

ENGLISH LANGUAGE SCHEMES OF WORK GRADE 7

NAME OF THE TEACHER: _____

SCHOOL: _____ **TERM: II** **YEAR:** _____

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	DRUGS AND SUBSTANCE ABUSE Grammar in use	Word Classes: Adverbs	By the end of the lesson, the learner should be able to: a) identify adverbs of time, place and manner in texts b) categorize different adverbs in a text c) Acknowledge the value of adverbs of manner, time and place in communication.	The learner is guided to: • read a print or non-print text on drug and substance abuse in pairs • identify the adverbs of time, place and manner used in the text • categorize adverbs of time, place and manner from word lists or flash cards	1. Why is it important to describe where, when and how something happens?	<i>Skills in English Grade 7 T.G Pg.86-87</i> <i>Skills in English Grade 7 PB. Pg. 71-73</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2		Word Classes: Adverbs	By the end of the lesson, the learner should be able to: a) identify adverbs of time, place and manner in texts b) use adverbs of time, place and manner in different contexts c) Acknowledge the value of adverbs of manner, time and place in communication.	The learner is guided to: • construct sentences using adverbs of time, place and manner • use adverbs of time, place and manner in a role play, hot seating or simulation and make a video recording in groups • share a story or dialogue featuring adverbs of time, place and manner.	2. Which words do we use to describe different actions?	<i>Skills in English Grade 7 T.G Pg.86-87</i> <i>Skills in English Grade 7 PB. Pg. 71-73</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	Reading	Intensive Reading: Oral literature Songs	By the end of the lesson, the learner should be able to: a) identify repeated words and phrases in lullabies, b) use appropriate techniques when performing lullabies, c) Appreciate the importance of lullabies in real life.	The learner is guided to: • listen to audio recordings of lullabies • view videos of lullabies and identify instances of repetition, • perform a lullaby and make a recording, • pick out key messages communicated in lullabies,	1. What is the difference between a lullaby and other songs?	<i>Skills in English Grade 7 T.G Pg.87-89</i> <i>Skills in English Grade 7 PB. Pg. 73-74</i>	Checklist Questions Journal Learners portfolio Written assessment	

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	4		Intensive Reading: Oral literature Songs	By the end of the lesson, the learner should be able to: a) identify repeated words and phrases in lullabies, b) pick out key messages communicated in lullabies, c) Appreciate the importance of lullabies in real life.	The learner is guided to: • share ideas on the key messages that are addressed in lullabies, • discuss in groups the functions of lullabies, • collaborate to compose songs, sing and record lullabies from their immediate environment, • identify characters in different lullabies.	2. How are songs similar to poems? 3. What similarities exist in lullabies across communities?	<i>Skills in English Grade 7 T.G Pg.87-89</i> <i>Skills in English Grade 7 PB. Pg. 73-74</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5	Writing	Mechanics of Writing: Commonly Misspelt Words	By the end of the lesson, the learner should be able to: a) recognize commonly misspelt words in texts, b) use commonly misspelt words correctly in written texts, c) Value the relationship between accurate spelling and effective written communication.	The learner is guided to: • mention words that are difficult to spell correctly, • search for commonly misspelt words from textbooks and online sources, in pairs,	1. What makes some words difficult to spell? 2. How can we improve our spelling?	<i>Skills in English Grade 7 T.G Pg.90-92</i> <i>Skills in English Grade 7 PB. Pg. 75-76</i>	Checklist Questions Journal Learners portfolio Written assessment	
2	1		Mechanics of Writing: Commonly Misspelt Words	By the end of the lesson, the learner should be able to: a) recognize commonly misspelt words in texts, b) use commonly misspelt words correctly in written texts, c) Value the relationship between accurate spelling and effective written communication.	The learner is guided to: • discuss in groups ways of correcting commonly misspelt words, • correct texts with wrong spellings of irregular plural nouns for example knife –knives; ox-oxen; fox-foxes; child-children; thief- thieves; lady –ladies; monkey –monkeys, and –ing verbs formed from verbs with final –e for example love – loving, dine – dining,	1. What makes some words difficult to spell? 2. How can we improve our spelling?	<i>Skills in English Grade 7 T.G Pg.90-92</i> <i>Skills in English Grade 7 PB. Pg. 75-76</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2	NATURAL RESOURCE S- FORESTS	Listening Comprehension: Listening for Details	By the end of the lesson, the learner should be able to: a) identify clues that signal details from a listening text, b) take detailed notes on a listening text, c) Acknowledge the importance of listening for details.	The learner is guided to: • listen and identify words that introduce different types of details that indicate: - addition such as first, also, moreover; - emphasis such as important note, especially, particularly;	1. How can you tell the key information from a listening text?	<i>Skills in English Grade 7 T.G Pg.93-99</i> <i>Skills in English Grade 7 PB. Pg. 77-78</i>	Checklist Questions Journal Learners portfolio Written assessment	

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	3		Listening Comprehension: Listening for Details	By the end of the lesson, the learner should be able to: a) identify clues that signal details from a listening text, b) take detailed notes on a listening text, c) Acknowledge the importance of listening for details.	The learner is guided to: - contrast such as but, however, on the other hand; - illustration such as for example, for instance, such as, - cause-and-effect such as because, therefore, so that, • discuss kinds of details one should look out for from a text. The details could include: numbers, figures, points, facts, examples, people, places, behaviour and opinions,	2. What factors interfere with one's ability to listen well? 3. How can you tell that people are listening attentively?	<i>Skills in English Grade 7 T.G Pg.93-99</i> <i>Skills in English Grade 7 PB. Pg. 77-78</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4	Reading	Intensive Reading: Visuals	By the end of the lesson, the learner should be able to: a) identify types of information conveyed by visuals for comprehension, b) interpret visuals for information, c) Appreciate the importance of visual interpretation skills in different texts.	The learner is guided to: ▪ list common visuals like road signs, photographs, billboards, ▪ search online and offline for different types of information visuals convey such as stories, messages, feelings or emotions, relationships, mood, ▪ discuss class/school/ community/ national needs or issues that can be addressed by visuals,	1. How does observation of real items help us understand what we are being taught?	<i>Skills in English Grade 7 T.G Pg.99-101</i> <i>Skills in English Grade 7 PB. Pg. 80-84</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5		Intensive Reading: Visuals	By the end of the lesson, the learner should be able to: a) identify types of information conveyed by visuals for comprehension, b) interpret visuals for information, c) Appreciate the importance of visual interpretation skills in different texts.	The learner is guided to: ▪ answer comprehension questions on the visuals, ▪ apply comprehension strategies such as prediction, making connections, inferences, questioning, and visualizing in interpreting visuals, ▪ create stories or songs from visuals, ▪ discuss visuals of national importance like the national flag, the Kenyan currency,	2. What is the importance of pictures and photographs that accompany written texts?	<i>Skills in English Grade 7 T.G Pg.99-101</i> <i>Skills in English Grade 7 PB. Pg. 80-84</i>	Checklist Questions Journal Learners portfolio Written assessment	
3	1	Grammar in use	Word Classes: Personal and possessive pronouns.	By the end of the lesson, the learner should be able to: a) Explore the difference between personal and possessive pronouns in sentences, b) identify personal and possessive pronouns in a text, c) Appreciate the value of proper use of pronouns.	The learner is guided to: ▪ pick out personal and possessive pronouns from print and non-print texts on natural resources in pairs, ▪ use personal pronouns to refer to people in a class,	1. What is the difference between personal and possessive pronouns?	<i>Skills in English Grade 7 T.G Pg.101-103</i> <i>Skills in English Grade 7 PB. Pg. 84-88</i>	Checklist Questions Journal Learners portfolio Written assessment	

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	2		Word Classes: Personal and possessive pronouns.	By the end of the lesson, the learner should be able to: a) distinguish between personal and possessive pronouns in sentences, b) use personal and possessive pronouns in sentences appropriately, c) Appreciate the value of proper use of pronouns.	The learner is guided to: ▪ construct sentences using personal pronouns, in groups, ▪ write a paragraph using possessive pronouns, ▪ construct sentences using personal pronouns from substitution and completion tables, ▪ draw a chart with singular/plural, subjective, and objective personal pronouns and display them for peer review.	2. How can you avoid unnecessary repetition in sentences? 3. Why should we avoid unnecessary repetition?	<i>Skills in English Grade 7 T.G Pg.101-103</i> <i>Skills in English Grade 7 PB. Pg. 84-88</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	Reading	Intensive Reading: Characters in class readers.	By the end of the lesson, the learner should be able to: a) identify minor characters in a class reader, b) Examine more on relationship between characters, c) Appreciate the place of minor characters in the class reader.	The learner is guided to: ▪ read and identify minor characters in a class reader, ▪ search online and offline for words and phrases used to describe relationships between characters.	1. How can you tell the difference between a main and a minor character in a story? 2. How would you describe the behaviour of your classmates?	<i>Skills in English Grade 7 T.G Pg.104-105</i> <i>Skills in English Grade 7 PB. Pg. 88-91</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4		Intensive Reading: Characters in class readers.	By the end of the lesson, the learner should be able to: a) identify minor characters in a class reader, b) Discuss the relationships between different minor characters in the class reader, c) Appreciate the place of minor characters in the class reader.	The learner is guided to: ▪ discuss how the characters relate with each other, in groups, ▪ hot seat different minor characters to bring out their relationships, in groups, ▪ link characters reactions to the relationships they are in.	1. How can you tell the difference between a main and a minor character in a story? 2. How would you describe the behaviour of your classmates?	<i>Skills in English Grade 7 T.G Pg.104-105</i> <i>Skills in English Grade 7 PB. Pg. 88-91</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5	Writing	Composition Writing: Writing Process	By the end of the lesson, the learner should be able to: a) outline the steps in the writing process, b) Read selected texts and highlight main features, c) Acknowledge the role of writing fluency in communication.	The learner is guided to: ▪ watch a video of learners going through the writing process, ▪ read samples of well-written texts and highlight features that make them outstanding, ▪ discuss the writing process giving details of what each entails on a mind map, ▪ suggest the most suitable topics on issues like natural resources or saving forests for practicing the writing process.	1. What should you consider before you begin writing a composition? 2. What contributes to a well written composition?	<i>Skills in English Grade 7 T.G Pg.106-107</i> <i>Skills in English Grade 7 PB. Pg. 91-93</i>	Checklist Questions Journal Learners portfolio Written assessment	

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4	1		Composition Writing: Writing Process	By the end of the lesson, the learner should be able to: a) outline the steps in the writing process. b) Write a narrative composition following the writing process, c) Acknowledge the role of writing fluency in communication.	The learner is guided to: ▪ practice, in groups, the writing process, for example by: - prewriting: - drafting: - editing: - revising - publishing, ▪ write a narrative composition following the writing process and share using a Pictures for peer review,	1. What should you consider before you begin writing a composition? 2. What contributes to a well written composition?	<i>Skills in English Grade 7 T.G Pg.106-107</i> <i>Skills in English Grade 7 PB. Pg. 91-93</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2	TRAVEL	Listening Comprehension: Explanatory Narratives	By the end of the lesson, the learner should be able to: a) identify the characters and moral lessons in explanatory narratives, b) sequence the events in explanatory narratives, c) explain the moral lessons in an explanatory narrative d) acknowledge the importance of listening comprehension in communication	The learner is guided to: ▪ listen to a recording of an explanatory narrative from a Pictures and retell the story ▪ search online and offline for information on explanatory narratives ▪ role play the story telling session ▪ identify the moral lessons and relate them to real life situations	1. How can you tell a lesson that you can learn from a narrative? 2. Why do people tell narratives? 3. What are the functions of oral narratives?	<i>Skills in English Grade 7 T.G Pg.108-112</i> <i>Skills in English Grade 7 PB. Pg. 94-96</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	Reading	Intensive Reading	By the end of the lesson, the learner should be able to: a) distinguish main ideas from supporting details from poems, b) use contextual clues to infer the meaning of words and phrases in a text, c) Acknowledge the role of reading comprehension in lifelong learning.	The learner is guided to: ▪ search online and offline and discuss, in groups, the meaning of reading for interpretation and evaluation, ▪ visualize events, people, and places in poems, ▪ predict events in poems, ▪ utilize Picturess to check the meanings of words,	1. How can you identify the subject in a poem? 2. How are poems similar to songs?	<i>Skills in English Grade 7 T.G Pg.113-114</i> <i>Skills in English Grade 7 PB. Pg. 96-99</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4		Intensive Reading	By the end of the lesson, the learner should be able to: a) make connections between events in a poem and real life, b) summarize events in a poem c) answer direct and inferential questions from poems, d) Acknowledge the role of reading comprehension in lifelong learning.	The learner is guided to: ▪ infer meanings of vocabulary based on contextual clues, ▪ answer direct and inferential questions in pairs, ▪ summarize main issues from poems ▪ create word puzzles with learned vocabulary and share them online, ▪ relate the issues in a set poem to real life.	1. How can you identify the subject in a poem? 2. How are poems similar to songs?	<i>Skills in English Grade 7 T.G Pg.113-114</i> <i>Skills in English Grade 7 PB. Pg. 96-99</i>	Checklist Questions Journal Learners portfolio Written assessment	

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	5	Grammar in use	Word Classes: Simple Prepositions	By the end of the lesson, the learner should be able to: a) identify different types of prepositions, b) use prepositions in sentences, c) Attest to the importance of well-formed sentences in communication.	The learner is guided to: ▪ identify and underline simple prepositions (agent, instrument, and direction) in texts, ▪ search online and offline for examples of simple prepositions, ▪ read texts and identify simple prepositions, ▪ complete sentences using a substitution table,	1. What is the function of prepositions in sentences?	<i>Skills in English Grade 7 T.G Pg.115-117</i> <i>Skills in English Grade 7 PB. Pg. 99-101</i>	Checklist Questions Journal Learners portfolio Written assessment	
5	1		Word Classes: Simple Prepositions	By the end of the lesson, the learner should be able to: a) identify different types of prepositions, b) use prepositions in sentences, c) Attest to the importance of well-formed sentences in communication.	The learner is guided to: ▪ match simple prepositions with the word they collocate with, ▪ Watch video clips and identify simple prepositions, ▪ construct sentences using prepositions, in groups,	2. How do we show the relationship between words? 3. How can you ensure all your sentences are correctly written?	<i>Skills in English Grade 7 T.G Pg.115-117</i> <i>Skills in English Grade 7 PB. Pg. 99-101</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2	Reading	Intensive Reading: Poetry	By the end of the lesson, the learner should be able to: a) identify the human characters in a set of poems b) use adjectives to describe the traits of human characters in a set of poems c) Appreciate the importance of human characters in poetry.	The learner is guided to: ▪ read a given poem and identify the human characters ▪ search online and offline for adjectives that can be used to describe characters	1. How do we identify characters in a given poem?	<i>Skills in English Grade 7 T.G Pg.117-118</i> <i>Skills in English Grade 7 PB. Pg. 101-104</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3		Intensive Reading: Poetry	By the end of the lesson, the learner should be able to: a) identify the human characters in a set of poems b) use adjectives to describe the traits of human characters in a set of poems c) Appreciate the importance of human characters in poetry.	The learner is guided to: ▪ discuss what each character does or says in each poem ▪ role play a given poem to bring out the characters' actions ▪ take video clips of the role play and share them as they discuss their performances ▪ paste sticky notes containing character traits identified	2. Why are human characters important in poetry? 3. How can you identify the lessons learned from poems?	<i>Skills in English Grade 7 T.G Pg.117-118</i> <i>Skills in English Grade 7 PB. Pg. 101-104</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4	Writing	Composition Writing: Self-Assessment	By the end of the lesson, the learner should be able to: a) identify steps involved in the assessment of narrative compositions, b) watch a video clip on how to assess a composition, c) appreciate the importance of assessment in improving narrative composition writing	The learner is guided to: ▪ search online and offline for information on the aspects of self-assessment when writing a narrative composition, ▪ practice assessing own narrative composition, ▪ watch a video or listen to a recording on how to peer assess a composition,	1. Why is it important to assess writing? 2. How can one improve their composition writing skills?	<i>Skills in English Grade 7 T.G Pg119-121</i> <i>Skills in English Grade 7 PB. Pg. 104-105</i>	Checklist Questions Journal Learners portfolio Written assessment	

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	5		Composition Writing: Self-Assessment	By the end of the lesson, the learner should be able to: a) identify steps involved in the assessment of narrative compositions, b) write narrative compositions and assess the introduction, body, and conclusion, c) appreciate the importance of assessment in improving narrative composition writing	The learner is guided to: ▪ plan, organize, and write a composition, on travel, and share it with peers for review, ▪ identify and correct spelling, punctuation, and grammatical errors using a given checklist.	1. Why is it important to assess writing? 2. How can one improve their composition writing skills?	<i>Skills in English Grade 7 T.G Pg119-121</i> <i>Skills in English Grade 7 PB. Pg. 104-105</i>	Checklist Questions Journal Learners portfolio Written assessment	
6	1	HEROES AND HEROINES - KENYA	Pronunciation: Consonant and Vowel Sounds	By the end of the lesson, the learner should be able to: a) articulate correctly the consonant sounds /t/, /d/, /l/, /r/ in words articulate correctly vowel sounds /ʊ/ and /u:/ in words, b) pronounce words correctly using stress, c) Acknowledge the importance of correct pronunciation in oral communication.	The learner is guided to: listen to audio clips and watch video clips with the sounds /t/, /d/, /l/, /r, /, /ʊ/ and /u:/ in words ▪ articulate the following consonants and vowel sounds in groups: - /t/ as in toll - /d/as in doll - /l/ as in liver discuss the importance of correct pronunciation and use of stress in conveying meaning.	1. Why should you pronounce words correctly?	<i>Skills in English Grade 7 T.G Pg122-126</i> <i>Skills in English Grade 7 PB. Pg. 106-109</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2		Pronunciation: Consonant and Vowel Sounds	By the end of the lesson, the learner should be able to: a) pronounce words correctly using stress, b) distinguish the meaning of words based on stress, c) Acknowledge the importance of correct pronunciation in oral communication.	The learner is guided to: ▪ articulate the following consonants and vowel sounds in groups: - /r/ as in river - /ʊ/ as in pull, bull; - /u:/ as in pool, book, ▪ practice pronouncing words with the target consonant and vowel sounds, in pairs, ▪ sort words based on pronunciation of the target, consonant and vowel sounds	2. Why do people find it difficult to pronounce some words? 3. In what ways can one improve own pronunciation?	<i>Skills in English Grade 7 T.G Pg122-126</i> <i>Skills in English Grade 7 PB. Pg. 106-109</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	Reading	Extensive Reading: Grade appropriate fiction materials	By the end of the lesson, the learner should be able to: a) select a variety of fictional texts for extensive reading b) read fictional texts for information and enjoyment, c) Appreciate the importance of fiction in life.	The learner is guided to: ▪ identify fictional material to read by looking at the cover page, blurb, and title ▪ read texts on varied issues such as national heroes and heroines and discuss the elements of fiction in the text	1. Why is it important to read fictional materials?	<i>Skills in English Grade 7 T.G Pg.127-129</i> <i>Skills in English Grade 7 PB. Pg. 109-111</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4		Extensive Reading: Grade appropriate fiction materials	By the end of the lesson, the learner should be able to: a) select a variety of fictional texts for extensive reading b) read fictional texts for information and enjoyment, c) Appreciate the importance of fiction in life.	The learner is guided to: ▪ list down new words and phrases encountered ▪ re-tell the story in their own words ▪ dramatize a section of the text and record themselves	2. How can a reading culture be developed?	<i>Skills in English Grade 7 T.G Pg.127-129</i> <i>Skills in English Grade 7 PB. Pg. 109-111</i>	Checklist Questions Journal Learners portfolio Written assessment	

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	5	Grammar in use	Word Classes: Conjunctions and, but, or	By the end of the lesson, the learner should be able to: a) identify the conjunctions and, but and or in sentences, b) read selected text and identify conjunctions, c) Appreciate the importance of proper use of conjunctions in written and spoken contexts.	The learner is guided to: ▪ search, in pairs, online and offline for the use of the conjunctions and, but and or in texts, ▪ identify the conjunctions and, but and or from different texts,	1. How do the words and, but and or help in conversation? 2. Why is it important to communicate clearly?	<i>Skills in English Grade 7 T.G Pg.129-130</i> <i>Skills in English Grade 7 PB. Pg. 111-113</i>	Checklist Questions Journal Learners portfolio Written assessment	
7	1		Word Classes: Conjunctions and, but, or	By the end of the lesson, the learner should be able to: a) Discuss the importance of conjunctions, b) use and, but and or in sentences accurately, c) Appreciate the importance of proper use of conjunctions in written and spoken contexts.	The learner is guided to: ▪ construct sentences using the conjunctions and, but and or, in groups ▪ fill in substitution and completion tables using the conjunctions and, but and or ▪ discuss the importance of proper use of conjunctions in sentences.	3. Which words would you use to replace and but and or in a conversation? 4. How can you tell that joining words have been used well?	<i>Skills in English Grade 7 T.G Pg.129-130</i> <i>Skills in English Grade 7 PB. Pg. 111-113</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2	Reading	Intensive reading: Class Reader	By the end of the lesson, the learner should be able to: a) explain the sequence of events in a class reader, b) make short notes on the sequence of events in a class reader, c) Appreciate reading works of art for information and enjoyment.	The learner is guided to: ▪ read sections of a class reader and explain the sequence of events, ▪ dramatize parts of the class reader for clarity, ▪ outline the actions of each character studied in the section,	1. What marks the climax of a story? 2. How does a writer make a piece of writing interesting?	<i>Skills in English Grade 7 T.G Pg.131-132</i> <i>Skills in English Grade 7 PB. Pg. 113-115</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3		Intensive reading: Class Reader	By the end of the lesson, the learner should be able to: a) explain the sequence of events in a class reader, b) Discuss the importance of characters in the story flow, c) Appreciate reading works of art for information and enjoyment.	The learner is guided to: ▪ discuss, in pairs, how the characters make the story flow, ▪ use a sequence chart to show the order of events in the class reader, ▪ relate the events in the story to real life, ▪ discuss possible solutions to the problems portrayed in the class reader.	3. Which captivating story books or TV programmes have you come across and what made them interesting?	<i>Skills in English Grade 7 T.G Pg.131-132</i> <i>Skills in English Grade 7 PB. Pg. 113-115</i>	Checklist Questions Journal Learners portfolio Written assessment	

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	4	Writing	Creative writing: Narrative compositions	By the end of the lesson, the learner should be able to: a) identify features of narrative composition in creative writing, b) create well-written narrative compositions on a variety of topics, c) Appreciate the importance of writing in day-to-day life.	The learner is guided to: ▪ Search for features of a well-written narrative from print and non-print sources. (200-240 words) such features include - a narrow and clearly defined focus (title) - a strong introduction - character descriptions - dialogue - setting description - interesting details - a logical sequence - purposeful and precise word choice - varied sentence structure and - a strong conclusion, ▪ write a narrative composition on issues like historical and current heroes and share it with peers for discussion and revision.	1. How can you make your composition writing better? 2. Which things make a composition memorable	<i>Skills in English Grade 7 T.G Pg.133-135</i> <i>Skills in English Grade 7 PB. Pg. 115-117</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5	MUSIC	Listening and speaking - Oral Presentations: Delivering Speeches	By the end of the lesson, the learner should be able to: a) identify occasions where speeches are presented, b) apply the features of oral presentations for effective communication, c) Appreciate the importance of good oral presentation skills when delivering a speech.	The learner is guided to: ▪ Think, pair, and share on occasions where speeches are presented, ▪ Search online or offline for features of oral presentation and make short notes, ▪ listen to recorded grade-appropriate speeches and share their opinions on them, in pairs,	1. What is the purpose of speeches in society? 2. What circumstances make one to read a pre-written speech?	<i>Skills in English Grade 7 T.G Pg.136-139</i> <i>Skills in English Grade 7 PB. Pg. 118-120</i>	Checklist Questions Journal Learners portfolio Written assessment	
8	1		Listening and speaking - Oral Presentations: Delivering Speeches	By the end of the lesson, the learner should be able to: a) identify occasions where speeches are presented, b) apply the features of oral presentations for effective communication, c) Appreciate the importance of good oral presentation skills when delivering a speech.	The learner is guided to: ▪ brainstorm, in groups, on the importance of body language in delivering a speech, ▪ rehearse a speech and present it to each other, in groups, ▪ write short speeches on the importance of music and present it to peers, ▪ record the speeches being presented and discuss the presentations.	How can one deliver a speech effectively?	<i>Skills in English Grade 7 T.G Pg.136-139</i> <i>Skills in English Grade 7 PB. Pg. 118-120</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2	Reading	Study Skills: Note Making	By the end of the lesson, the learner should be able to: a) identify the main and supporting points in texts b) Discuss the importance of note making in reading, c) Relate note making to effective reading.	The learner is guided to: ▪ conduct an online and offline search on the format of note- making- (heading, subheading, main points, supporting point, keywords) ▪ discuss, in groups, the importance of note making in reading.	1. How can effective reading be done? 2. How can key points be identified in a text?	<i>Skills in English Grade 7 T.G Pg.140-141</i> <i>Skills in English Grade 7 PB. Pg. 120-123</i>	Checklist Questions Journal Learners portfolio Written assessment	

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	3		Study Skills: Note Making	By the end of the lesson, the learner should be able to: a) identify the main and supporting points in texts b) make notes from varieties of written texts, c) Relate note making to effective reading.	The learner is guided to: ▪ read texts on varied issues including music and select the key points ▪ pick the keywords from reading texts ▪ fill in the key points in a note making a template ▪ draw a mind map to show the relationship between topic, main idea, and supporting ideas, in groups	3. What is the importance of note-making?	<i>Skills in English Grade 7 T.G Pg.140-141</i> <i>Skills in English Grade 7 PB. Pg. 120-123</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4	Grammar in use	Word Classes: Determiners	By the end of the lesson, the learner should be able to: a) identify articles and possessives in texts, b) make post cards on articles, c) Acknowledge the importance of articles and possessives for effective communication.	The learner is guided to: ▪ identify articles and possessives from a text, ▪ underline articles a, an, the and possessives my, our, your, his, her, their used in print and non-print texts, ▪ read out examples of possessives from flashcards, in pairs,	1. What would happen if a conversation lacked determiners?	<i>Skills in English Grade 7 T.G Pg.142-143</i> <i>Skills in English Grade 7 PB. Pg. 123-125</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5		Word Classes: Determiners	By the end of the lesson, the learner should be able to: a) identify articles and possessives in texts, b) use articles and possessives in sentences, c) Acknowledge the importance of articles and possessives for effective communication.	The learner is guided to: ▪ engage in language games using articles, in groups, ▪ practice matching articles with nouns, in pairs, ▪ construct sentences using possessives ▪ compose a song on children's rights using relevant articles and possessives and video record the performances.	2. How do we indicate that something belongs to somebody?	<i>Skills in English Grade 7 T.G Pg.142-143</i> <i>Skills in English Grade 7 PB. Pg. 123-125</i>	Checklist Questions Journal Learners portfolio Written assessment	
9 HALF TERM									
10	1	Reading	Intensive Reading: Characters and their traits	By the end of the lesson, the learner should be able to: (a) identify characters in monster narratives, (b) explain traits of characters in given monster narratives, (c) Appreciate the importance of monster narratives in life.	The learner is guided to: ▪ describe a monster/ ogre, ▪ search online and offline for features of monster narratives, ▪ narrate monster narratives from their immediate environment to their peers, ▪ in groups, discuss what monsters/ogres represent	1. What kind of characters are commonly used in monster narratives? 2. What is the relevance of oral narratives in modern society?	<i>Skills in English Grade 7 T.G Pg.144-146</i> <i>Skills in English Grade 7 PB. Pg. 125-128</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2		Intensive Reading: Characters and their traits	By the end of the lesson, the learner should be able to: (a) identify characters in monster narratives, (b) relate monster narratives to real life situations, (c) Appreciate the importance of monster narratives in life.	The learner is guided to: ▪ discuss how monster narratives relate to real life, ▪ explain health education lessons they learn from monster narratives, ▪ dramatize a monster narrative and record the performance.	3. What should one consider when collecting narratives among people of varied socio-cultural backgrounds?	<i>Skills in English Grade 7 T.G Pg.144-146</i> <i>Skills in English Grade 7 PB. Pg. 125-128</i>	Checklist Questions Journal Learners portfolio Written assessment	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3	Writing	Functional Writing: Packing and Shopping lists	By the end of the lesson, the learner should be able to: a) identify ways of grouping items in packing and shopping lists, b) write a packing list for a specified event, c) Recognize the importance of preparing a shopping and packing list in their everyday lives.	The learner is guided to: ▪ search online and offline for samples of packing and shopping lists, ▪ discuss, in groups, the parts of a shopping list, ▪ create and fill a packing list template.	1. What should one consider when grouping items in a packing list?	<i>Skills in English Grade 7 T.G Pg.146-148</i> <i>Skills in English Grade 7 PB. Pg. 128-130</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4		Functional Writing: Packing and Shopping lists	By the end of the lesson, the learner should be able to: a) identify ways of grouping items in packing and shopping lists, b) prepare a shopping list for use in a given context, c) Recognize the importance of preparing a shopping and packing list in their everyday lives.	The learner is guided to: ▪ discuss, in groups, different ways of grouping items in packing and shopping list, ▪ give in pairs, the prices of different items in the shopping list to match a given budget.	2. Why should a shopping list be prepared? 3. What is the importance of a packing list?	<i>Skills in English Grade 7 T.G Pg.146-148</i> <i>Skills in English Grade 7 PB. Pg. 128-130</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5	PROFESSIONS	Interviews	By the end of the lesson, the learner should be able to: a) identify reasons for sitting an interview, b) articulate points clearly and confidently during an oral interview, c) respond confidently to questions during an interview, d) Appreciate the importance of interviews in getting school placement and scholarships.	The learner is guided to: ▪ listen to and review an audio clip on school placement and scholarship interviews ▪ discuss in groups reasons for sitting for a placement and scholarship interview, ▪ role play in small groups the school placement and scholarship interview, record and share them via mobile phones and other social media channels	1. Why are interviews important? 2. Why should one articulate point clearly and confidently during an interview?	<i>Skills in English Grade 7 T.G Pg.149-153</i> <i>Skills in English Grade 7 PB. Pg. 131-142</i>	Checklist Questions Journal Learners portfolio Written assessment	
II	1	Reading	Extensive Reading: Non-Fiction materials	By the end of the lesson, the learner should be able to: a) identify print or electronic non-fiction materials that are interesting to read, b) differentiate between fiction and non-fiction text, c) Acknowledge the importance of reading for enjoyment and general understanding.	The learner is guided to: ▪ search for digital and print non-fiction materials, ▪ read a variety of non-fiction materials, ▪ infer the meaning of the new words and phrases used in non-fiction materials,	1. What kind of stories contribute to behaviour change? 2. Why should we read non-fiction materials?	<i>Skills in English Grade 7 T.G Pg.154-156</i> <i>Skills in English Grade 7 PB. Pg. 133-135</i>	Checklist Questions Journal Learners portfolio Written assessment	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	2		Extensive Reading: Non-Fiction materials	By the end of the lesson, the learner should be able to: a) read a variety of grade appropriate non-fiction materials independently for lifelong learning, b) recommend to peers suitable non-fiction materials to read for information, c) Acknowledge the importance of reading for enjoyment and general understanding.	The learner is guided to: ▪ skim through the non-fiction material for the main idea, ▪ scan the non-fiction material to obtain specific information, ▪ prepare a reading log of the reading activities of the non-fiction texts.	1. What kind of stories contribute to behaviour change?	<i>Skills in English Grade 7 T.G Pg.154-156</i> <i>Skills in English Grade 7 PB. Pg. 133-135</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	Grammar in use	Word Classes :Adjective Formed from Nouns	By the end of the lesson, the learner should be able to: a) recognize adjectives from a text b) construct simple sentences using the adjectives formed from nouns c) Appreciate the value of proper use of adjectives.	The learner is guided to: ▪ search for online tutorials on adjectives and examples of adjectives formed from nouns and verbs, ▪ listen to a poem or passage from the teacher and pick out adjectives formed from nouns and verbs, ▪ read a given passage and in pairs identify adjectives formed from nouns and verbs,	1. How are adjectives formed? 2. Why should we use adjectives correctly?	<i>Skills in English Grade 7 T.G Pg.156-158</i> <i>Skills in English Grade 7 PB. Pg. 136-138</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4		Adjectives Formed from Verbs	By the end of the lesson, the learner should be able to: a) recognize adjectives from a text b) construct simple sentences using the adjectives formed from verbs c) Appreciate the value of proper use of adjectives.	The learner is guided to: ▪ form adjectives using nouns and verbs ▪ construct simple sentences using the adjectives formed in pairs, ▪ in groups engage in language games such as scramble, puzzle code words and guessing games.	1. How are adjectives formed? 2. Why should we use adjectives correctly?	<i>Skills in English Grade 7 T.G Pg.156-158</i> <i>Skills in English Grade 7 PB. Pg. 136-138</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5	Reading	Intensive reading: Dilemma Narratives	By the end of the lesson, the learner should be able to: a) describe the characters in a given dilemma narrative, b) recognize a closing formula as a feature of dilemma narratives, c) Appreciate the lessons learnt from the dilemma narrative for literary appreciation.	The learner is guided to: ▪ read the dilemma narrative in a given text and describe the characters, ▪ identify a closing formula as a feature of dilemma narratives, ▪ in groups discuss what makes dilemma narratives interesting, ▪ dramatize parts of the dilemma narrative	1. What is the importance of dilemma narratives in the society?	<i>Skills in English Grade 7 T.G Pg.159-160</i> <i>Skills in English Grade 7 PB. Pg. 138-140</i>	Checklist Questions Journal Learners portfolio Written assessment	
12	1		Intensive reading: Dilemma Narratives	By the end of the lesson, the learner should be able to: a) describe the characters in a given dilemma narrative, b) relate the lessons learnt in the dilemma narrative to real life experiences, c) Appreciate the lessons learnt from the dilemma narrative for literary appreciation.	The learner is guided to: ▪ draw a chart showing the sequence of events in the dilemma narrative, ▪ search online and watch an adaptation of a dilemma narrative, ▪ relate the lessons learnt from the dilemma narrative to real life experiences in groups.	2. What are the qualities of a good narrator? 3. How can narratives contribute to decision making?	<i>Skills in English Grade 7 T.G Pg.159-160</i> <i>Skills in English Grade 7 PB. Pg. 138-140</i>	Checklist Questions Journal Learners portfolio Written assessment	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	2	Writing	Spelling antonyms, synonyms and numbers	By the end of the lesson, the learner should be able to: a) recognize antonyms, synonyms and numbers in words from a selected text, b) make post cards about antonyms, synonyms and numbers, c) Appreciate the usage of antonyms, synonyms and numbers in words in effective writing.	The learner is guided to: ▪ read a text with antonyms, synonyms and numbers in words from print and non-print sources, ▪ identify the antonyms, synonyms and numbers in words from a selected text	1. Why is it important to tell the synonyms and antonyms of words?	<i>Skills in English Grade 7 T.G Pg.161-163</i> <i>Skills in English Grade 7 PB. Pg. 141-142</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3		Spelling antonyms, synonyms and numbers	By the end of the lesson, the learner should be able to: a) identify antonyms, synonyms and numbers in words from a selected text, b) use antonyms, synonyms and numbers in words correctly in writing, c) Appreciate the usage of antonyms, synonyms and numbers in words in effective writing.	The learner is guided to: ▪ listen to a dictation of a text with antonyms and synonyms and write them down, ▪ Search for antonyms and synonyms from books in groups, newspapers and the internet and compile a list, ▪ write a list of antonyms and synonyms and in pairs exchange for assessment.	2. Which words with similar meanings do you know? 3. Why is it important to write numbers in words?	<i>Skills in English Grade 7 T.G Pg.161-163</i> <i>Skills in English Grade 7 PB. Pg. 141-142</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4	TRADITIONAL FASHION	Listening to Respond: Views/ Opinions	By the end of the lesson, the learner should be able to: a) list ways of expressing views/opinions in different contexts, b) Identify way of expressing views/opinions from texts, c) Acknowledge the value of one's views/opinions as a lifelong skill in communication.	The learner is guided to: ▪ search online and offline for the different ways of expressing views/opinions, ▪ listen to an oral narrative and identify the different ways used to express opinions/views,	1. How are opinions expressed? 2. Why is it important to express one's opinion?	<i>Skills in English Grade 7 T.G Pg.164-168</i> <i>Skills in English Grade 7 PB. Pg. 143-144</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5		Listening to Respond: Views/ Opinions	By the end of the lesson, the learner should be able to: a) list ways of expressing views/opinions in different contexts, b) use different expressions that indicate own views/opinions in a given text, c) Acknowledge the value of one's views/opinions as a lifelong skill in communication.	The learner is guided to: ▪ in groups, role play the different characters in the narrative and bring out different ways of expressing opinions/views, ▪ explain their feelings towards issues raised in the trickster narrative, ▪ write on a chart, the words they have used to describe their feelings.	3. How can expressing opinion/views affect relationships?	<i>Skills in English Grade 7 T.G Pg.164-168</i> <i>Skills in English Grade 7 PB. Pg. 143-144</i>	Checklist Questions Journal Learners portfolio Written assessment	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
13	1	Reading	Intensive Reading-Comprehension	By the end of the lesson, the learner should be able to: a) identify main ideas in a text, b) use contextual clues to infer the meaning of words in a text, c) Appreciate the importance of reading comprehension in lifelong learning.	The learner is guided to: ▪ download and share texts with mental images from the texts and draw conclusions, ▪ read a passage individually, and identify key words in the passage, ▪ infer the meaning of words using contextual clues.	1. Why should we recreate characters, places and events in our minds? 2	<i>Skills in English Grade 7 T.G Pg.169-171</i> <i>Skills in English Grade 7 PB. Pg. 144-146</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2		Intensive Reading-Comprehension	By the end of the lesson, the learner should be able to: a) describe characters, ideas or events in a text, b) summarize information from a short text, c) Appreciate the importance of reading comprehension in lifelong learning.	The learner is guided to: ▪ in groups, role play the characters and events in the text, ▪ use contextual clues to decipher the meaning of words, ▪ answer questions based on the passage ▪ give an appropriate title to a story or passage.	1. Why should we recreate characters, places and events in our minds?	<i>Skills in English Grade 7 T.G Pg.169-171</i> <i>Skills in English Grade 7 PB. Pg. 144-146</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	Grammar in use	Phrasal Verbs	By the end of the lesson, the learner should be able to: a) identify phrasal verbs formed from put, come and give in a given text, b) define the term phrasal verb, c) Acknowledge the role of phrasal verbs in communication.	The learner is guided to: ▪ read a text and identify the phrasal verbs formed from put, come and give present, ▪ in groups, search online and use charts for meanings of the phrasal verbs they have identified,	1. How are phrasal verbs formed? 2. What meanings are expressed through phrasal verbs?	<i>Skills in English Grade 7 T.G Pg.171-173</i> <i>Skills in English Grade 7 PB. Pg. 146-148</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4		Phrasal Verbs	By the end of the lesson, the learner should be able to: a) identify phrasal verbs formed from put, come and give in a given text, b) use given phrasal verbs correctly in sentence construction, c) Acknowledge the role of phrasal verbs in communication.	The learner is guided to: ▪ fill in blanks in a text using the most appropriate phrasal verb, ▪ search on the internet for more examples of phrasal verbs, ▪ construct sentences using the phrasal verbs in pairs.	3. Why should we use Phrasal Verbs correctly?	<i>Skills in English Grade 7 T.G Pg.171-173</i> <i>Skills in English Grade 7 PB. Pg. 146-148</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5	Reading	Class Reader: Main Ideas	By the end of the lesson, the learner should be able to: a) identify the main ideas in the section read in the text, b) discuss the lessons learnt from the text c) Appreciate the role of literature in fostering critical thinking.	The learner is guided to: ▪ read a section of the text aloud in turns and dramatize the events ▪ discuss the main ideas in the sections read in the text in groups	1. Why do people read story books? 2. What is the importance of reading a short story?	<i>Skills in English Grade 7 T.G Pg.173-174</i> <i>Skills in English Grade 7 PB. Pg. 148-150</i>	Checklist Questions Journal Learners portfolio Written assessment	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
14	1		Class Reader: Main Ideas	By the end of the lesson, the learner should be able to: a) discuss the lessons learnt from the text b) relate the lessons learnt to real life experiences c) Appreciate the role of literature in fostering critical thinking.	The learner is guided to: ▪ relate the lessons learnt from the section read to real life experiences in groups ▪ draw a chart showing the sequence of the main events in the section read ▪ search online and watch an adapted dramatization of the section read.	1. Why do people read story books? 2. What is the importance of reading a short story?	<i>Skills in English Grade 7 T.G Pg.173-174</i> <i>Skills in English Grade 7 PB. Pg. 148-150</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2	Writing	The writing Process: Dialogues	By the end of the lesson, the learner should be able to: a) outline the format of a dialogue b) Using IT devices, find more on dialogues. c) Acknowledge the importance of the writing process in acquiring good writing skills.	The learner is guided to: ▪ search online and offline for an example of a dialogue ▪ dramatize the identified dialogue ▪ in groups, discuss the format of the dialogue they have identified ▪ Individually fill in missing words in a set dialogue on traditional fashion ▪ In pairs, discuss the correctness of the words they have used	1. What is the difference between a dialogue and a narrative composition?	<i>Skills in English Grade 7 T.G Pg.175-177</i> <i>Skills in English Grade 7 PB. Pg. 150-152</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3		The writing Process: Dialogues	By the end of the lesson, the learner should be able to: a) outline the format of a dialogue b) apply the writing process in writing a dialogue c) Acknowledge the importance of the writing process in acquiring good writing skills.	The learner is guided to: ▪ individually, create a rough draft of a short dialogue using the format they have identified ▪ in groups, edit each other's dialogue to check for repetition, clarity, grammar, spelling and punctuation in pairs ▪ revise the dialogue individually.	2. What should we consider before writing a dialogue?	<i>Skills in English Grade 7 T.G Pg.175-177</i> <i>Skills in English Grade 7 PB. Pg. 150-152</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4-5	REVISION EXERCISE							
14	END TERM II ASSESSMENT/CLOSING								