Grade 9 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 9 English lesson plans for Term 3, covering the themes income generating activities, personal grooming, sea travel, sports – world cup (football) and tourist attraction sites - world, 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

Preparing for a job interview

By the end of the lesson, the learner should be able to: a) outline how an interviewee prepares; b) outline how an interviewer prepares

> **Model advertisement: "Wanted: holiday shop assistant at a school uniform shop. Must be polite, good with numbers and honest."**
> Interviewee: read the advertisement, learn about the business, think of answers to likely questions, prepare documents, dress neatly, plan to arrive early.
> Interviewer: read applications, prepare fair questions linked to the job, arrange a quiet room, decide how to score answers.

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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Preparing for a job interview

Strand 11.0 Income generating activities > Sub-strand 11.1.1 Conversation Skills: Job 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) outline how an interviewee prepares; b) outline how an interviewer prepares

KEY INQUIRY QUESTION(S)

- How can you succeed in a job interview?
- Why is it important to prepare for a job interview?

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	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Career guidance**	Developed through the activities in this lesson.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.

LEARNING RESOURCES

A sample job advertisement | Question cards for mock interviews | Two chairs and a table for role play

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 | panel | qualification | experience | strength | mock interview

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 prepare for a job 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 the teaching points and model text on the next page, explaining as you go. Use a sample job advertisement, question cards for mock interviews, two chairs and a table for role play. 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 arrive early for an interview?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Model advertisement: "Wanted: holiday shop assistant at a school uniform shop. Must be polite, good with numbers and honest."
Interviewee: read the advertisement, learn about the business, think of answers to likely questions, prepare documents, dress neatly, plan to arrive early.
Interviewer: read applications, prepare fair questions linked to the job, arrange a quiet room, decide how to score answers.
Preparation builds confidence and shows the employer that you are serious.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two ways an interviewee prepares.	**For example researching the business and practising answers.**
2	Name one way an interviewer prepares.	**For example preparing fair questions.**
3	What qualities does the model advertisement ask for?	**Politeness, being good with numbers, honesty.**
4	Why arrive early for an interview?	**It shows reliability and gives time to calm down.**

WATCH OUT FOR

Learners think interviews are only about knowledge. Manners, appearance and honesty count too.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a preparation checklist for the interviewee.
Learners ready for more	Read a real job advertisement in a newspaper and list three questions the interviewer might ask. (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 "preparing for a job interview" 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.