Grade 7 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 7 English lesson plans for Term 3, covering the themes professions, traditional fashion, land travel, sports: outdoor games and tourist attraction sites in Kenya, 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

Why interviews are held and how to prepare

By the end of the lesson, the learner should be able to: a) identify reasons for interviews; b) prepare for an interview

> **Reasons for interviews: school placement, scholarships and bursaries, jobs, club or leadership positions, media reports.**
> Preparing: learn about the school or organisation, think about likely questions, prepare your answers and documents, dress neatly, arrive early.
> Common questions: "Tell us about yourself." "Why do you want this scholarship?" "What are your strengths?" "What career would you like?"

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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Why interviews are held and how to prepare

Strand 11.0 Professions > Sub-strand 11.1.1 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 reasons for interviews; b) prepare for an interview

KEY INQUIRY QUESTION(S)

- Why are interviews important?

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.
PCI	**Career guidance**	Developed through the activities in this lesson.

LEARNING RESOURCES

Role-play cards | A table and chairs set as an interview room | 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 | panel | clarification | scholarship | confident

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: why are interviews important? Have you or someone you know attended 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 "Reasons for interviews: school placement, scholarships and bursaries, jobs, club or leadership positions, media reports." (teaching points and model text on the next page), explaining as you go. Use role-play cards, a table and chairs set as an interview room, 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: "Why arrive early?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Reasons for interviews: school placement, scholarships and bursaries, jobs, club or leadership positions, media reports.
Preparing: learn about the school or organisation, think about likely questions, prepare your answers and documents, dress neatly, arrive early.
Common questions: "Tell us about yourself." "Why do you want this scholarship?" "What are your strengths?" "What career would you like?"

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give two reasons why people attend interviews.	**For a scholarship and for a job**
2	Name two ways to prepare for an interview.	**Think about likely questions and dress neatly**
3	Give one common interview question.	**"Tell us about yourself."**
4	Why arrive early?	**To be calm and show you are reliable**

WATCH OUT FOR

Memorised answers that sound unnatural.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Prepare answers in note form only.
Learners ready for more	Write three questions a scholarship panel might ask you. (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 "why interviews are held and how to prepare" 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.