

GRADE 9 RATIONALIZED ENGLISH SCHEMES OF WORK TERM 2

Week	Lesson	Strand	Sub-strand	Lesson Learning Outcome	Learning Experiences	Key Inquiry Question	Learning Resources	Assessment	Reflection
1	1	Natural Resources: Marine Life. Listening and Speaking.	Listening Comprehension: Listening for Detail.	By the end of the lesson, the learner should be able to: a) Identify signals that highlight the main idea in a listening passage. b) Select the main idea from listening passages. c) Develop a positive attitude towards listening actively and attentively to enhance comprehension.	In groups, learner are guided to; Discuss examples of how to recognize main ideas in passages. Listen to a recorded text played or read by teacher and identify the main idea. Pick out details from a listening text. Rewrite the passage in their own words Discuss any new information learnt from the listening passage.	Why should we distinguish between relevant and irrelevant information during a presentation?	Skills in English pg 135-136. Grade 9 English Curriculum Design. Teacher's Guide. Lesson notes.	Aural & Oral questions. Assessment rubrics. Checklists.	
	2	Listening and Speaking.	Listening Comprehension: Listening for Detail.	By the end of the lesson, the learner should be able to: a) Respond to questions based on the listening passage.	In groups, learners are guided to; Listen to passages and then answer the questions correctly based on the passage.	Why is it important to listen keenly?	Skills in English pg 136-137. Digital devices. Teacher's Guide.	Assessment rubrics. Checklists Aural and Oral questions.	

				b) Use digital devices to search for information on protecting marine life. c) Acknowledge the importance of attentive listening.	Recall specific details from listening passage. Use digital devices to search for information on protecting marine and pick out the specific details.				
	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.	In groups, learners are guided to; brainstorm the difference between reading for interpretation and evaluation. Read a short text related to the theme and interpret it in pairs. read a text for understanding and answer its questions. write a summary of texts related to the theme.	What is the difference between reading for interpretation and evaluation? How can you interpret a text correctly?	Skills in English pg 137-140. Teacher's Guide.	Assessment rubrics. Checklists. Written Assessment.	

	4	Reading.	Intensive Reading: Interpretation and Evaluation.	By the end of the lesson, the learner should be able to: a) Read texts related to the theme. b) Summarise information in reading texts. c) Acknowledge the need for understanding reading texts.	In groups, learners are guided to: watch video clips on a text and interpret the text. outline the key issues discussed in the video clip and summarise its content. study and identify visuals from texts related to the theme. make detailed notes of digital and print texts they have read.	Why should you give the correct interpretation of a text?	Skills in English pg 140-141. Grade 9 English Curriculum Design. Teacher's Guide.	Assessment rubrics. Checklists. Peer Assessment. Written Assessment. Oral questions.	
	5	Grammar in Use.	Relative Pronouns.	By the end of the lesson, the learner should be able to: a) Identify relative pronouns from a text. b) Use relative pronouns in sentences. c) Acknowledge the value of relative pronouns in communication.	In groups, learners are guided to: Explain the meaning of relative pronouns and how they are used using relevant examples. Identify relative pronouns from a passage. Roleplay a dialogue featuring relative pronouns.	What are relative pronouns? How are relative pronouns used in sentences?	Skills in English pg 142 & 144. Teacher's Guide. Lesson notes.	Oral discussion. Assessment rubrics. Checklists. Written Assessment. Oral questions.	

					construct sentences using relative pronouns.				
2	1	Grammar in Use.	Interrogative Pronouns.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify interrogative pronouns in text. b) Use interrogative pronouns in sentences. c) Acknowledge the value of interrogative pronouns in communication. 	<p>In groups, learners are guided to: Explain the meaning of interrogative pronouns and how they are used using examples.</p> <p>Identify interrogative pronouns from a passage.</p> <p>Use interrogative pronouns to ask questions based on visuals.</p> <p>Construct sentences using interrogative pronouns.</p> <p>solve crossword puzzle involving relative and interrogative pronouns.</p>	<p>How do you obtain information from people?</p> <p>What are interrogative pronouns?</p>	<p>Skills in English pg 143-145. Teacher's Guide. Lesson notes.</p>	<p>Assessment rubrics. Checklists. Written Assessment. Oral Questions.</p>	
	2	Reading.	Intensive Reading: Play .	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the characters in a play for deeper 	<p>In groups, learners are guided to: State the meaning of a play and character.</p>	<p>What are the features of a Play?</p> <p>What is the difference between main</p>	<p>Skills in English pg 146-148. Excerpts of Plays. Teacher's Guide</p>	<p>Assessment rubrics. Checklists. Oral questions. Written Assessment.</p>	

				<p>understanding .</p> <p>b) Read and answer questions based on a play.</p> <p>c) Value the role of literary appreciation in developing critical thinking.</p>	<p>Scan through an excerpt of a Play and identify the characters.</p> <p>Read excerpts of a play and then answer questions based on the Play.</p> <p>Role play the characters and Simulate the action in the sections of the Play.</p> <p>Draw a diagram and fill it with information about the characters in the excerpt of a play.</p>	and minor characters?			
	3	Reading.	Intensive Reading:Play .	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the conflicts between the characters in the Play.</p> <p>b) Analyse the characters in a Play and their relationship.</p> <p>c) Acknowledge how characters in a</p>	<p>In groups,learners are guided to;</p> <p>Discuss the meaning of a Conflict in a Play. Guide learners in identifying the conflicts between characters in a Play.</p> <p>Discuss how how the conflicts are resolved.</p> <p>Collaborate in analysing the characters in a Play and their relationships.</p>	Why is it important to understand the relationships between different characters in a Play?	Skills in English pg 144-150. Excerpts of Play. Teacher's Guide. Lesson notes.	Oral questions and discussion. Assessment rubrics. Checklists. Written Assessment.	

				Play relate to real life.	relate the characters in a Play to real life.				
	4	Writing.	The Writing Process.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Outline the stages of the writing process. b) Discuss the stages of the writing process. c) Acknowledge the stages involved in the writing process. 	<p>In groups or pairs, learners are guided to:</p> <p>Outline the steps of the writing process.</p> <p>Discuss the steps of the writing process.</p> <p>Read samples of writings or stories and identify paragraphs that comprise of the introduction, main body and conclusion.</p> <p>make short notes on the steps involved in the writing process.</p>	What are the stages of the writing process?	Skills in English pg 150-151. Teacher's Guide. Samples of Writings.	Assessment rubrics. Oral discussion. Oral questions.	
	5	Writing.	The Writing Process.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Select a topic for writing a factual composition. b) Create a composition poem or story following the steps of the writing process. 	<p>In groups or pairs, learners are guided to:</p> <p>Brainstorm on different topics such as natural resources - marine life, respect and life skills for writing a factual composition.</p> <p>Select one topic in each group and write a factual composition by</p>	How does writing help us improve the quality of our writing?	Skills in English pg 151-152. Writing Books. Teacher's Guide.	Writing Exercises. Checklists. Assessment rubrics. Peer Assessment.	

				c) Advocate the need for creativity in life.	following the writing process. Share their factual composition pieces among the groups for peer assessment and correction.				
3	1	Tourism: International. Listening and Speaking.	Oral Poetry.	By the end of the lesson, the learner should be able to: a) Identify clues that help that help in interpretation of poems. b) Interpret oral poems on varied issues. c) Acknowledge the need of interpreting oral poems.	In groups, learners are guided to; Discuss what interpretation of oral poems involves. Outline the clues that helps one to interpret a poem accurately. listen to different oral poems on various issues from audio recordings. Collaborate in interpreting the poems following the given steps or questions. Infer meaning of words and phrases in given oral poems.	Why should we interpret an oral poem correctly?	Skills in English pg 154-156. Audio recordings of oral poems. Digital devices. Teacher's Guide.	Assessment rubrics. Checklists. Oral questions. Oral discussion. Written Assessment.	
	2	Listening and Speaking.	Oral Poetry.	By the end of the lesson, the learner should be able to: a) Identify verbal and	In groups, learners are guided to; discuss the techniques used in the oral	How can you make the performance of an oral poem interesting?	Skills in English pg 156. Digital devices. Teacher's Guide .	Assessment rubrics. Checklists. Peer Assessment.	

				<p>non-verbal techniques used in oral performance of poems.</p> <p>b) Perform oral poems using the verbal and non-verbal techniques.</p> <p>c) Acknowledge the role of oral poetry in the preservation of our cultural heritage.</p>	<p>performance of poems.</p> <p>Collaborate in using appropriate performance techniques to perform oral poems.</p> <p>Compose oral poems on the theme and share with the class for assessment.</p>		Lesson notes.	Oral presentation .	
	3	Reading.	Reading for Interpretation .	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Identify the point of view in poems.</p> <p>b) Read poems and answer questions based on the poems.</p> <p>c) Acknowledge the importance of the point of view in the understanding of a poem</p>	<p>In groups,pairs,learners are guided to: Discuss the meaning of reading for interpretation and point of view.</p> <p>Outline the types of points of view used in writing and explain how to identify point of view in poems.</p> <p>Read given poems and identify the point of view siting words that indicates the point of views.</p>	How do you identify the point of view in a poem?	<p>Skills in English pg 157-159.</p> <p>Teacher's Guide.</p> <p>Lesson notes.</p> <p>Poems.</p> <p>Dictionary.</p> <p>Digital devices.</p>	<p>Assessment rubrics.</p> <p>Oral questions.</p> <p>Oral discussion.</p> <p>Checklists.</p> <p>Written Assessment.</p>	

					answer the questions on the poems.				
	4	Reading.	Reading for Interpretation .	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Use digital or print resources to search for poems written from different points of view. b) Analyse the point of views in poems. c) Acknowledge the importance of the point of view in the understanding of poems. 	<p>In groups, learners are guided to;</p> <p>Search for poems with different points of view from the internet and non-digital sources.</p> <p>Collaborate in identifying the point of view used in each poem.</p> <p>Analyse the different points of view in the selected poems and identify words indicating the point of view.</p> <p>listen to poems read by the teacher and relate the subjects of different poems to real life.</p>	Why is it important to understand the point of view in poems?	Skills in English pg 159. Digital devices. Poems.	Assessment rubrics. Checklists. Written Assessment. Oral questions.	
	5	Grammar in Use.	Complex Prepositions.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify complex prepositions in texts. 	<p>In groups, learners are guided to;</p> <p>Explain the meaning of complex prepositions.</p> <p>Use digital or print resources to find</p>	What is the difference between simple and complex prepositions?	Skills in English pg 160-161. Teacher's Guide. Lesson notes. Digital devices.	Oral questions. Checklists. Assessment rubrics. Written Assessment.	

				<p>b) Search the internet and books for examples of complex prepositions.</p> <p>c) Appreciate the role of prepositions in oral and written communication.</p>	<p>examples of complex prepositions and list them down in books.</p> <p>Read a passage from the book and identify complex preposition used.</p> <p>Read and underline complex prepositions used in various texts.</p>		Charts showing complex prepositions.		
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