GRADE 9 SCHEMES OF WORK

ENGLISH

This scheme of work presents a systematic and organized plan outlining the objectives, content, teaching methods, resources, and assessments for this subject in this grade as designed by Mwalimu Consultancy professionals. It's a roadmap for teachers, offering a detailed overview of what needs to be covered throughout the academic year. This is a component for effective delivery of the CBC curriculum and attainment of educational objectives.

TERM 1 WORK

Contact us for Complete Schemes of work

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MWALIMU CONSULTANCY

GRADE 9 RATIONALIZED ENGLISH SCHEME OF WORK TERM 1

WK	LSN	Strand	Sub-strand	Lesson Learning Outcome	Learning Experiences	Key Inquiry Question	Learning Resources	Assessment	Refl
1	1	**THEME: CITIZENSHIP.** Listening and Speaking.	Polite Language.	By the end of the lesson, the learner should be able to: a) Define the term Euphemism. b) Outline words and phrases used to express euphemism. c) Use euphemism to show politeness in communication. d) Acknowledge the importance of euphemism in communication.	In groups or pairs,learners are guided to; Search the internet or dictionary for the meaning of euphemism. Identify examples of polite words and expressions used in a communication. Listen to an audio interview or simulate an interview from a text and identify euphemism. Use euphemism in a conversation and record using digital devices. Create posters with euphemistic words and phrases and share them.	Why is it embarrassing to say some words in public? Why should we use polite language?	English Learner's Books. Dictionary. Digital devices Posters. Lesson notes Teacher's Guide.	Observation. Oral questions. Written questions. Oral presentation. Checklists.	
	2	Listening and Speaking.	Polite Language.	By the end of the lesson,the learner should be able to: a) Conduct a debate while adhering to convections of polite language. b) Acknowledge the importance of of politeness in communication.	In groups,learners are guided to: collaborate in making rules for a debating session. conduct a debate in small groups on titles such as 'passengers can avert road crashes'	How can we show good citizenship with regards to road safety?	English Learner's Books. Class.	Oral presentation. Observation schedule. Debates. Checklists. Assessment rubrics.	

	3	Reading.	Independent Reading - Grade Appropriate Text.	By the end of the lesson, the learner should be able to: a) Select reading materials from digital or non-digital sources. b) Read grade appropriate materials for lifelong learning. c) Create a reading log for monitoring reading activities. d) Recommend to peers suitable fiction and non-fiction materials to read. .	In groups,pairs and individually,learners are guided to: identify reading materials in a variety of subjects. search for online fiction and non-fiction texts. skim through the text to obtain the main idea. scan the text to obtain specific details and note down. read the selected text. prepare and maintain a reading log showing the reading activities and thoughts about what they have read	Why is it important to read different types of materials?	Learner's Textbook. Library. Digital devices. Online fiction and non-fiction texts.	Observation. Oral questions. Reading logs. Assessment rubric. Checklists.	
	4	Grammar in Use.	Gender Neutral Language.	By the end of the lesson, the learner should be able to: a) State the meaning of gender biased words and phrases. b) Identify the gender biased words and phrases in oral and written texts. c) Create posters showing gender neutral words and phrases.	In groups,pairs or individually,learners are guided to: brainstorm and present the meaning of gender biased words and phrases. listen to common English songs and pick out gender biased words and phrases. read sections of a poem or story and pick out words with gender bias. watch videos and identify gender biased and gender neutral terms used by speakers. collaborate in preparing charts or posters showing the gender neutral	How can one avoid gender bias in communication? Which words demonstrate gender sensitivity in communication?	Learner's Textbook. Charts. Lesson notes Teacher's Guide. Digital devices. Video clips.	Written questions. Assessment rubrics. Checklists. Peer Assessment. Oral questions.	

				d) Acknowledge the importance of gender biased words and phrases in communication.	words and phrases and share them through social media or school notice board.		English songs.		
	5	Grammar in Use.	Gender Neutral Language.	By the end of the lesson, the learner should be able to: a) Use gender neutral words and phrases in sentences. b) Acknowledge the importance of gender sensitivity in communication.	In groups,pairs or individually,learners are guided to: replace words with gender bias in poems or story with gender neutral words and phrases. use the gender neutral words and phrases to make sentences. rewrite/paraphrase short texts to eliminate gender bias. fill in crossword puzzles featuring gender neutral words and phrases.	What is the importance of gender sensitivity in communication?	Learner's Textbooks. Charts. Digital devices. Crossword puzzles. Lesson notes. Teacher's Guide.	Observation. Oral questions. Peer Assessment. Checklists. Written questions.	
2	1	Intensive Reading: Play.	.Play: Structure and Setting of Class Reader.	By the end of the lesson, the learner should be able to: a) Identify the structure and setting of a play. b) Describe the structure and setting of a Play. c) Acknowledge the importance of structure and setting of a Play.	In groups or pairs and individually,learners are guided to: explain the meaning of a Play and it's features. study a play and identify its structure and setting. discuss the structure and setting of a given play. outline the order of events in a Play. describe the time the actions in a Play occur. discuss where the events in a play take place. share their findings with peers for assessment.	What are the features of a Play?	Class Readers - Play. Learner's Textbook. Digital devices. Lesson notes.	observations. Peer Assessment. Oral discussion. Oral questions and presentations. Checklists.	

	2	Intensive Reading: Play.	Play: Structure and Setting of Class Reader.	By the end of the lesson,the learner should be able to: a) Analyse the acts and scenes of a Play for literary appreciation. b) Recognise the role of literary appreciation in critical thinking.	In groups or pairs,learners are guided to: study a given play and then analyse the acts and scenes in the Play. discuss the actions in the Play. collaborate with peers to role play some of the actions and characters in a Play. write a summary of a scene in a play and share with peers for assessment.	Why is it necessary to know when and where the actions in a Play took place?	Class readers - Play. Digital devices. Learner's Textbook.	Checklists. Oral questions. Oral presentation. Role play. Written questions.	
	3	Writing	Legibility and Neatness.	By the end of the lesson, the learner should be able to: a) Distinguish between tidy and untidy pieces of writing. b) Identify the sections of a piece of writing that require breaking of words and indentation. c) Indent paragraphs when writing a composition. d) Appreciate the importance of legibility and neatness in written communication.	In groups,pairs or individually,learners are guided to: distinguish between tidy and untidy pieces of writing. collaborate in indenting paragraphs appropriately. break words correctly at the end of a line. listen to an audio or oral presentation and take notes. rewrite the notes in a neat and legible handwriting and indent them appropriately. assess their own handwriting. find out the advantages of neat and legible handwriting from the internet or non-digital sources.	Why is it important to write legibly? Why do we indent paragraphs?	Digital devices. Learner's Textbook Lesson notes. Teacher's Guide.	Observation. Question and answer. Peer and self assessment. Writing tests. Checklists. Assessment rubrics.	

	4	Writing	Legibility and Neatness.	By the end of the lesson, the learner should be able to: a). Identify the techniques of improving legibility in writing. b).Create a neat and legible text on the importance of reporting risky behaviour by road users. b). Acknowledge the techniques of improving legibility in writing.	Individually,learners are guided to: write a neat and legible paragraph on the importance of reporting risky behaviour by road users and indent and break sections of the paragraph. in pairs or groups learners to review each other's written paragraph. peers to give feedback on their fellow peers writing. in groups,learners to identify and discuss the techniques of improving legibility in writing.	How can one improve his or her legibility in writing?	. Digital texts. Learner's Textbook. Lesson notes.	Written exercise. Peer and Self Assessment. Checklists. Assessment rubrics.	
	5	**THEME: SCIENCE FICTION.** Listening and Speaking.	Oral Literature: Short Forms.	By the end of the lesson, the learner should be able to: a) Identify the characteristics of riddles, tongue twisters and proverbs. b) Explain the functions of riddles, tongue twisters and proverbs. c) Search the internet for information on features and functions of riddles, tongue twisters and proverbs.	In groups or pairs,learners are guided to: use digital or print resources to search for information on the meaning and characteristics of riddles, proverbs and tongue twisters. write down their findings in note books. discuss the functions of the proverbs, tongue twisters and riddles. give examples of riddles, tongue twisters and proverbs. fill in crossword puzzles using riddles and proverbs.	Why are riddles, proverbs and tongue twisters important?	Digital devices. Lesson notes . Learner's Textbook. Resource person.	Oral questions. Assessment rubrics. Checklists. Written questions.	

				d) Appreciate the importance of short forms in fostering fluency in communication.					
3	1	Listening and Speaking.	Oral Literature: Short Forms.	By the end of the lesson, the learner should be able to: a) Collect riddles, proverbs and tongue twisters from books, internet and the community. b) Perform riddles, proverbs and tongue twisters. c) Enjoy performing the different riddles, tongue twisters and proverbs.	In groups,pairs or individually,learners are guided to: collect riddles, proverbs and tongue twisters from books, internet and resource person. play riddling games in small groups. discuss ways of performing riddles, proverbs and tongue twisters.. present and perform riddles, proverbs and tongue twisters. create a collection of riddles, proverbs and tongue twisters and display them on charts or school notice board.	How do we perform riddles, proverbs and tongue twisters?	Resource person. Digital devices. Resource books. Learner's Textbook. Lesson notes.	Checklists. Assessment rubrics. Oral presentations. Oral questions. Peer Assessment.	
	2	Reading.	Intensive Reading: Simple Poems.	By the end of the lesson,the learner should be able to: a) Identify the basic aspects of style such as repetition and rhyme in a poem. b) Describe the functions of rhyme and repetition in a poem.	In groups,pairs or individually,learners are guided to: recite and read provided simple poems. identify the parts of a poem in which repetition and rhyme are used. respond questions based on a poem. discuss the functions of rhyme and repetition in poems. relate the ideas in a poem to real life.	Why do we repeat some sounds, words and lines in a poem?	Poems. Digital devices Daughter of Nature. Learner's Textbook.	Oral questions. Checklists. Written questions. Assessment rubrics.	

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				c) Appreciate the role of repetition and rhyme in a poem.					
	3	Grammar in Use.	Nouns and Quantifiers.	By the end of the lesson,the learner should be able to: a) Define the term quantifiers. b) Identify quantifiers used with count,non-count or both categories. c) Use the different quantifiers in sentences. d) Acknowledge the importance of quantifiers in oral and written communication.	In groups,learners are guided to: use digital devices to search for information on the meaning of quantifiers and quantifiers used with count and non-count nouns. read a short passage in which quantifiers are used to describe count and non-count nouns. identify quantifiers that are used with count,non-count. form sentences using the different quantifiers with count and non -count nouns. prepare charts showing the quantifiers used with count,non-count nouns and both of them.	Why is it important to express the quantity of something correctly?	Learner's Textbook. Lesson notes. Digital devices. Teacher's Guide. charts.	Assessment rubrics. Written tests. Oral questions. Checklists.	
	4	Grammar in Use	Nouns and Quantifiers.	By the end of the lesson, the learner should be able to: a) Differentiate between count and non-count nouns. b) Identify and Categories count and non-count nouns in oral and written texts. c) Construct sentences using count and non-count nouns.	In groups or pairs,learners are guided to: differentiate between count and non-count nouns and give relevant examples. read a short passage and identify count and non-count nouns. match the count and non- count nouns with the correct quantifiers. form sentences using different quantifiers with count and non-count nouns. fill in gaps with the correct quantifiers based on count and non-count nouns.	How do count nouns differ from non-count nouns?	Learner's Textbook. Teacher's Guide. Charts. Digital devices.	Fill in gaps. Written questions. Sentence construction. Checklists. Assessment rubrics. Oral questions.	

				d) Acknowledge count and non-count nouns in texts.					
	5	Reading.	Intensive Reading: Plot (Class Reader)	By the end of the lesson,the learner should be able to: a) Identify the key events in a play. b) Describe the sequence of events in a Play. c) Relate the events in a Play to real life experiences. d) Acknowledge the importance of a plot in a literary work.	In groups or pairs or individually,learners are guided to: read a play and then identify the key events in the Play. create a summary of the key events and share in class for assessment. analyse the events in a Play. outline the sequence of events in the Play. answer questions based on the plot. make connections between events in a play and real life. role play a section of the Play in groups.	How do we know the key events in a Play?	Class Readers - Play. Digital devices. Learner's Textbook. Lesson notes. Teacher's guide.	Checklists. Peer Assessment. Assessment rubrics. Written questions.	
4	1	Writing.	Mechanics of Writing: Punctuation.	By the end of the lesson, the learner should be able to: a) Identify the double quotation marks and bracket in a text. b) Discuss the uses of the double quotation marks and brackets in a text. c) Use the double quotation marks	In groups,pairs or individually,learners are guided to: study given texts and identify the double quotation marks and bracket. discuss the uses of the double quotation marks and bracket in texts. make sentences using the double quotation marks and bracket. assess the work of their peers and give feedback. make posters displaying the correct use of the double quotation marks and the bracket.	Why is it important to use punctuation marks correctly? How do we use double quotation marks and the bracket in writing?	Learner's Textbook. Digital devices. Posters. Charts. Lesson notes.	Writing tests. Assessment rubrics. Oral questions. Checklists.	

				and bracket in written texts. d) Appreciate the role of the double quotation marks and bracket in written texts.					
	2	**THEME: Environmental Conservation.** Listening and Speaking.	Listening Comprehension	By the end of the lesson,the learner should be able to: a) Identify the main idea and specific details from an argumentative text. b) Listen for the main and specific details in an argumentative text. c) Acknowledge the need for comprehension in communication.	In groups or pairs and individually,learners are guided to: listen to a passage read out by teacher based on the theme. pick out the specific details such as places, time, events and people from a listening passage. identify the main idea from the listening text. use digital devices to listen and watch news bulletin, interview or debate and pick out the main idea and specific details.	How do the specific details in a text enhance comprehension? Why is it important to listen attentively?	Digital devices. News Bulletin. Recorded debates and interviews. Teacher's Guide. Lesson notes. Learner's Textbook.	Checklists. Oral questions. Observation. Assessment rubrics.	
	3	Listening and Speaking.	Listening Comprehension.	By the end of the lesson,the learner should be able to: a) Listen to a passage and identify the unfamiliar words. b) Infer meaning of the unfamiliar words.	In groups, learners to individually listen to a passage read out by teacher and pick out the unfamiliar words. listen to news bulletin or debate or interview and pick out the unfamiliar words. infer the meaning of unfamiliar words in groups. answe questions based on the listened passage.	Why is it important to listen attentively?	Teacher's Guide. Digital devices. News bulletin. recorded interviews or debate.	Checklists. Oral questions. Peer Assessment. Assessment rubrics.	

				c) Answer questions based on the passage. d) Acknowledge the need for listening attentively.			Learner's Textbook.		
	4	Reading	Reading for Information and Meaning.	By the end of the lesson, the learner should be able to: a) Read a grade appropriate text. b) Identify the characters,events and places in the text. c) Summarize the events in the text. d) Make connections between the events in the text and real life situations.	In groups,pairs or individually,learners are guided to: read a grade appropriate text. identify and discuss the characters, events and places in the read text. relate the characters,events and places in the text to real life. summarize the events in the text. answer questions from the text.	How do we derive information from a given text?	Learner's Textbook. Grade appropriate texts. Digital devices.	Oral questions. Checklists. Reading aloud. Written questions. Assessment rubrics.	
	5	Reading	Reading for Information and Meaning.	By the end of the lesson,the learner should be able to: a) Read a grade appropriate text and identify new phrases and words. b) Infer the meaning of words, phrases and sentences from the context.	In groups,pairs or individually,learners are guided to: read a grade appropriate texts and pick out new words and phrases. infer the meaning of the new words, phrases and sentences from the context. look up the meaning of the new words and phrases from the dictionary. form sentences using the new words and phrases. fill in crossword puzzles using the new words.	Why is it important to find the meaning of new words and phrases?	Grade appropriate texts. Learner's textbook. Dictionaries. Crossword puzzles.	Checklists. Assessment rubrics. Peer assessment. Oral questions. Filling in crossword puzzles.	

				c) Construct sentences using the new words and phrases. d) Value the need to comprehend the information in written texts.					
5	1	Grammar in Use.	Modal Auxiliaries.	By the end of the lesson, the learner should be able to: a) Identify modal auxiliaries in texts. b) Discuss the functions of the modal auxiliaries. c) Search the internet for information on the modal auxiliaries. d) Value the importance of using modal auxiliaries in communication.	In groups,pairs or individually,learners are guided to: study sentences and texts then identify the modal auxiliaries:may, might, will,shall, would, should, can and could. listen to a song or read a poem and identify the modal auxiliaries used. search the internet or print resources for information on the functions of modal auxiliaries. discuss the functions of the different modal auxiliaries.	Which words do we use to express requests, permission, ability and obligation ?	Learner's Textbook. Lesson notes. Digital devices. Charts. Teacher's Guide.	Assessment rubrics. Written questions. Oral questions. Checklists.	
	2	Grammar in Use.	Modal Auxiliaries.	By the end of the lesson,the learner should be able to: a) Use modal auxiliaries in sentences to express different moods. b) Value the importance of using modal auxiliaries in communication.	In groups,pairs or individually,learners are guided to: construct sentences using the modal auxiliaries to express permission, requests, ability and obligation. collaborate in creating a dialogue featuring the different modal auxiliaries. fill in gaps using the appropriate modal auxiliaries.	What is the importance of using modal auxiliaries in communication?	Learner's Textbook. Digital devices. Teacher's Guide.	Assessment rubrics. Filling in Gaps. Written questions. Peer assessment. Checklists.	

	3	Reading	Poems: Structure.	By the end of the lesson,the learner should be able to: a) Describe the structure of a poem b) Analyse the use of personification in poems. c) Appreciate the reading of poetry for enjoyment.	In groups or pairs,learners are guided to: recite a poem and describe its structure. identify the number of lines in a poem. pick out the short and long lines in a poem. collaborate in identifying instances of personification in poems. discuss how personification has been used in the poem.	Why are non-living things or animals made to behave like human beings in poems or stories?	Poems. Learner's Textbook. Lesson notes. Teacher's Guide.	Assessment rubrics. Checklists. Oral questions Written questions.	
	4	Reading	Poems: Structure.	By the end of the lesson, the learner should be able to: a) Identify and infer meaning of new words from the context of a poem. b) Create a poem based on a topic of interest. c) Demonstrate creativity in creating a poem on topic of interest.	In groups or pairs,learners are guided to: read selected poems and identify the new words. infer the meaning of new words from the context of a poem. come up with a class project in which they: identify a topic of interest. carry out research about the topic. compose a poem based on the selected topic. ask a peer to review the poem. make corrections on the poem. share the poem on the school notice board or through social media.	What should we consider when creating or composing a poem?	Learner's Textbook. Digital devices. Charts.	Class project. Assessment rubrics. Checklists. Peer Assessment.	
	5	Writing	Structure of a Paragraph.	By the end of the lesson,the learner should be able to: a) Outline the four characteristics of a well formed paragraph.	In groups or pairs, learners are guided to: read excerpts from newspaper articles, textbooks or online articles. identify the topic, supporting sentences and clincher sentence. outline the steps for paragraph writing.	Why is it important to organize ideas in your paragraph	Newspaper articles. Textbooks. Online articles.	Assessment rubrics. Checklists Oral questions.	

				b) Discuss the steps for paragraph writing. c) Prepare a chart showing the steps for paragraph writing. d) Acknowledge the steps for paragraph writing.	discuss the steps for paragraph writing. prepare a chart showing the steps for paragraph writing.	s coherently ?	Learner's Textbook. Digital devices. Charts.		

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- ✓TOP SCHOOLS PREMOCKS
- ✓KPLEA JOINT PREMOCKS
- ✓TOP SCHOOLS MOCKS
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