Grade 8 English

Term 3 - 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 8 English lesson plans for Term 3, covering the themes choosing a career, modern fashion, consumer protection, sports: olympics and tourist attraction sites: Africa, 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

Polite language in interviews

By the end of the lesson, the learner should be able to: a) identify polite expressions in an interview; b) tell open from closed questions

> **Model radio interview**
> Presenter: "Good evening, listeners. Today we are joined by Dr Halima Abdi, a veterinary doctor from Garissa. Welcome, Dr Abdi."
> Dr Abdi: "Thank you for having me."

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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Polite language in interviews

Strand 11.0 Choosing a career > Sub-strand 11.1.1 Conversational Skills: interviews | 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 polite expressions in an interview; b) tell open from closed questions

KEY INQUIRY QUESTION(S)

- Why is it important to use polite language during an interview?
- How do we show respect for other people's opinions?

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	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Effective communication**	Developed through the activities in this lesson.
PCI	**Career guidance**	Developed through the activities in this lesson.

LEARNING RESOURCES

A model interview script | A recorded radio or TV interview (optional) | 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

interview | interviewer | interviewee | open question | closed question | follow-up question

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 important to use polite language during an interview?" 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 radio interview" (teaching points and model text on the next page), explaining as you go. Use a model interview script, a recorded radio or TV interview (optional), 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: "Turn it into an open question."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Model radio interview

Presenter: "Good evening, listeners. Today we are joined by Dr Halima Abdi, a veterinary doctor from Garissa. Welcome, Dr Abdi."

Dr Abdi: "Thank you for having me."

Presenter: "Could you tell us what made you choose this career?"

Dr Abdi: "I grew up among camels and goats. When our animals fell sick, there was no one to help. I wanted to be that person."

Presenter: "That is inspiring. If I may ask, what was the hardest part of your training?" ... "Thank you very much for your time, Dr Abdi."

Polite expressions: welcome; thank you for having me; could you tell us; if I may ask; thank you for your time.

Open questions ("What made you...?") invite long answers; closed questions ("Did you enjoy it?") get yes or no.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give three polite expressions from the interview.	**"Could you tell us", "If I may ask", "Thank you for your time".**
2	Who is the interviewee?	**Dr Halima Abdi.**
3	Is "Did you like school?" open or closed?	**Closed.**
4	Turn it into an open question.	**"What did you like about school?"**

WATCH OUT FOR

Encourage open questions; they produce better interviews.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Play a real radio interview if available.
Learners ready for more	Why did Dr Abdi choose her career? (Answer: To help sick animals in her community)
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 "polite language in interviews" 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.