

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 9 ENGLISH
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 47 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	9
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. English Grade 9 Curriculum Design (KICD)
2. Approved English Grade 9 Learner's Book
3. English Grade 9 Teacher's Guide
4. KNEC KJSEA English Assessment Framework 2026

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 9 ENGLISH.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Public Speaking**

SCHOOL	_____
LEARNING AREA	English
GRADE	9
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	LISTENING & SPEAKING
SUB-STRAND	Public Speaking
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Deliver a 2-minute speech b) Use voice projection c) Build confidence
KEY INQUIRY QUESTION(S)	How do we hold an audience's attention?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Sample speeches, mirror, recordings

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Public Speaking by writing the key inquiry question on the board: "How do we hold an audience's attention?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to deliver a 2-minute speech. Display the resources for the lesson (Sample speeches, mirror, recordings) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Teacher models. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Deliver a 2-minute speech". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Learners prepare topic. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How do we hold an audience's attention?" and answer it now using the

	example you just completed. Connect explicitly to the SLO: "Use voice projection". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Deliver to pair. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Public Speaking independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build confidence".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Public Speaking? (2) How would you answer "How do we hold an audience's attention?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Public Speaking in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Public Speaking**

SCHOOL	_____
LEARNING AREA	English
GRADE	9
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	LISTENING & SPEAKING
SUB-STRAND	Public Speaking
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Use stress and intonation b) Maintain eye contact c) Persuade audience
KEY INQUIRY QUESTION(S)	How does our voice carry meaning?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Recording device, learner book

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Public Speaking by writing the key inquiry question on the board: "How does our voice carry meaning?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to use stress and intonation. Display the resources for the lesson (Recording device, learner book) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Practise stress patterns. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Use stress and intonation". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Pair coaching. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How does our voice carry meaning?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Maintain eye contact". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. Recorded delivery. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for

	sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Public Speaking independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Persuade audience".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Public Speaking? (2) How would you answer "How does our voice carry meaning?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Public Speaking in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— **END OF PREVIEW** —

You have viewed 2 of 47 fully-detailed lesson plans. The complete pack covers every week of Term 2 (47 lessons) plus the full Scheme of Work.

Buy the full pack — only KES 300

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SECTION B: SCHEME OF WORK — GRADE 9 ENGLISH TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Listening & Speaking	Public Speaking	a) Deliver a 2-minute speech b) Use voice projection c) Build confidence	How do we hold an audience's attention?	Teacher models; learners prepare topic; deliver to pair	Sample speeches, mirror, recordings	Performance, peer
1	2	Listening & Speaking	Public Speaking	a) Use stress and intonation b) Maintain eye contact c) Persuade audience	How does our voice carry meaning?	Practise stress patterns; pair coaching; recorded delivery	Recording device, learner book	Performance, peer
1	3	Listening & Speaking	Group Discussions	a) Contribute meaningfully to group b) Listen to others c) Build collaboration	How do good speakers listen?	Group on a topic; rotate speakers; reflect	Discussion topics, learner book	Observation, peer
1	4	Listening & Speaking	Debate	a) Present argument with evidence b) Counter opposing view c) Build critical thinking	How do we argue effectively and respectfully?	Mini-debate; teacher moderates; class judges	Debate topics, timer	Performance, peer
2	1	Reading	Comprehension Strategies	a) Skim and scan effectively b) Identify main idea c) Build reading speed	How do good readers find information quickly?	Skimming drill; scan for facts; pair share	Sample passages, learner's book	Written, oral
2	2	Reading	Inferential Reading	a) Make inferences from text b) Distinguish stated vs implied c) Build deeper reading	What does the writer mean but not say?	Read passage; identify implied meanings; pair discuss	Passages, learner's book	Written, oral
2	3	Reading	Critical Reading	a) Identify writer's purpose b) Detect bias c) Build evaluation skills	Why did the writer write this?	Compare two opinion texts; identify bias; class discuss	Newspaper articles, opinion pieces	Written, peer
2	4	Reading	Vocabulary in Context	a) Use context clues b) Build subject-specific vocabulary c) Improve comprehension	How do we work out new words from the sentence?	Underline new words; use context; verify with dictionary	Passages, dictionary	Written, peer
3	1	Reading	Literature — Setbook Introduction	a) Identify themes in setbook b) Identify characters c) Engage with text	What is our setbook about?	Read first chapter; discuss themes; map characters	Setbook, character map	Oral, observation
3	2	Reading	Literature — Character Analysis	a) Describe main character b) Trace development c) Build literary skill	How does the main character change?	Read assigned chapters; analyse traits; pair discuss	Setbook, character template	Written, peer
3	3	Reading	Literature — Theme Analysis	a) Identify major themes b) Cite textual evidence c) Build essay foundation	What is the writer really saying?	Identify themes; quote evidence; pair share	Setbook, theme worksheet	Written, oral

3	4	Reading	Literature — Style Analysis	a) Identify literary devices (metaphor, irony, simile) b) Explain effect c) Build appreciation	How does the writer make us feel?	Find devices in passage; explain; pair quiz	Setbook, literary devices chart	Written, peer
4	1	Writing	Essay Writing — Planning	a) Plan a 250-word essay b) Use mind map c) Build structured writing	How do we plan before we write?	Topic given; pair brainstorm; mind map; outline	Mind map template, learner's book	Written, peer
4	2	Writing	Essay Writing — Drafting	a) Write introduction b) Develop body paragraphs c) Build paragraphing	How do we structure a good essay?	Use plan; draft; pair review	Lined books, plan from previous	Written, peer
4	3	Writing	Essay Writing — Revising	a) Re-read draft critically b) Fix grammar and flow c) Build editing skills	How do we make our writing better?	Re-read; mark errors; rewrite cleanly	Drafts, pencils	Self-assessment, peer
4	4	Writing	Essay Writing — Conclusion	a) Write strong conclusion b) Re-state main argument c) Leave reader with thought	How do we end an essay powerfully?	Worked examples; pair draft; share	Sample conclusions, lined books	Written, peer
5	1	Writing	Composition — Narrative	a) Plan a narrative composition b) Use vivid description c) Build creative writing	How do we tell a memorable story?	Plot map; pair brainstorm; outline	Story templates, learner's book	Written, peer
5	2	Writing	Composition — Narrative	a) Draft narrative with dialogue b) Use direct speech punctuation c) Bring characters alive	How do we use dialogue effectively?	Punctuation rules; sample dialogue; pair draft	Sample stories, lined books	Written, peer
5	3	Writing	Functional Writing — Letters	a) Write a formal letter b) Use correct format c) Build practical writing	How do we write a complaint letter?	Show format; sample letter; pair write	Sample letters, lined books	Written, peer
5	4	Writing	Functional Writing — Emails	a) Write a professional email b) Use appropriate tone c) Build digital literacy	How is an email different from a letter?	Compare formats; sample email; pair write	Sample emails, devices (optional)	Written, peer
6	1	Grammar	Tenses	a) Identify simple, continuous, perfect tenses b) Use accurately in writing c) Build accuracy	How do tenses show time?	Tense chart; worked examples; pair drill	Tense chart, exercise book	Written, oral
6	2	Grammar	Active and Passive Voice	a) Identify active vs passive b) Convert between c) Apply in writing	When do we use passive voice?	Compare examples; convert sentences; pair drill	Worked examples, exercise book	Written, peer
6	3	Grammar	Direct and Indirect Speech	a) Convert direct to indirect speech b) Use correct rules c) Build technique	How do we report what someone said?	Rules with examples; pair drill	Examples, exercise book	Written, peer
6	4	Grammar	Conditional Sentences	a) Identify conditional types (zero, first, second) b) Use accurately c) Build	What is a conditional sentence?	Three types; worked examples; pair drill	Examples, exercise book	Written, oral

				sentence variety				
7	1	Reading	Setbook — Chapter Analysis	a) Analyse plot in chapter b) Track character development c) Build close reading	What happens in this chapter?	Read; pair retell; identify key events	Setbook, chapter notes	Oral, written
7	2	Reading	Setbook — Quotations	a) Identify key quotations b) Explain context c) Build quote bank	Which quotes capture the theme?	Mine quotes; explain context; build bank	Setbook, quote bank template	Written, peer
7	3	Reading	Setbook — Conflict	a) Identify types of conflict b) Trace resolution c) Build literary analysis	What conflicts drive the story?	Identify man vs man, vs society, vs self; discuss	Setbook, conflict chart	Written, oral
7	4	Reading	Setbook — Symbolism	a) Identify symbols b) Explain meaning c) Build deeper appreciation	What do objects in the story mean?	Find symbols; explain; pair discuss	Setbook, symbol chart	Written, peer
8	1	Writing	Essay — Setbook Question	a) Plan setbook essay b) Develop argument c) Use textual evidence	How do we answer a setbook question?	Plan structure; quote evidence; outline	Past papers, setbook, plan template	Written, peer
8	2	Writing	Essay — Setbook Question	a) Draft 500-word setbook essay b) Use quotations effectively c) Build exam technique	How do we write a clear, well-supported essay?	Draft using plan; integrate quotes; pair review	Lined books, setbook	Written, peer
8	3	Writing	Essay — Setbook Question	a) Edit and finalise essay b) Check grammar and flow c) Build polish	How do we polish our writing?	Re-read; mark errors; rewrite; mark	Drafts, pencils	Self-assessment, peer
8	4	Writing	Mock Essay Practice	a) Write under timed conditions b) Manage time c) Build exam stamina	Can I write a quality essay in 45 minutes?	Timed essay; mark together; identify weak areas	Past papers, lined books, watch	Written, self-assessment
9	1	Listening & Speaking	Pronunciation	a) Pronounce difficult sounds b) Use stress and intonation c) Build oral fluency	How do we pronounce challenging words?	Tongue twisters; minimal pairs; pair drill	Recording device, pronunciation chart	Performance, peer
9	2	Listening & Speaking	Listening Skills	a) Listen for specific information b) Take notes from audio c) Build listening comprehension	How do we listen actively?	Audio passage; note-taking; pair share answers	Audio device, recordings, notebooks	Written, oral
9	3	Listening & Speaking	Interviews	a) Conduct a simple interview b) Ask follow-up questions c) Build questioning skills	How do we ask great interview questions?	Pair interviews on a topic; share findings	Interview templates, recording device	Performance, peer
9	4	Listening & Speaking	Oral Presentations	a) Present research findings b) Use visual aids c) Build presentation skills	How do we present clearly?	Pair research; create poster; present	Poster materials, research topics	Performance, peer
10	1	KJSEA Revision	Comprehension Practice	a) Practise comprehension passages b) Manage time c) Build	Am I ready for comprehension?	Past papers; pair mark; discuss	Past papers, exercise	Written, peer

				exam technique			book	
10	2	KJSEA Revision	Composition Practice	a) Plan and write composition b) Use varied sentence structure c) Build exam writing	Am I ready for composition?	Timed composition; pair mark; reflect	Past papers, lined books	Written, peer
10	3	KJSEA Revision	Setbook Essay Practice	a) Practise setbook essays b) Use quotations c) Build exam confidence	Am I ready for setbook?	Timed essay; pair mark; reflect	Past papers, setbook	Written, peer
10	4	KJSEA Revision	Grammar Practice	a) Practise grammar drills b) Apply rules c) Build accuracy	Am I solid on grammar?	Mixed grammar tests; pair mark; review	Past papers, exercise book	Written, oral
11	1	KJSEA Revision	Functional Writing	a) Practise letters and emails b) Use correct format c) Build readiness	Am I ready for functional writing?	Timed practice; pair mark; reflect	Past papers, lined books	Written, peer
11	2	KJSEA Revision	Listening Comprehension	a) Practise listening tasks b) Take notes c) Build readiness	Am I ready for listening?	Audio drills; pair share; reflect	Audio device, exercise book	Written, oral
11	3	KJSEA Revision	Mock Paper 1	a) Sit a full mock paper b) Apply all skills c) Build exam stamina	Can I do a complete paper in time?	Sit timed mock; mark together	Mock paper, watch	Written, self-assessment
11	4	KJSEA Revision	Mock Paper 2	a) Sit second mock b) Improve from feedback c) Build confidence	Did I improve from Mock 1?	Second mock; mark; compare; reflect	Mock paper, watch	Written, self-assessment
12	1	KJSEA Revision	Personal Reflection	a) Identify strengths b) Identify weak areas c) Plan Term 3 revision	What do I need to work on?	Reflection sheet; pair share; teacher feedback	Reflection sheet, mock results	Self-assessment, peer
12	2	KJSEA Revision	Group Revision Game	a) Use revision games b) Recall key concepts c) Build morale	Can we make revision fun?	Quiz games; pair race; class league	Quiz cards, board	Oral, peer
12	3	KJSEA Revision	Final Pep Talk	a) Reflect on Term 2 progress b) Set Term 3 KJSEA goal c) Build confidence	How will I prepare in Term 3?	Reflect on growth; set goal; class affirmation	Reflection sheet	Self-assessment, oral

