Grade 9 English

Term 2 - 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 2, covering the themes leisure time, natural resources: marine life, tourism: international, heroes and heroines: world and social and mass media, each with its own speaking, reading, grammar and writing lessons.

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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

Language of negotiation

By the end of the lesson, the learner should be able to: a) identify words and phrases used in negotiation; b) use them in a dialogue

> **Model dialogue: choosing a weekend activity**
> BARAKA: "How about we play football on Saturday?" NJERI: "I see your point, but I had hoped we could visit the library. What if we play football in the morning and go to the library in the afternoon?" BARAKA: "That sounds fair. Let's agree on that."
> Useful phrases: "How about...?", "What if we...?", "I see your point, but...", "Would you consider...?", "Let's meet halfway", "That sounds fair", "Let's agree on that".

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.

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ELIMU254

Language of negotiation

Strand 6.0 Leisure time > Sub-strand 6.1.1 Conversational skills: Negotiation skills | 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) identify words and phrases used in negotiation; b) use them in a dialogue

KEY INQUIRY QUESTION(S)

- Which words or expressions would one use when negotiating?
- How can one enhance their negotiation skills?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Conflict resolution**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

The model dialogue on a chart | Role-play cards with situations | 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

negotiate | compromise | proposal | counter-offer | agreement | non-verbal cue | win-win

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: which words or expressions would one use when negotiating? How do you agree with your siblings on which TV programme to watch?" 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 "Model dialogue: choosing a weekend activity" (teaching points and model text on the next page), explaining as you go. Use the model dialogue on a chart, role-play cards with situations, 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: "What did Baraka and Njeri agree on?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Model dialogue: choosing a weekend activity

BARAKA: "How about we play football on Saturday?" NJERI: "I see your point, but I had hoped we could visit the library. What if we play football in the morning and go to the library in the afternoon?" BARAKA: "That sounds fair. Let's agree on that."

Useful phrases: "How about...?", "What if we...?", "I see your point, but...", "Would you consider...?", "Let's meet halfway", "That sounds fair", "Let's agree on that".

Negotiation is discussing to reach an agreement that both sides can accept.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is negotiation?	**Discussing to reach an agreement acceptable to both sides.**
2	Give a phrase for making a suggestion.	**"How about...?" or "What if we...?"**
3	Give a phrase for disagreeing politely.	**"I see your point, but..."**
4	What did Baraka and Njeri agree on?	**Football in the morning and the library in the afternoon.**

WATCH OUT FOR

Learners treat negotiation as winning an argument. The aim is an agreement both sides accept.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a phrase card for each stage: suggest, disagree politely, compromise, agree.
Learners ready for more	Write a short dialogue in which two friends negotiate how to share a weekend chore. (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 "language of negotiation" 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.

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Verbal and non-verbal cues in negotiation

Strand 6.0 Leisure time > Sub-strand 6.1.1 Conversational skills: Negotiation skills | 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 tone, body language and listening skills while negotiating; b) role-play a negotiation

KEY INQUIRY QUESTION(S)

- Which words or expressions would one use when negotiating?
- How can one enhance their negotiation skills?

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.
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