Grade 7 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 7 English lesson plans for Term 2, covering the themes drug and substance abuse, natural resources: forests, travel, heroes and heroines of Kenya and music, 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 interruptions

By the end of the lesson, the learner should be able to identify verbal and non-verbal ways to interrupt politely

> **Verbal cues: "Excuse me...", "Sorry to interrupt, but...", "May I add something?", "Could I say something here?"**
> Non-verbal cues: raising a hand, leaning forward, eye contact, a small nod, waiting for a pause.
> Rude interruptions: shouting over others, finishing their sentences, turning away.

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 interruptions

Strand 6.0 Drug and Substance Abuse > Sub-strand 6.1.1 Conversation 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 identify verbal and non-verbal ways to interrupt politely

KEY INQUIRY QUESTION(S)

- How can you ensure that you do not dominate in a conversation?
- How can drug and substance abuse contribute to road crashes?

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.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Drug and substance abuse**	Developed through the activities in this lesson.
PCI	**Road safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Role-play cards | 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

interrupt | turn-taking | cue | non-verbal | dominate | peer pressure

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: how can you ensure that you do not dominate in a conversation? What do you do when you need to speak while someone else is talking?" 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 "Verbal cues: "Excuse me...", "Sorry to interrupt, but...", "May I add something?", "Could I say something here?"" (teaching points and model text on the next page), explaining as you go. Use role-play cards, 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: "When is the best moment to interrupt?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Verbal cues: "Excuse me...", "Sorry to interrupt, but...", "May I add something?", "Could I say something here?"
Non-verbal cues: raising a hand, leaning forward, eye contact, a small nod, waiting for a pause.
Rude interruptions: shouting over others, finishing their sentences, turning away.
Model: "Excuse me, Baraka, may I add something? You said drugs make people feel brave, but they actually make them careless and cause accidents."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give two polite verbal cues for interrupting.	**"Excuse me" and "May I add something?"**
2	Give one non-verbal cue.	**Raising a hand (also eye contact, leaning forward)**
3	Name one rude way of interrupting.	**Shouting over others**
4	When is the best moment to interrupt?	**At a pause**

WATCH OUT FOR

Learners using "Excuse me" but then talking for a long time.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Practise in pairs with cue cards.
Learners ready for more	How would you interrupt an elder politely? (Answer: Wait for a pause and say "Excuse me, please, may I ask something?")
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 interruptions" 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.

Turn-taking in a discussion on drugs and road safety

Strand 6.0 Drug and Substance Abuse > Sub-strand 6.1.1 Conversation 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) take turns in a group discussion; b) value politeness

KEY INQUIRY QUESTION(S)

- How can you ensure that you do not dominate in a conversation?
- How can drug and substance abuse contribute to road crashes?

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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