



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 9 ENGLISH

Wk	LS	strand	Sub-strand	Lesson Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	LEISURE TIME Grammar in use	Comparison of Adverbs	By the end of the lesson, the learner should be able to: a) identify the degrees of comparison in adverbs, b) use positive, comparative and superlative degrees of adverbs in sentences, c) appreciate the importance of the correct usage of adverbs.	Which words are used to Make comparison?	The learner is guided to: • in small groups, correct mistakes in sentences that have comparison of adverbs, • use substitution tables to categorize adverbs jointly, • use various degrees of adverbs during a role play,	• Dictionaries • Workbooks • Word trees • Models • Pictures and photographs Skills In English T.G Grade 9 Pg.75-78 Skills In English P.B Grade 9 Pg.121-124	• Multiple choice tasks • Gap-filling • Short-answer • Role Play • Matching tasks	
	2	Reading	Intensive Reading: Play (Class Reader)	By the end of the lesson, the learner should be able to: a) identify the themes in a play or a section of a play, b) analyse the themes in a play, c) appreciate the role of literary appreciation in the development of critical thinking skills.	What are some of the issues authors write about?	The learner is guided to: • read excerpts of a play, • outline and illustrate the themes in a play, • in groups discuss the themes in a play, • engage in a hot seating activity featuring some of the themes,	• Dictionaries • Manilla papers • Word trees • Posters • Storybooks • Poetry books Skills In English T.G Grade 9 Pg.78-79 Skills In English P.B Grade 9 Pg.124-126	• Reading aloud • Dictation • Oral interviews • Question and answer	



3		Intensive Reading: Play (Class Reader)	By the end of the lesson, the learner should be able to: a) identify the themes in a play or a section of a play, b) relate the themes in a play to real life, c) appreciate the role of literary appreciation in the development of critical thinking skills.	How are literary texts different from factual ones?	The learner is guided to: • relate the themes to real life experiences, • role play some of the scenes in a play, • perform a readers' theatre in small groups involving sections of a play,	• Dictionaries • Manilla papers • Word trees • Posters • Storybooks • Poetry books Skills In English T.G Grade 9 Pg.78-79 Skills In English P.B Grade 9 Pg.124-126	• Reading aloud • Dictation • Oral interviews • Question and answer	
4	Writing	Mechanics of Writing: Spelling	By the end of the lesson, the learner should be able to: a) recognize homonyms, homophones, double consonants and double vowels in written texts, b) spell commonly misspelt words for writing fluency, c) value the importance of correct spelling in written communication.	Why are some words commonly misspelt?	The learner is guided to: • identify words with double consonants and those with double vowels, • search for the commonly misspelt words such as homonyms and homophones from the internet or print sources, • practise spelling homonyms and homophones in pairs or small groups,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.79-82 Skills In English P.B Grade 9 Pg.126-134	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



	5		Mechanics of Writing: Spelling	By the end of the lesson, the learner should be able to: a) recognize homonyms, homophones, double consonants and double vowels in written texts, b) spell commonly misspelt words for writing fluency, c) value the importance of correct spelling in written communication.	Why is it important to spell words correctly?	The learner is guided to: • listen to a dictation of words with double consonants and those with double vowels and write them, • engage in spelling games such as spelling bee, scramble, crosswords and word search, • use the target words in sentences of their own,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.79-82 Skills In English P.B Grade 9 Pg.126-134	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
2	1	NATURAL RESOURCES: MARINE LIFE	Listening Comprehension: Listening for Detail	By the end of the lesson, the learner should be able to: a) select the main idea from a listening passage, b) respond to questions based on the listening passage, c) acknowledge the importance of attentive listening.	Why should we distinguish between relevant and irrelevant information during a presentation?	The learner is guided to: • pick out details from a listening text, • rewrite the passage in their own words, • work in pairs to discuss any new information that they have learnt from the passage,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.83-86 Skills In English P.B Grade 9 Pg.135-137	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
	2		Listening Comprehension: Listening for Detail	By the end of the lesson, the learner should be able to: a) select the main idea from a listening passage, b) respond to questions based on the listening passage, c) acknowledge the importance of attentive listening.	Why is it important to listen keenly?	The learner is guided to: • answer questions based on the passage • use a digital device to search for more information, • watch a video and pick out specific details in groups, • recall specific details from a listening passage.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.83-86 Skills In English P.B Grade 9	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



							Pg.135-137		
	3	Reading	Intensive Reading: Interpretation and Evaluation	By the end of the lesson, the learner should be able to: a) distinguish between reading for interpretation and reading for evaluation of information, b) interpret a reading text for lifelong learning, c) appreciate the role of correct interpretation and evaluation of a text in learning.	Why should you give the correct interpretation of a text?	The learner is guided to: • watch video clips on a text and interpret the text, • outline the key issues discussed in the video clip, • summarize the content of the video, • study and identify visuals from texts related to the theme,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.87-89 Skills In English P.B Grade 9 Pg.137-141	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
	4		Intensive Reading: Interpretation and Evaluation	By the end of the lesson, the learner should be able to: a) distinguish between reading for interpretation and reading for evaluation of information, b) summarize information in a reading text, c) appreciate the role of correct interpretation and evaluation of a text in learning.	How can you interpret a text correctly?	The learner is guided to: • brainstorm, in groups differences between reading for interpretation and evaluation, • read a short text related to the theme and interpret it in pairs, • paraphrase portions of the text, • read and summarize digital texts related to the theme, • make detailed notes of digital and print texts they have read.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.87-89 Skills In English P.B Grade 9 Pg.137-141	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



	5	Grammar in use	Relative Pronouns: Interrogative Pronouns	By the end of the lesson, the learner should be able to: a) recognize relative and interrogative pronouns in a text, b) use relative and interrogative pronouns in sentences, c) acknowledge the value of relative and interrogative pronouns in communication.	How do you obtain information from people?	The learner is guided to: • identify relative and interrogative pronouns from a passage, • differentiate between relative and interrogative pronouns, • construct sentences using interrogative and relative pronouns,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.90-91 Skills In English P.B Grade 9 Pg.141-146	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
3	1		Relative Pronouns: Interrogative Pronouns	By the end of the lesson, the learner should be able to: a) recognize relative and interrogative pronouns in a text, b) use relative and interrogative pronouns in sentences, c) acknowledge the value of relative and interrogative pronouns in communication.	Which words do you use to ask questions and to join simple sentences?	The learner is guided to: • work in small groups and use relative and interrogative pronouns, record the activity on video and share the video with others, • role play a dialogue featuring interrogative and relative pronouns, • create a crossword puzzle featuring relative and interrogative pronouns,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.90-91 Skills In English P.B Grade 9 Pg.141-146	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
	2	Reading	Intensive Reading: Play (Class Reader)	By the end of the lesson, the learner should be able to: a) identify the characters in a play for deeper understanding, b) analyse the characters in a play and their relationship, c) value the role of literary appreciation in developing critical thinking.	Why should we establish the relationship between the characters in a play?	The learner is guided to: • watch muted video clips based on a play and discuss what they think the characters are saying to each other, • read excerpts of a play, • answer questions based on a play,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.92-94 Skills In English P.B Grade 9 Pg.146-150	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



3		Intensive Reading: Play (Class Reader)	By the end of the lesson, the learner should be able to: a) identify the characters in a play for deeper understanding, b) analyse the characters in a play and their relationship, c) value the role of literary appreciation in developing critical thinking.	How does understanding the relationship between characters help our understanding of the play?	The learner is guided to: • identify the conflicts between characters in a play, • relate the characters in a play to real life, • role play the characters in a play, • simulate the action in sections of the play, • dramatize sections of a play,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.92-94 Skills In English P.B Grade 9 Pg.146-150	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
4	Writing	The Writing Process	By the end of the lesson, the learner should be able to: a) outline the stages of the writing process, b) create a composition, story or poem following the steps of the writing process, c) advocate the need for creativity in life.	How does the writing process help us improve the quality of our writing?	The learner is guided to: • jointly, outline the steps of the writing process, • brainstorm on different topics such as natural resources marine life, for writing a factual composition,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.94-96 Skills In English P.B Grade 9 Pg.150-153	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
5		The Writing Process	By the end of the lesson, the learner should be able to: a) outline the stages of the writing process, b) create a composition, story or poem following the steps of the writing process, c) advocate the need for creativity in life.	How does the writing process help us improve the quality of our writing?	The learner is guided to: • select one topic, in each group, and write a factual composition by following the writing process, • share factual composition pieces among the groups for peer assessment and correction.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.94-96 Skills In English P.B Grade 9 Pg.150-153	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



4	1	TOURISM: INTERNAL	Listening and Speaking: Oral Poetry	By the end of the lesson, the learner should be able to: a) interpret oral poems on varied issues, b) perform an oral poem using performance techniques, c) acknowledge the role of oral poetry in the preservation of our cultural heritage.	Why should you interpret an oral poem correctly?	The learner is guided to: • listen and respond to audio recordings of oral poetry, • listen and respond to an oral poem recited by the teacher, • retell a poem using own words, • infer the meaning of words and phrases in a given oral poem,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.97-100 Skills In English P.B Grade 9 Pg.154-157	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
	2		Listening and Speaking: Oral Poetry	By the end of the lesson, the learner should be able to: a) interpret oral poems on varied issues, b) perform an oral poem using performance techniques, c) acknowledge the role of oral poetry in the preservation of our cultural heritage.	How can you make the performance of an oral poem interesting?	The learner is guided to: • listen to different renditions of the same oral poem, • use appropriate performance techniques to perform oral poems, • relate the ideas in an oral poem to real life, • recite oral poems in groups, • participate in a readers' theatre, • compose oral poems jointly and share with the class.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.97-100 Skills In English P.B Grade 9 Pg.154-157	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



3	Reading	Reading for Interpretation	By the end of the lesson, the learner should be able to: a) identify the point of view in a poem, b) analyse the point of view in a poem, c) acknowledge the importance of the point of view in the understanding of a poem.	Why is it important to understand the point of view in a poem?	The learner is guided to: • read a given poem and identify the point of view, • search for poems with different points of view from the internet and non-digital sources, • listen to poems read by the teacher,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.100-101 Skills In English P.B Grade 9 Pg.157-160	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
4		Reading for Interpretation	By the end of the lesson, the learner should be able to: a) identify the point of view in a poem, b) analyse the point of view in a poem, c) acknowledge the importance of the point of view in the understanding of a poem.	Why is it important to understand the point of view in a poem?	The learner is guided to: • relate the subjects of different poems to real life, • compose a short poem individually, • discuss the various points of view in the poems in small groups.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.100-101 Skills In English P.B Grade 9 Pg.157-160	• Learner journals • Peer assessment • Self-assessment • Dictation	
5	Grammar in use	Complex Prepositions	By the end of the lesson, the learner should be able to: a) recognize complex prepositions in texts, b) use complex prepositions in sentences, c) appreciate the role of prepositions in oral and written communication.	Which words let you know where someone is going?	The learner is guided to: • read a passage from a book, magazine or newspaper article in which complex prepositions are used, • identify complex prepositions from the passage, • listen to a text read by the teacher and note the complex prepositions used,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.102-103 Skills In English P.B Grade 9	• Learner journals • Peer assessment • Self-assessment • Dictation	



							Pg.160-162		
5	1		Complex Prepositions	By the end of the lesson, the learner should be able to: a) recognize complex prepositions in texts, b) use complex prepositions in sentences, c) appreciate the role of prepositions in oral and written communication.	How do you Describe where something is located?	The learner is guided to: • jointly, read and underline complex prepositions used in various texts, • form sentences using complex prepositions, • collaboratively, correct mistakes in sentences formed by peers,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.102-103 Skills In English P.B Grade 9 Pg.160-162	• Learner journals • Peer assessment • Self-assessment • Dictation	
	2	Reading	Poetry: Characters	By the end of the lesson, the learner should be able to: a) identify the persona and other participants in a poem, b) analyse the character of the speaker (persona) and the other participants in a poem, c) acknowledge the importance of characters in literary appreciation.	How do we tell the behaviour of the characters in a poem?	The learner is guided to: • read a grade appropriate poem, use appropriate adjectives to describe the behaviour of characters in poem, • illustrate character traits in varied poems, • relate actions of the persona to real life, • role play different characters in a poem in small groups,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.103-105 Skills In English P.B Grade 9 Pg.162-165	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



3		Poetry: Characters	By the end of the lesson, the learner should be able to: a) identify the persona and other participants in a poem, b) analyse the character of the speaker (persona) and the other participants in a poem, c) acknowledge the importance of characters in literary appreciation.	What are some of the words we use to describe the behaviour of characters?	The learner is guided to: • infer information from the poem, • fill and share in groups a table showing character/character's behaviour/character trait, • create a poem, recite it, make a recording, • upload the recording on social media platforms or share it on the school notice board	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.103-105 Skills In English P.B Grade 9 Pg.162-165	• Learner journals • Peer assessment • Self-assessment • Dictation	
4	Writing	Assessing Writing	By the end of the lesson, the learner should be able to: a) identify the qualities of a well written composition, b) write a composition related to the theme, c) value the need for clarity and cohesion in written communication.	1. What are the qualities of a good composition? 2. How can one make a composition interesting?	The learner is guided to: • read a passage about the qualities of a good composition, • write down a criterion or checklist for assessing compositions. The criterion should have parameters such as: variety of sentences, relevance and creativity, cohesion, grammar and editorial accuracy,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.105-107 Skills In English P.B Grade 9 Pg.165-169	• Learner journals • Peer assessment • Self-assessment • Dictation	
5		Assessing Writing	By the end of the lesson, the learner should be able to: a) identify the qualities of a well written composition, b) assess a composition against a predesigned criterion, c) value the need for clarity and cohesion in written	1. What are the qualities of a good composition? 2. How can one make a composition interesting?	The learner is guided to: • read samples of well written compositions from the coursebook, • write a composition related to the theme, • assess a peer's composition and give comments as guided by the checklist,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.105-107 Skills In English P.B Grade 9	• Learner journals • Peer assessment • Self-assessment • Dictation	



				communication.		• make corrections to the composition,	Pg.165-169		
6	1	HEROES AND HEROINE S: WORLD	Listening and Speaking: Diphthongs and sentence stress	By the end of the lesson, the learner should be able to: a) identify words with the diphthongs /aʊ/ and /ʊə/ in a text, b) use emphatic stress in words to convey meanings, c) advocate the need for accurate pronunciation in oral communication.	Why is it important to pronounce words correctly?	The learner is guided to: • identify the diphthongs /aʊ/ as in out, house /ʊə/ as in sure, cure, • read a passage featuring the diphthongs/aʊ/ and /ʊə/, • underline words with the diphthongs from texts, • identify the stressed and unstressed words in a sentence,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.108-110 Skills In English P.B Grade 9 Pg.170-175	• Learner journals • Peer assessment • Self-assessment • Dictation	
	2		Listening and Speaking: Diphthongs and sentence stress	By the end of the lesson, the learner should be able to: a) identify words with the diphthongs /aʊ/ and /ʊə/ in a text, b) use emphatic stress in words to convey meanings, c) advocate the need for accurate pronunciation in oral communication.	How does stress help us to convey different meanings?	The learner is guided to: • apply stress appropriately when reading a poem, • read the same sentence while placing stress on different words, • jointly, read aloud words with the diphthongs /aʊ/ and /ʊə/ from flashcards, • use the dictionary to find more examples of words with the diphthongs,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.108-110 Skills In English P.B Grade 9 Pg.170-175	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



3	Reading	Extensive Reading (Grade Appropriate Fiction)	By the end of the lesson, the learner should be able to: a) select a reading text from a collection of books or the library, b) read a text for information and enjoyment, c) appreciate the role of extensive reading in lifelong learning.	How does Reading widely help us learn better?	The learner is guided to: • watch a video clip on how to select a reading text, • read a passage based on how to select a text, • select a reading text from a collection, • preview a text to determine its suitability, • skim through a text to obtain the gist,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.110-112 Skills In English P.B Grade 9 Pg.175-179	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
4		Extensive Reading (Grade Appropriate Fiction)	By the end of the lesson, the learner should be able to: a) select a reading text from a collection of books or the library, b) read a text for information and enjoyment, c) appreciate the role of extensive reading in lifelong learning.	What should one consider when choosing a reading text?	The learner is guided to: • scan through a text to obtain specific information, • read independently and silently, • interpret what they read in their own way, • infer meanings of unfamiliar vocabulary from the context, • look up the meaning of unfamiliar words in the dictionary, • make notes on what has been read,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.110-112 Skills In English P.B Grade 9 Pg.175-179	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



	5	Grammar in use	Conjunctions : Correlative Conjunctions	By the end of the lesson, the learner should be able to: a) identify correlative conjunctions in texts, b) use correlative conjunctions in sentences, c) appreciate use of correlative conjunctions for effective communication.	How do we join sentences?	The learner is guided to: • identify correlative conjunctions such as - either... or - neither...nor - both ... and - not only... but also • read passages in which correlative conjunctions are used, • jointly, search for sentences with correlative conjunctions from the internet, newspapers, books	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.112-114 Skills In English P.B Grade 9 Pg.180-183	• Learner journals • Peer assessment • Self-assessment • Dictation	
7	1		Conjunctions : Correlative Conjunctions	By the end of the lesson, the learner should be able to: a) identify correlative conjunctions in texts, b) use correlative conjunctions in sentences, c) appreciate use of correlative conjunctions for effective communication.	How do we join sentences?	The learner is guided to: • form sentences using correlative conjunctions, • ask and answer questions using correlative conjunctions, • match correlative conjunctions in charts, • rewrite sentences using correlative conjunctions.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.112-114 Skills In English P.B Grade 9 Pg.180-183	• Learner journals • Peer assessment • Self-assessment • Dictation	



2	Reading	Play: Style (Class Reader)	By the end of the lesson, the learner should be able to: a) identify features of style used in a play, b) relate features of style to the meaning of a play, c) acknowledge the importance of stylistic features in literary appreciation.	Why do authors use flashback, flashforward and personification in plays?	The learner is guided to: • read aloud excerpts of a play, • answer questions based on the excerpt, • highlight aspects of style such as flashback, flash-forwards and personification in a play, • discuss the role of memories, dreams and a story within the story as flashback in a play,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.115-117 Skills In English P.B Grade 9 Pg.183-189	• Learner journals • Peer assessment • Self-assessment • Dictation	
3		Play: Style (Class Reader)	By the end of the lesson, the learner should be able to: a) identify features of style used in a play, b) relate features of style to the meaning of a play, c) acknowledge the importance of stylistic features in literary appreciation.	Why do authors use flashback, flashforward and personification in plays?	The learner is guided to: • analyse the features of style in relation to the meaning of a play, • collaboratively, role play some events in which the flashback, flash forward and personification feature in the play, • engage in hot seating activities mirroring events and people in the play.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.115-117 Skills In English P.B Grade 9 Pg.183-189	• Learner journals • Peer assessment • Self-assessment • Dictation	



4	Writing	Narrative compositions	By the end of the lesson, the learner should be able to: a) identify the elements of a narrative composition, b) use the elements of a narrative composition in a story, c) appreciate the role of background information in the creation of credible stories.	How should we organise our compositions?	The learner is guided to: • read samples of narrative compositions from text books, • identify the introduction, body and conclusion of a sample composition, • brainstorm possible topics for narrative compositions, • tell a story from their own experiences,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.117-119 Skills In English P.B Grade 9 Pg.190-192	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
5		Narrative compositions	By the end of the lesson, the learner should be able to: a) identify the elements of a narrative composition, b) use the elements of a narrative composition in a story, c) appreciate the role of background information in the creation of credible stories.	How should we organize our compositions?	The learner is guided to: • plan a narrative composition, • write a narrative composition, • edit the composition, • revise the narrative composition, • read one another's composition and obtain feedback from peers, • make corrections to the narrative,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.117-119 Skills In English P.B Grade 9 Pg.190-192	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



8	1	SOCIAL AND MASS MEDIA	Listening and Speaking: Impromptu Speeches	By the end of the lesson, the learner should be able to: a) outline the procedure for preparing for an impromptu speech, b) make an impromptu speech on a selected topic, c) acknowledge the importance of excellent presentation skills in speech delivery.	In what instances could one be called upon to make a speech without prior notice?	The learner is guided to: • search for the meaning of the term impromptu speech from the dictionary or the internet, • listen to an impromptu speech made by the teacher, • brainstorm on the procedure for preparing for an impromptu speech in small groups,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.120-122 Skills In English P.B Grade 9 Pg.194-196	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
	2		Listening and Speaking: Impromptu Speeches	By the end of the lesson, the learner should be able to: a) outline the procedure for preparing for an impromptu speech, b) make an impromptu speech on a selected topic, c) acknowledge the importance of excellent presentation skills in speech delivery.	What makes an impromptu speech effective?	The learner is guided to: • make an impromptu speech on a topic related to social and mass media, • record the speech, discuss its strengths and weaknesses in a plenary and suggest ways of improvement.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.120-122 Skills In English P.B Grade 9 Pg.194-196	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
	3	Reading	Note Making	By the end of the lesson, the learner should be able to: a) identify main points or ideas in an argumentative passage, b) make notes from an argumentative passage, c) value the importance of note making while reading for	1. In what situations could notes be made? 2. Why is it important to make notes?	The learner is guided to: •practise, in groups, the note-making procedures such as sq4r, read argumentative passages based on the theme of social and mass media, • in groups, make notes on different media issues presented in any of the passages,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.123-125 Skills In English P.B	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



				pleasure or academic purposes.			Grade 9 Pg.196-201		
	4		Note Making	By the end of the lesson, the learner should be able to: a) identify main points or ideas in an argumentative passage, b) make notes from an argumentative passage, c) value the importance of note making while reading for pleasure or academic purposes.	1. In what situations could notes be made? 2. Why is it important to make notes?	The learner is guided to: • graphically prepare charts using their notes, • exchange the charts for peer review and correction, • use the notes, in groups, to compose a poem or a song and present it in class.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.123-125 Skills In English P.B Grade 9 Pg.196-201	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
	5	Grammar in use	Determiners: Numerals and Ordinals	By the end of the lesson, the learner should be able to: a) identify numerals and ordinals used as determiners in a text, b) use numerals and ordinals as determiners in sentences, c) appreciate the need for well - formed sentences in communication.	How are quantities of nouns expressed?	The learner is guided to: • search for ordinals such as first, second, third and numerals such as one, two, three from digital or nondigital sources, • recite poems with numerals and ordinals as others listen and pick out the target determiners, • in small groups, read short passages	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.125-127 Skills In English P.B Grade 9	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



						and underline numerals and ordinals used as determiners,	Pg.202-205		
9 HALF TERM									
10	1		Determiners: Numerals and Ordinals	By the end of the lesson, the learner should be able to: a) identify numerals and ordinals used as determiners in a text, b) use numerals and ordinals as determiners in sentences, c) appreciate the need for well - formed sentences in communication.	Why is it important to quantify nouns?	The learner is guided to: • mention objects in the school that could be modified using numerals and ordinals, • construct sentences using numerals and ordinals, • rewrite sentences replacing ordinals and numerals.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.125-127 Skills In English P.B Grade 9 Pg.202-205	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
	2	Reading	Play: Project	By the end of the lesson, the learner should be able to: a) identify simple props and costumes that create mood and atmosphere, b) present dramatized parts of a play to an audience, c) acknowledge the effectiveness of the performance in delivering the play's message.	How does an acted play differ from a written one?	The learner is guided to: • watch video clips on how to dramatize and record a section of a play, • in groups, select simple props and costumes that enhance performance, • write the story charts and scripts to follow in the performance, • rehearse with props and costumes,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.127-129 Skills In English P.B Grade 9 Pg.205-209	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



3		Play: Project	By the end of the lesson, the learner should be able to: a) identify simple props and costumes that create mood and atmosphere, b) present dramatized parts of a play to an audience, c) acknowledge the effectiveness of the performance in delivering the play's message.	What makes a performance successful?	The learner is guided to: • rehearse with props and costumes, • dramatize simple scenes for classmates while focusing on voice, gestures and movements, • discuss how to use role play and mime in the performance, • give and receive feedback on the performance,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.127-129 Skills In English P.B Grade 9 Pg.205-209	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
4	Writing	Filling Forms: Application Forms	By the end of the lesson, the learner should be able to: a) recognize bursary and scholarship application forms from a list of forms, b) fill in bursary and scholarship application forms while adhering to conventions, c) value the importance of giving accurate and sufficient information in forms.	Why is it important to fill in all parts of a form?	The learner is guided to: • in groups, collect bursary and scholarship application forms from digital and print sources, • note down the common features of each type of the form, • analyse, in groups, the type of data sought by different forms,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.129-132 Skills In English P.B Grade 9 Pg.209-212	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



	5		Filling Forms: Application Forms	By the end of the lesson, the learner should be able to: a) recognize bursary and scholarship application forms from a list of forms, b) fill in bursary and scholarship application forms while adhering to conventions, c) value the importance of giving accurate and sufficient information in forms.	Why is it important to fill in all parts of a form?	The learner is guided to: • fill in different forms that require data on issues such as social and mass media, • share different filled in forms for peer observation and feedback, • discuss as a plenary the importance of providing accurate data in forms, • create a form in small groups.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.129-132 Skills In English P.B Grade 9 Pg.209-212	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
11	1	INCOME GENERATING ACTIVITIES	Listening and Speaking: Conversation Skills: Job Interviews	By the end of the lesson, the learner should be able to: a) outline preparations undertaken by an interviewer and interviewee before a job interview b) ask and answer appropriate questions in mock job interviews, c) recognize excellent interview skills as a positive step towards getting a job.	How can you succeed in a job interview?	The learner is guided to: • watch an interview on a relevant topic like income generating activities, • brainstorm on the preparations undertaken by an interviewer and interviewee before a job interview,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.133-136 Skills In English P.B Grade 9 Pg.214-217	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



2		Listening and Speaking: Conversation Skills: Job Interviews	By the end of the lesson, the learner should be able to: a) outline preparations undertaken by an interviewer and interviewee before a job interview b) ask and answer appropriate questions in mock job interviews, c) recognize excellent interview skills as a positive step towards getting a job.	1. How can you succeed in a job interview? 2. Why is it important to prepare for a job interview?	The learner is guided to: • in groups, search online and offline for possible questions that are commonly asked in a job interview and write them down, • in pairs, role-play asking and answering questions in a mock job interview, and record the session electronically or as a written dialogue,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.133-136 Skills In English P.B Grade 9 Pg.214-217	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
3	Reading	Extensive Reading: Fiction	By the end of the lesson, the learner should be able to: a) distinguish between fiction and non-fiction reading materials, b) select and read grade appropriate fiction materials, c) appreciate the importance of reading fiction for exposure.	Which story books or plays have you read?	The learner is guided to: • research on the differences between fiction and non-fiction materials and give examples of each, • read self-selected fiction materials and use a graphic organizer to write short summaries of the subject, • in groups, make a readers' gallery by displaying the material read with a caption indicating its subject matter,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.136-138 Skills In English P.B Grade 9 Pg.217-221	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



4		Extensive Reading: Fiction	By the end of the lesson, the learner should be able to: a) distinguish between fiction and non-fiction reading materials, b) keep a portfolio of the subject matter, c) appreciate the importance of reading fiction for exposure.	What makes a book interesting?	The learner is guided to: • take photos of their display and keep a soft and hard copy of the photo in their portfolio, • write a card with the title and the subject matter of the material read and keep it in their portfolio, • discuss why reading fiction materials is important.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.136-138 Skills In English P.B Grade 9 Pg.217-221	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
5	Grammar in use	Word Classes: Nouns	By the end of the lesson, the learner should be able to: a) identify nouns formed from verbs and other nouns from a text, b) use nouns formed from verbs and other nouns in sentences, c) acknowledge the necessity of forming words from other word classes in the process of communication.	Which words can be formed from others?	The learner is guided to: • read a print or non-print text and underline nouns formed from verbs and other nouns, separate the root word from the suffixes, for example, employment – employ and ment, • search online or offline and compile a list of suffixes for forming nouns from verbs and other nouns,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.138-140 Skills In English P.B Grade 9 Pg.221-223	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



12	1		Word Classes: Nouns	By the end of the lesson, the learner should be able to: a) identify nouns formed from verbs and other nouns from a text, b) use nouns formed from verbs and other nouns in sentences, c) acknowledge the necessity of forming words from other word classes in the process of communication.	What changes when a word is formed from another?	The learner is guided to: • play a language game involving one learner showing a flash card with a verb and the other forming a noun from it and vice versa, • in groups, use the suffixes to form nouns from verbs and other nouns and present them in print or digital tables, • construct sentences about income generating activities using nouns formed from verbs and from other nouns,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.138-140 Skills In English P.B Grade 9 Pg.221-223	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
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	2	Reading	Grade - appropriate Play: Lessons learnt (Class Reader)	By the end of the lesson, the learner should be able to: a) identify and illustrate the lessons learnt from a play, b) relate the lessons learnt to real life experiences, c) perceive plays as sources of life lessons and entertainment.	What lessons can one learn from a play?	The learner is guided to: • search from online and offline sources for information on how to derive lessons from words and actions of characters, • read different excerpts of a play, • discuss lessons learnt and provide illustrations for each lesson identified,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.140-142 Skills In English P.B Grade 9 Pg.223-227	• Learner journals • Peer assessment • Self-assessment • Dictation	
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3		Grade - appropriate Play: Lessons learnt (Class Reader)	By the end of the lesson, the learner should be able to: a) identify and illustrate the lessons learnt from a play, b) relate the lessons learnt to real life experiences, c) perceive plays as sources of life lessons and entertainment.	Which issues are addressed in a play?	The learner is guided to: • analyse the lessons elicited by peers and relate them to real life experiences, • use graphic organizers to summarize lessons learnt and present them in charts displayed on the wall for peer review, • discuss the sections of a play that entertain and bring out lessons.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.140-142 Skills In English P.B Grade 9 Pg.223-227	• Learner journals • Peer assessment • Self-assessment • Dictation	
4	Writing	Mechanics of Writing: Abbreviations and Acronyms	By the end of the lesson, the learner should be able to: a) spell words for effective communication, b) write common abbreviations and acronyms in full, c) appreciate the importance of abbreviations and acronyms in writing.	Which words do we normally abbreviate?	The learner is guided to: • watch demonstration clips and note the rules of abbreviation and acronyms especially for the following: - titles, for example, Mrs Juma - time references, for example, 7 a.m. - organizations, technical words and company names, for example, IEBC, ICU, KBC,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.142-144 Skills In English P.B Grade 9 Pg.227-231	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
5		Mechanics of Writing: Abbreviations and Acronyms	By the end of the lesson, the learner should be able to: a) spell words for effective communication, b) write common abbreviations and acronyms in full, c) appreciate the importance of abbreviations and acronyms in	Which words do we normally abbreviate?	The learner is guided to: • distinguish between abbreviations and acronyms, • discuss the rules of abbreviation and acronyms and present them in charts in groups, • copy the lists of abbreviations from electronic or print sources respectively	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.142-144 Skills In English P.B	• Learner journals • Peer assessment • Self-assessment • Dictation	



				writing.		jointly,	Grade 9 Pg.227-231		
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13	1	PERSONA L GROOMIN G	Listening and Speaking: Listening to Respond: Expressing Feelings	By the end of the lesson, the learner should be able to: a) identify words and expressions used to describe their feelings towards a poem, b) express their feelings towards the subject matter of a poem, c) value the importance of poem recitation for effective communication.	How can one express their feelings towards a poem?	The learner is guided to: • search digital and print sources for words and expressions used to describe feelings towards a poem, • recite and record a poem emphasizing words and expressions that reveal their feelings towards the poem, • watch a live or recorded poem on personal grooming and, in small groups, describe their feelings towards the subject matter of the poem	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.145-147 Skills In English P.B Grade 9 Pg.232-234	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
	2		Listening and Speaking: Listening to Respond: Expressing Feelings	By the end of the lesson, the learner should be able to: a) identify words and expressions used to describe their feelings towards a poem, b) express their feelings towards the subject matter of a poem, c) value the importance of poem recitation for	Why is it important to recite poems with feeling?	The learner is guided to: • in groups, recite selected poems and present their varied feelings towards each poem's subject matter in detail, • discuss, in plenary, the importance of reciting poems with feeling.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.145-147 Skills In English P.B	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



				effective communication.			Grade 9 Pg.232-234		
	3	Reading	Intensive Reading: Comprehension Strategies	By the end of the lesson, the learner should be able to: a) identify clues in the passage from which conclusions can be drawn, b) infer information and meaning of words and expressions from a passage, c) apply the skills of making inferences and drawing conclusions in independent reading.	Why is it important to summarize information from a text?	The learner is guided to: • search for and read print and non-print passages on varied subjects like personal grooming, • underline words, phrases or sentences that can serve as clues for making inferences or drawing conclusions as they read, • in groups, use the clues to make inferences for information or meaning of vocabulary,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.147-149 Skills In English P.B Grade 9 Pg.234-238	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	



4		Intensive Reading: Comprehension Strategies	By the end of the lesson, the learner should be able to: a) identify clues in the passage from which conclusions can be drawn, b) summarize ideas in a passage, c) apply the skills of making inferences and drawing conclusions in independent reading.	How can one draw conclusions from a text?	The learner is guided to: • read a passage on good grooming and summarize the ideas in the passage, • present their summaries on charts and post them on the classroom noticeboard, • participate in a gallery walk and review peers' summaries.	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.147-149 Skills In English P.B Grade 9 Pg.234-238	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
5	Grammar in use	Phrasal Verbs	By the end of the lesson, the learner should be able to: a) identify phrasal verbs formed from break, hang, run and turn in texts, b) use the given phrasal verbs in sentences of their own, c) value the importance of using phrasal verbs in spoken and written communication	How are phrasal verbs different from other verbs?	The learner is guided to: • search from digital and print sources for phrasal verbs formed from break, hang, run and turn and compile them in a word list, • in small groups, search for the meaning of the phrasal verbs identified from print or non-print dictionaries, • form phrasal verbs from the given verbs and use them to fill in tables and broken passages,	• Manilla papers • Word trees • Posters • Course books Sample writing Skills In English T.G Grade 9 Pg.149-151 Skills In English P.B Grade 9 Pg.238-241	• Learner journals • Peer assessment • Self-assessment • Dictation • Standardized writing assessment	
14	END TERM ASSESSMENT/CLOSING							