# Grade 8 English

## Term 1 - 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 1, covering the themes human rights, scientific innovations, pollution, consumer roles and responsibilities and relationships: peers, each with its own speaking, reading, grammar and writing lessons.

### TOPICS IN THIS PACK

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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 words and phrases on the telephone**

By the end of the lesson, the learner should be able to: a) identify polite words and phrases used on the phone; b) tell polite from impolite phone behaviour

> **Model conversation**
> Receiver: "Good morning, this is Amani Junior School. Wanjiru speaking. How may I help you?"
> Caller: "Good morning, Wanjiru. My name is Mr Odhiambo. May I please speak to the head teacher?"

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 words and phrases on the telephone

Strand 1.0 Human rights > Sub-strand 1.1.1 Polite Language: Telephone Etiquette | 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 words and phrases used on the phone; b) tell polite from impolite phone behaviour

## KEY INQUIRY QUESTION(S)

- Why should one be polite when speaking over telephone?
- How do we ensure politeness in a telephone conversation?

## 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 | **Social cohesion** | Learners work in harmony, include everyone and settle differences peacefully. |

## LEARNING RESOURCES

Toy or old phones for role play | A chart of polite telephone phrases | 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

etiquette | caller | receiver | hold the line | take a message | call back

## 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 should one be polite when speaking over telephone? How do you feel when a caller just says "Who is this?"" 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 conversation" (teaching points and model text on the next page), explaining as you go. Use toy or old phones for role play, a chart of polite telephone phrases, 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: "Give a polite way to end a call." | Say the key idea in their own words and answer the exit question in the exercise book. |

## TEACHING POINTS AND MODEL TEXT

**Model conversation**

Receiver: "Good morning, this is Amani Junior School. Wanjiru speaking. How may I help you?"
Caller: "Good morning, Wanjiru. My name is Mr Odhiambo. May I please speak to the head teacher?"
Receiver: "Please hold the line while I check... I am sorry, she is in a meeting. May I take a message?"
Caller: "Yes, please. Kindly ask her to call me back on 0712 000 000. Thank you." Receiver: "You are welcome. Goodbye."
Polite phrases: good morning; may I; please hold the line; may I take a message; thank you; you are welcome; goodbye.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | How should a receiver begin a call? | **With a greeting and their name or the place.** |
| 2 | Give a polite way to ask someone to wait. | **"Please hold the line."** |
| 3 | Make this polite: "Who are you?" | **"May I know who is calling, please?"** |
| 4 | Give a polite way to end a call. | **"Thank you for calling. Goodbye."** |

## WATCH OUT FOR

Learners shout or speak too fast. Clear, moderate speech matters more on the phone, where the listener cannot see you.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Display the phrase chart during the lesson. |
| **Learners ready for more** | Why do you not say "Hello? Hello?" repeatedly? (Answer: It sounds impatient; greet and give your name instead) |
| **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 words and phrases on the telephone" 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.