags in speech?	Skills in English Grade 9 (p. 269) Audio recordings Digital devices Sentence samples Conversation scripts Chart papers	Oral reading Written exercises Pair work Observation Intonation practice Sentence construction	
	2	Listening and Speaking	Intonation in Sentences: Question Tags	By the end of the lesson, the learner should be able to: - Use question tags appropriately in communication - Compose sentences using question tags correctly - Value the importance of using question tags in communication	The learner is guided to: - Match sentences with question tags in provided tables - In groups, discuss things they know or want to learn about the World Cup - Use question tags correctly in their discussion - Based on the discussion, suggest ways to improve oral communication skills - In groups, compose ten sentences using question tags correctly about the World Cup - Take turns to read the sentences aloud - Assess the sentences for correct use of question tags - Write sentences on large paper and display them on the class noticeboard - Write a short paragraph about the World Cup using question tags correctly	How can we improve our speaking skills?	Skills in English Grade 9 (p. 271) Chart papers Sentence samples Digital devices Reference materials World Cup related materials	Group presentations Oral reading Written exercises Peer assessment Paragraph writing Observation	

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	3	Reading	Summarising: Argumentative Texts	By the end of the lesson, the learner should be able to: - Pick out the main points discussed in a text - Organise an outline of points into a coherent whole - Value the importance of identifying main ideas when reading	The learner is guided to: - Read paragraphs and identify the main argument - Identify supporting points raised to support the main argument - Read argumentative texts like "Beyond the trophy" - Select the main idea in the text and state it in a short phrase - Read more argumentative texts based on the World Cup from various sources - For each text, pick out the main points discussed - Organize main points and supporting points in texts in tables - Organize outlines of main points and supporting points so they flow logically and clearly	How do we write summaries?	Skills in English Grade 9 (p. 272) Reading passages Digital devices Internet resources Reference materials Chart papers Argumentative texts	Written exercises Oral presentations Tables and outlines Observation Question and answer Group discussions	
	4	Reading	Summarising: Argumentative Texts	By the end of the lesson, the learner should be able to: - Summarise a text correctly in their own words - Apply good summary writing skills in reading	The learner is guided to: - Explain to a classmate how to write a summary - Use main ideas and supporting points to write a summary of a text in a short paragraph - Read text a second time to confirm that main ideas and supporting points are identified accurately - Assess summary for clarity and correct use of grammar - Make corrections as needed - Write final summary paragraph of about 200 words - In groups, search for more reading passages and write summaries of each one - Search for information relating to the women's World Cup including facts,	Why should we learn good summary writing skills?	Skills in English Grade 9 (p. 274) Reading passages Digital devices Internet resources Reference materials Chart papers Display materials	Written summaries Peer assessment Information displays Group presentations Observation Question and answer	

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					dates and names of important personalities - Present findings in a summary or table and post the information on the school noticeboard				
	5	Grammar in Use	Sentences: Direct and Indirect Speech	By the end of the lesson, the learner should be able to: - Differentiate between direct and indirect speech - Convert direct speech into indirect speech - Value the importance of reporting speech correctly	The learner is guided to: - Read sentences and identify how related sentences are connected - Discuss how to report what another person has said - Read sentences and identify differences between direct and indirect speech - Read passages that use direct and indirect speech - Identify how changing from direct to indirect speech affects tense, pronouns and determiners - Study tables showing tense changes when converting direct to indirect speech - Change sentences from direct to indirect speech and vice versa	How do we report what others have said?	Skills in English Grade 9 (p. 275) Sentence samples Reading passages Reference materials Digital devices Chart papers	Written exercises Sentence transformation Observation Question and answer Group discussions	
6	1	Grammar in Use	Sentences: Direct and Indirect Speech	By the end of the lesson, the learner should be able to: - Convert direct speech into indirect speech - Use the correct punctuation marks in direct speech - Apply direct and indirect speech correctly in communication	The learner is guided to: - Read passages with indirect speech and identify the indirect speech - Rewrite reported questions in direct speech - Rewrite questions from direct to reported speech - Read sentences with direct speech and identify punctuation marks used - Rewrite sentences and insert correct punctuation marks - In pairs, compose sentences in both direct and indirect speech using correct punctuation - Write short conversations using both	Why is it important for an actor to pronounce words correctly and speak audibly in a performance?	Skills in English Grade 9 (p. 277) Sentence samples Reading passages Digital devices Video recordings Reference materials Chart papers	Written exercises Sentence transformation Punctuation exercises Conversation writing Report writing Peer assessment	

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					direct and indirect speech - Watch video recordings of World Cup matches or presentations and write reports using both direct and indirect speech				
	2	Reading	Intensive Reading: Play - Relating to Real Life	By the end of the lesson, the learner should be able to: - Identify the characters in a play - Discuss the various themes in a play - Value the connection between plays and real life experiences	The learner is guided to: - Read plays like "World Cup football" - Answer questions based on the play - In pairs, identify the characters in the play - Based on statements made by characters in the play, identify values that can be used to describe characters - In pairs, identify and discuss the themes in the play - Complete tables with themes and evidence for each theme from the play - In groups, use notes to discuss how various themes in the play are brought out	What are the features of a play?	Skills in English Grade 9 (p. 279) Play excerpts Digital devices Chart papers Reference materials	Oral discussions Written responses Theme tables Group presentations Observation Question and answer	
	3	Reading	Intensive Reading: Play - Relating to Real Life	By the end of the lesson, the learner should be able to: - Relate the characters and themes to real life - Participate in a stage performance of a play - Appreciate the beauty of performance of a literary text	The learner is guided to: - Read themes identified in the play and select familiar ones - Take turns to explain how the themes relate to real-life experiences - Select characters from the play and relate them to self or known people - Discuss how characters in the play remind them of times when they had different opinions from others and how they reached agreements - Watch videos of plays and note actors' presentation, delivery, costumes and verbal/non-verbal cues - Search for information about skills and qualities of good actors	What makes plays interesting?	Skills in English Grade 9 (p. 282) Play excerpts Digital recording devices Drama props Costumes Internet resources Reference materials	Role play Dramatization Video recordings Character analysis Peer assessment Group discussions	

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					- Present findings in class - Assign roles, memorize lines, discuss costumes, rehearse and perform the play - Record the performance and review it later				
	4	Writing	Descriptive Writing (280-320 words)	By the end of the lesson, the learner should be able to: - Use the correct writing process to write a composition - Spell words correctly in composition writing - Value precision and clarity in writing	The learner is guided to: - Read a sample descriptive composition like "My FIFA World Cup experience" - Identify characteristics of a well-written composition - Follow the writing process to write a composition of 280-320 words on a World Cup topic - Spell dictated words correctly and confirm spelling using a dictionary - Read excerpts on the World Cup by a writer they admire - Identify descriptive words used in the excerpt - Write a composition using their own words but imitating the writer's style - Include descriptive words used by the writer in their composition - Confirm correct spelling in composition	What makes a story creative?	Skills in English Grade 9 (p. 284) Sample compositions Digital devices Dictionaries Reference materials Literary excerpts	Written compositions Spelling exercises Peer assessment Observation Question and answer Dictionary use	
	5	Writing	Descriptive Writing (280-320 words)	By the end of the lesson, the learner should be able to: - Apply the five senses in writing descriptive compositions - Display creativity and imagination in composition writing	The learner is guided to: - Scan through the text "My FIFA World Cup experience" to find words and phrases that appeal to the five senses - Write sentences that describe things in the classroom using words that appeal to the senses - Fill in tables with words and phrases that appeal to different senses - Study pictures or items on the World Cup and write descriptive compositions that describe the items	Which words do we use to describe our different senses?	Skills in English Grade 9 (p. 286) Sensory vocabulary lists Sample compositions Digital devices Chart papers Display materials Pictures of	Descriptive compositions Sensory word tables Relay writing Peer assessment Displays Observation	

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				- Value the importance of creativity in writing	- Use words that appeal to touch, taste, hearing, sight and smell - With a classmate, write short paragraphs describing items and have the other person guess what the item is - In groups, write descriptive compositions in relay format - Share compositions with the class and invite comments - Rewrite familiar stories in their own words - Display best compositions in creative corners, school noticeboards or school websites		World Cup events		
7	1	TOURIST ATTRACTIONS SITES - WORLD Listening and Speaking	Oral Reports: News (Role-play)	By the end of the lesson, the learner should be able to: - Read a short report within a specified number of minutes - Analyse a recorded grade-appropriate oral news report - Value the importance of clear and concise news reporting	The learner is guided to: - Tell classmates about favourite news presenters or speakers and what they like about their voice use - Discuss instances where they may be required to give an oral presentation - Define what an oral report is - Read a short news report provided by the teacher - In pairs, practice reading fluently setting a goal for reading time - Identify a text to practice fluent reading in groups - Set a target time for reading the chosen text - Discuss ways to improve reading speed to reach targets - Create tables to record reading time	Who is your favourite news presenter and why?	Skills in English Grade 9 (p. 289) News report samples Digital devices Audio recordings Video clips Timing devices	Oral presentations Timed reading Observation Pair work Group discussions Question and answer	
	2	Listening and Speaking	Oral Reports: News	By the end of the lesson, the learner should be able to:	The learner is guided to: - Listen to a recorded oral news report played by the teacher - Answer questions based on the	What is an oral report?	Skills in English Grade 9 (p. 291) News report samples	Role play Dramatization Oral presentations	

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			(Role-play)	- Analyse a recorded grade-appropriate oral news report - Apply the features of oral presentations for effective communication - Appreciate the importance of fluency in news reporting	- recording - In groups, brainstorm on the importance of body language when reading an oral news report - Complete a table about different aspects of body language and their importance - Analyze the oral news report listened to and present findings in class - Search for news reports on world tourist attraction sites from the internet or print material - Use appropriate body language as they dramatize reading the news reports - Discuss an interesting fact about a named tourist attraction site - Create and role-play a short news report on the tourist attraction site - Listen to one another and assess the oral presentations		Digital recording devices Reference materials Video clips Chart papers	Peer assessment Body language table Observation	
	3	Reading	Reading Fluency	By the end of the lesson, the learner should be able to: - Preview a text and ignore unfamiliar words - Make predictions about the characters, events and message in a text - Value the importance of fluent reading in communication	The learner is guided to: - With a classmate, read sentences fluently in turns - Comment on classmate's fluency - Discuss what makes a person a good reader - Preview texts like "Exploring Waitomo Caves" - Identify the general idea in the text - In pairs, practice model reading of paragraphs using reading fluency strategies like previewing, skimming, scanning and ignoring unfamiliar words - In groups, time themselves as they practice reading fluency - Record reading times in tables - Preview texts of choice while ignoring unfamiliar words	Why is reading a text fluently important?	Skills in English Grade 9 (p. 292) Reading passages Digital devices Timing devices Reading fluency charts Reference materials	Timed reading Peer assessment Reading fluency charts Observation Oral reading Group timing activities	

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
	4	Reading	Reading Fluency	By the end of the lesson, the learner should be able to: - Make predictions about the characters, events and message in a text - Skim a text to get the gist - Scan a text to obtain specific information	The learner is guided to: - Study pictures in texts like "Exploring Waitomo Caves" and predict information about characters and events - Read the first sentence of every paragraph and predict information about events and message - Read stories individually at the right speed, pronouncing words accurately and displaying appropriate emotions - In groups, take turns to read passages aloud and assess each other's reading - Watch videos of others reading and assess their fluency - Search for unfamiliar words in texts and infer meanings from context - In pairs, skim through texts to find main ideas - Scan through texts to find specific details from the text - Select and skim through several texts for main ideas	How can one read a text fluently?	Skills in English Grade 9 (p. 294) Reading passages Digital devices Video clips Reference materials Chart papers Reading fluency charts	Oral reading Peer assessment Skimming exercises Scanning exercises Prediction activities Observation	
	5	Grammar in Use	Sentences: Imperative and Exclamatory	By the end of the lesson, the learner should be able to: - Identify instances where the two types of sentences are used correctly in printed or online texts - Construct imperative and exclamatory sentences - Value the	The learner is guided to: - Read sentences and identify similarities in their first words - Study conversations and identify which show commands and which show requests - Note the kinds of words used at the beginning of statements and when such sentences are used - Identify elements that indicate imperative sentences - In groups, list rules they would like to see applied in school and state them as imperative sentences - Read sentences that end with	When do you use an exclamatory or an imperative sentence in school?	Skills in English Grade 9 (p. 297) Sentence samples Digital devices Reading passages Reference materials Chart papers	Written exercises Sentence identification Sentence construction Observation Group activities Question and answer	

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
				importance of sentence variety in communication	exclamation marks and discuss why they use this punctuation - Read the text "The Great Wall" and identify imperative and exclamatory sentences - Label each sentence based on its type				
8	1	Grammar in Use	Sentences: Imperative and Exclamatory	By the end of the lesson, the learner should be able to: - Punctuate given texts by use of the appropriate punctuation marks - Appreciate the use of exclamatory and imperative sentences in spoken language	The learner is guided to: - Listen to questions from the teacher and respond using imperative sentences - Read texts with omitted punctuation marks - Copy texts and punctuate them using appropriate punctuation marks - Explain why exclamation marks were used to end some sentences and full stops to end others - Punctuate more texts provided by the teacher - Listen to texts provided by the teacher - Identify characters in the texts - Select characters and construct exclamatory sentences about them - Identify comparisons brought out by sentences in texts	How do you decide whether to use an exclamation mark or a period at the end of a sentence?	Skills in English Grade 9 (p. 299) Text samples Digital devices Reference materials Chart papers Sentence cards	Punctuation exercises Sentence construction Written exercises Observation Peer assessment Group activities	
	2	Reading	Intensive Reading: Poems	By the end of the lesson, the learner should be able to: - Explain why it is important to relate ideas in poems to real life - Relate ideas in poems on tourist attraction sites to real life	The learner is guided to: - Read poems like "I will travel the world" - Answer questions based on the poem - Pick out key ideas in the poem - Read additional poems like "The beach funfair" - Pick out key ideas in the poem - In groups, discuss questions about the messages, similarities and differences in the poems - In pairs, take turns to explain the	Why is it important to relate ideas read in works of art to real life?	Skills in English Grade 9 (p. 300) Poetry books Digital devices Dictionaries Reference materials Chart papers	Oral discussions Written responses Dictionary use Sentence construction Group activities Question and answer	

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
				- Value the need to relate ideas in poems to real life	importance of relating ideas from poems to real-life experiences - Use dictionaries to find meanings of unfamiliar words in poems - Construct sentences about international tourist sites using these words				
	3	Reading	Intensive Reading: Poems	By the end of the lesson, the learner should be able to: - Relate ideas in poems on tourist attraction sites to real life - Acknowledge the need to relate ideas in poems to real life	The learner is guided to: - In groups, relate ideas in poems to real life by discussing questions about desired places to visit - Discuss interest in tourist sites mentioned in poems - Relate hopes expressed by personas about their future to their own dreams - Relate visits to tourist sites to their own experiences - Identify words in poems that bring out personas' excitement about seeing ships, boats and ocean waves - Describe similar personal experiences - Share first-time experiences when visiting new places - Describe how experiences relate to places described in poems - Read more poems about tourist attraction sites from different sources - Relate ideas in the poems to real-life experiences - Individually, write down the role of poems in society	What is the role of poems in the society?	Skills in English Grade 9 (p. 302) Poetry books Digital devices Internet resources Reference materials Chart papers	Group discussions Oral presentations Written responses Role of poetry lists Peer sharing Observation	
	4	Writing	Emails	By the end of the lesson, the learner should be able to: - Recognize the key elements of an	The learner is guided to: - Discuss how long it usually takes for a message sent through mobile phone to be received - In pairs, study diagrams illustrating parts of emails	Why do we write emails?	Skills in English Grade 9 (p. 304) Email diagrams Digital devices Sample emails Internet	Email structure identification Written exercises Observation Pair work	

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