Grade 9 English

Term 1 - 50 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

50 complete, ready-to-teach Grade 9 English lesson plans for Term 1, covering the themes citizenship, Science fiction, environmental conservation, consumer protection: consumer laws and policies and relationships: community, each with its own speaking, reading, grammar and writing lessons.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1.1	Polite Language	2
1.2.1	Independent Reading - Grade Appropriate Text	2
1.3.1	Gender Neutral Language	2
1.4.1	Play: Structure and Setting	2
1.5.1	Legibility and Neatness	2
2.1.1	Oral Literature: Short Forms	2
2.2.1	Intensive Reading: Simple Poems	2
2.3.1	Nouns and Quantifiers	2
2.4.1	Intensive Reading: Plot	2
2.5.1	Mechanics of Writing: Punctuation	2
3.1.1	Listening Comprehension (Grade Appropriate Texts)	2
3.2.1	Reading for Information and Meaning	2
3.3.1	Modal Auxiliaries	2
3.4.1	Poems: Structure	2
3.5.1	Structure of a paragraph	2
4.1.1	Selective Listening	2
4.2.1	Intensive Reading	2
4.3.1	Present and Past Perfect Aspect	2
4.4.1	Play: Identification of Characters	2
4.5.1	Narrative and Descriptive Paragraphs	2

5.1.1	Pronunciation	2
5.2.1	Reference Materials: Dictionary, Thesaurus, Encyclopaedia	2
5.3.1	Order of Adjectives	2
5.4.1	Play: Style	2
5.5.1	Letter of Application	2

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Euphemism: saying difficult things politely

By the end of the lesson, the learner should be able to: a) explain what a euphemism is; b) replace blunt expressions with polite ones

> **Euphemisms soften hard words**
> A euphemism is a mild or polite word used in place of one that may sound harsh, rude or upsetting.
> Blunt: "He died." Polite: "He passed away." Blunt: "She was sacked." Polite: "She was let go." Blunt: "Where is the toilet?" Polite: "Where can I wash my hands?"

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

CONTENTS

No.	Lesson	Topic	Page
1	Euphemism: saying difficult things politely	1.1.1 Polite Language	5
2	Polite language in a debate	1.1.1 Polite Language	8
3	Choosing materials for independent reading	1.2.1 Independent Reading - Grade Appropriate Text	11
4	Keeping a reading log	1.2.1 Independent Reading - Grade Appropriate Text	14
5	Spotting gender-biased language	1.3.1 Gender Neutral Language	17
6	Using gender-sensitive language	1.3.1 Gender Neutral Language	20
7	The structure of a play	1.4.1 Play: Structure and Setting	23
8	Setting, acts and scenes	1.4.1 Play: Structure and Setting	26
9	Indentation and breaking words at line ends	1.5.1 Legibility and Neatness	29
10	Writing neatly and legibly	1.5.1 Legibility and Neatness	32
11	Riddles, tongue twisters and proverbs: features and functions	2.1.1 Oral Literature: Short Forms	35
12	Performing short forms	2.1.1 Oral Literature: Short Forms	38
13	Rhyme and repetition in a poem	2.2.1 Intensive Reading: Simple Poems	41
14	Why poets use rhyme and repetition	2.2.1 Intensive Reading: Simple Poems	44
15	Count and non-count nouns	2.3.1 Nouns and Quantifiers	47
16	Using quantifiers correctly	2.3.1 Nouns and Quantifiers	50
17	Stages of a plot	2.4.1 Intensive Reading: Plot	53
18	Plot and real life	2.4.1 Intensive Reading: Plot	56
19	Double quotation marks	2.5.1 Mechanics of Writing: Punctuation	59
20	Brackets	2.5.1 Mechanics of Writing: Punctuation	62
21	Listening for the main idea in an argument	3.1.1 Listening Comprehension (Grade Appropriate Texts)	65
22	Listening for specific details	3.1.1 Listening Comprehension (Grade Appropriate Texts)	68
23	Working out word meanings from context	3.2.1 Reading for Information and Meaning	71
24	Connecting a text to real life	3.2.1 Reading for Information and Meaning	74
25	Identifying modal auxiliaries and their meanings	3.3.1 Modal Auxiliaries	77
26	Using modals to express different moods	3.3.1 Modal Auxiliaries	80

27	The structure of a poem and personification	3.4.1 Poems: Structure	83
28	Creating and enjoying poems	3.4.1 Poems: Structure	86
29	Characteristics of a well-formed paragraph	3.5.1 Structure of a paragraph	89
30	Writing a coherent, unified paragraph	3.5.1 Structure of a paragraph	92
31	Selecting the information you need	4.1.1 Selective Listening	95
32	Judging the message you hear	4.1.1 Selective Listening	98
33	Predicting and following key events	4.2.1 Intensive Reading	101
34	Direct and inferential questions; relating to real life	4.2.1 Intensive Reading	104
35	The present perfect aspect	4.3.1 Present and Past Perfect Aspect	107
36	The past perfect aspect	4.3.1 Present and Past Perfect Aspect	110
37	Identifying characters and their traits	4.4.1 Play: Identification of Characters	113
38	Describing characters' actions with adverbs	4.4.1 Play: Identification of Characters	116
39	Narrative paragraphs in the first person	4.5.1 Narrative and Descriptive Paragraphs	119
40	Descriptive paragraphs in the second person	4.5.1 Narrative and Descriptive Paragraphs	122
41	Semi-vowels and diphthongs	5.1.1 Pronunciation	125
42	Stress on content and function words	5.1.1 Pronunciation	128
43	Types of reference materials and their uses	5.2.1 Reference Materials: Dictionary, Thesaurus, Encyclopaedia	131
44	Researching a topic with reference materials	5.2.1 Reference Materials: Dictionary, Thesaurus, Encyclopaedia	134
45	Types of adjectives	5.3.1 Order of Adjectives	137
46	The correct order of adjectives	5.3.1 Order of Adjectives	140
47	Features of style in a play	5.4.1 Play: Style	143
48	How style reinforces the message	5.4.1 Play: Style	146
49	Components of a letter of application	5.5.1 Letter of Application	149
50	Writing a letter of application for Senior School	5.5.1 Letter of Application	152

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Euphemism: saying difficult things politely

Strand 1.0 Citizenship > Sub-strand 1.1.1 Polite Language | Lesson 1 of 2 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain what a euphemism is; b) replace blunt expressions with polite ones

KEY INQUIRY QUESTION(S)

- Why should we use polite language?
- Why is it embarrassing to say some words in public?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Effective communication**	Developed through the activities in this lesson.

LEARNING RESOURCES

Cards with blunt sentences and their polite (euphemistic) versions | A chart of debate rules and polite expressions | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

euphemism | polite | blunt | debate | proposer | opposer | chairperson | point of order

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: why is it embarrassing to say some words in public? How would you tell a visitor where the toilet is, politely?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Euphemisms soften hard words" (teaching points and model text on the next page), explaining as you go. Use cards with blunt sentences and their polite (euphemistic) versions, a chart of debate rules and polite expressions, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why do people use euphemisms at funerals?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Euphemisms soften hard words

A euphemism is a mild or polite word used in place of one that may sound harsh, rude or upsetting.

Blunt: "He died." Polite: "He passed away." Blunt: "She was sacked." Polite: "She was let go." Blunt: "Where is the toilet?" Polite: "Where can I wash my hands?"

Blunt: "You are fat." Polite: "You have gained a little weight." Blunt: "He is old." Polite: "He is a senior citizen."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give a euphemism for "died".	**Passed away / passed on / is no longer with us**
2	Give a euphemism for "poor".	**Less fortunate / needy**
3	Rewrite politely: "Your essay is rubbish."	**For example: "Your essay needs more work."**
4	Why do people use euphemisms at funerals?	**To show respect and avoid hurting grieving people.**

WATCH OUT FOR

Learners overuse euphemisms until the meaning is lost. A euphemism must still be clear.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain what a euphemism is confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain what a euphemism is accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain what a euphemism is, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain what a euphemism is without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Match blunt cards to polite cards in pairs.
Learners ready for more	Write three euphemisms used in your community or in Kiswahili and their plain meanings. (Answer: Answers will vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "euphemism: saying difficult things politely" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Polite language in a debate

Strand 1.0 Citizenship > Sub-strand 1.1.1 Polite Language | Lesson 2 of 2 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) use polite expressions to agree and disagree in a debate; b) follow the rules of a formal debate

KEY INQUIRY QUESTION(S)

- Why should we use polite language?
- Why is it embarrassing to say some words in public?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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