2026 GRADE 9 RATIONALIZED KLB ENGLISH SCHEMES OF WORK – TERM 3

NAME:……..……TSC NO:…….SCH:……

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	**INCOME GENERATING ACTIVITIES** Listening and Speaking Listening and Speaking	Conversation Skills: Job Interviews	By the end of the lesson, the learner should be able to: - Identify different types of interviews. - Describe the people involved in interviews. - Value the importance of interview skills.	The learner is guided to: - Work in groups to think about an interview they have had, read about, or watched. - Talk about what kind of interview it was, the people involved, and the questions that were asked. - Watch a video of an interview, paying attention to how questions are asked and answered.	Why are interview skills important in seeking employment?	KLB Top Scholar pg. 197 Video of an interview KLB Top Scholar pg. 198 Sample interview preparation checklist	Group discussions Video analysis Type identification	
	2	Listening and Speaking	Conversation Skills: Job Interviews	By the end of the lesson, the learner should be able to: - Explain the process of conducting interviews. - Prepare to interview job applicants. - Value the importance of fairness in the interview process.	The learner is guided to: - Work in groups to imagine they will be interviewing job applicants. - Discuss why it would be necessary to understand the job requirements, prepare questions, review candidates' documents, prepare for applicants' questions, allocate time, coordinate with other interviewers, take notes, and prepare evaluation sheets.	What responsibilities do interviewers have in the job interview process?	KLB Top Scholar pg. 199 Sample interview evaluation form	Process explanation Preparation discussion Role responsibility identification	
	3	Listening and Speaking	Conversation Skills: Job Interviews	By the end of the lesson, the learner should be able to: - Identify common interview questions. - Research interview questions from various sources.	The learner is guided to: - Work in groups to look for and write down questions commonly asked in job interviews. - Use books, newspapers, magazines, or the Internet for research.	What types of questions are commonly asked in job interviews and why?	KLB Top Scholar pg. 199 Reference materials Digital devices Recording devices Job descriptions	Research assessment Question compilation Strategy discussion	

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				- Value the importance of being prepared for typical questions.	- Share findings with the class. - Discuss strategies for answering different types of questions.				
	4	Reading I	Extensive Reading: Fiction	By the end of the lesson, the learner should be able to: - Define fiction and non-fiction. - Distinguish between fiction and non-fiction materials. - Value the importance of understanding text types.	The learner is guided to: - Use the dictionary to look up the words fiction and non-fiction and write down their meanings. - Look for the differences between fiction and non-fiction materials in books or on the Internet. - Write down examples of each. - Determine whether statements about fiction are true or false.	What distinguishes fiction from non-fiction?	KLB Top Scholar pg. 200 Dictionary Reference materials Sample reading materials	Definition task Distinction identification True/false assessment	
	5	Reading I	Extensive Reading: Fiction	By the end of the lesson, the learner should be able to: - Select and read a fictional material. - Summarize a fictional text using a visual organizer. - Value the importance of organizing information from reading.	The learner is guided to: - Select and read any fictional material. - Use a table or diagram to summarize what they have read. - Display their work and invite others to read it while also reading others' summaries. - Take photographs of what has been displayed and keep both hard and soft copies in their portfolio.	How can visual organizers help summarize and understand fictional texts?	KLB Top Scholar pg. 201 Fictional texts Visual organizers	Reading selection Summary creation Display evaluation	
2	1	Reading I Grammar in Use	Extensive Reading: Fiction Word Classes:	By the end of the lesson, the learner should be able to: - Share personal reading experiences with fiction.	The learner is guided to: - Work in groups to tell one another the fiction materials they have read. - Talk about the importance	What benefits does reading fiction provide?	KLB Top Scholar pg. 201 Fiction reading lists Word matching	Reading experience sharing Benefit discussion Impact	