**GRADE 7 SKILLS IN ENGLISH SCHEMES OF WORK TERM 2**

TEACHER’S NAME………………………………………………………..SCHOOL…………………………………. TERM………………

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **LSN** | **strand** | **Sub-strand** | | | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | | **Learning Experiences** | | | **Learning Resources** | **Assessment Methods** | **Refl** |
| 1 | **1** | **FAMILY**  Grammar in use | Word Classes: Comparative and Superlative Adjectives | | | By the end of the lesson, the learner should be able to:  a) identify comparative and superlative adjectives in texts,  b) use comparative and superlative adjectives in communication,  c) Acknowledge the value of comparative and superlative forms of adjectives in communication. | 1. How do we compare different people, places, and things?  2. Why are comparisons important in life? | | The learner is guided to:  • identify comparative and superlative adjectives, from texts in pairs  • search online or offline for examples of comparative and superlative adjectives | | | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.71-72***  ***Skills in English Grade 7 PB. Pg.*** 58-60 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 2 |  | Word Classes: Comparative and Superlative Adjectives | | | By the end of the lesson, the learner should be able to:  a) identify comparative and superlative adjectives in texts,  b) use comparative and superlative adjectives in communication,  c) Acknowledge the value of comparative and superlative forms of adjectives in communication. | 1. How do we compare different people, places, and things?  2. Why are comparisons important in life? | | The learner is guided to:  • construct sentences using comparative and superlative adjectives  • use a substitution table to complete sentences featuring comparative and superlative adjectives  • use flashcards to categorize comparative and superlative adjectives  • compare various items within the environment using comparative and superlative adjectives. In groups. | | | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.71-72***  ***Skills in English Grade 7 PB. Pg.*** 58-60 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 3 | Reading | Intensive Reading:  Oral Narratives | | | By the end of the lesson, the learner should be able to:  a) identify heroic characters in legends  b) explain the moral lessons in legends  c) Relate the characters in the legends to real life. | 1. Why are heroes celebrated?  2. Why are some people are considered heroic? | | The learner is guided to:  • predict the actions of characters in legends  • read a heroic narrative- (legends) aloud in turns  • identify the characters in legends,  • discuss heroic acts in the legend, in groups  • relate legends to their actions, | | | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.72-74***  ***Skills in English Grade 7 PB. Pg.*** 60-63 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 4 |  | Intensive Reading:  Oral Narratives | | | By the end of the lesson, the learner should be able to:  a) identify heroic characters in legends  b) discuss why legends are important in various, communities  c) Relate the characters in the legends to real life. | 3. What heroic acts have been done in your school or community?  4. What challenges might one face when collecting narratives from the community? | | The learner is guided to:  • identify and discuss the moral lessons learned from legends  • reflect on the impact of their actions in the society  • discuss in groups, how he or she can collect narratives from the community  • use a mind map to show how the moral lessons in the narrative can be of benefit to the community  • research and identify the community needs to be addressed through the functional reading of legend narratives | | | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.72-74***  ***Skills in English Grade 7 PB. Pg.*** 60-63 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 5 | Writing | Functional Writing: Friendly Letters | | | By the end of the lesson, the learner should be able to:  a) identify the parts of a friendly letter  b) compose a friendly letter using the correct format  c) Appreciate the role of friendly letters in communication. | 1. Why do we write friendly letters?  2. When do we write friendly letters? | | The learners are guided to:  • read sample friendly letters  • identify and underline parts of a friendly letter in pairs  • create a friendly letter individually  • exchange the friendly letter with a peer for feedback  • type the friendly letter on a digital device or display the letter on a chart  • display friendly letters for other learners to give feedback. | | | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.74-75***  ***Skills in English Grade 7 PB. Pg.*** 63-64 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 2 | 1 |  | Functional Writing: Friendly Letters | | | By the end of the lesson, the learner should be able to:  a) identify the parts of a friendly letter  b) compose a friendly letter using the correct format  c) Appreciate the role of friendly letters in communication. | 1. Why do we write friendly letters?  2. When do we write friendly letters? | | The learners are guided to:  • read sample friendly letters  • identify and underline parts of a friendly letter in pairs  • create a friendly letter individually  • exchange the friendly letter with a peer for feedback  • type the friendly letter on a digital device or display the letter on a chart  • display friendly letters for other learners to give feedback. | | | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.74-75***  ***Skills in English Grade 7 PB. Pg.*** 63-64 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 2 | **DRUG AND SUBTANCE ABUSE** | Listening and speaking - Conversation Skills: | | | By the end of the lesson, the learner should be able to:  a) identify verbal and non- verbal forms of polite interruptions,  b) apply turn-taking skills in different speaking contexts,  c) Acknowledge the importance of politeness in communication. | 1 How can you interrupt a conversation politely?  2 Why should people speak one at a time in a conversation? | | The learner is guided to:  • watch a live or recorded dialogue depicting turn taking skills and interrupting politely,  • practice in pairs interrupting someone politely,  • practice turn taking in a conversation with peers, | | | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.77-83***  ***Skills in English Grade 7 PB. Pg.*** 65-67 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 3 |  | Listening and speaking - Conversation Skills: | | | By the end of the lesson, the learner should be able to:  a) identify verbal and non- verbal forms of polite interruptions,  b) use verbal and non-verbal cues to interrupt a conversation politely,  c) Acknowledge the importance of politeness in communication. | 3 How can you ensure that you do not dominate a conversation? | | The learner is guided to:  • listen to a radio talk show and pick out polite words and expressions,  • write examples of polite words and expressions on sticky notes or flash cards and paste them on the wall or class noticeboard,  • make posters showing polite expressions as well as ways of interrupting someone politely,  • make posters on turn taking skills and polite interruptions and display them, | | | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.77-83***  ***Skills in English Grade 7 PB. Pg.*** 65-67 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 4 | Reading | Reading: Fluency | | | By the end of the lesson, the learner should be able to:  a) identify instances of expressive reading from a reading or digital text,  b) read a text at the right speed, accurately and with expression,  c) Appreciate the importance of reading fluency in communication. | 1. Why is it important to read fluently? | | The learner is guided to:  • view a variety of video clips featuring well-read scripts related to the theme  • watch news clips from a favourite television programme/presenter and comment on the presenter’s speed, accuracy and expression,  • reflect on the qualities of a good reader | | | Digital device,  Video clips  dictionaries  ***Skills in English Grade 7 T.G Pg.83-85***  ***Skills in English Grade 7 PB. Pg.*** 67-70 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 5 |  | Reading: Fluency | | | By the end of the lesson, the learner should be able to:  a) identify instances of expressive reading from a reading or digital text,  b) read a text at the right speed, accurately and with expression,  c) Appreciate the importance of reading fluency in communication. | 2. How does the appropriate use of verbal and non-verbal cues enhance reading fluency? | | The learner is guided to:  • read a text such as a poem, a narrative or dialogue with:  o with appropriate expressions  o with accuracy  o right speed,  • listen to a text read by a peer and provide feedback  • engage in a readers’ theatre in groups and read a poem, narrative or dialogue • read a choral verse in pairs or small groups,  • time himself or herself while reading an excerpt of a text | | | Digital device,  Video clips  dictionaries  ***Skills in English Grade 7 T.G Pg.83-85***  ***Skills in English Grade 7 PB. Pg.*** 67-70 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 3 | 1 | 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. | 1. Why is it important to describe where, when and how something happens? | | 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 | | | Digital device,  Flash cards  Video recordings  ***Skills in English Grade 7 T.G Pg.86-87***  ***Skills in English Grade 7 PB. Pg.*** 71-73 | 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. | 2. Which words do we use to describe different actions? | | 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. | | | Digital device,  Flash cards  Video recordings  ***Skills in English Grade 7 T.G Pg.86-87***  ***Skills in English Grade 7 PB. Pg.*** 71-73 | 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. | 1. What is the difference between a lullaby and other songs? | | 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, | | | Digital device,  Flash cards  Video recordings  ***Skills in English Grade 7 T.G Pg.87-89***  ***Skills in English Grade 7 PB. Pg.*** 73-74 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 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. | 2. How are songs similar to poems?  3. What similarities exist in lullabies across communities? | | 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,  • create lullabies in groups and perform them in class,  • identify characters in different lullabies. | | | Digital device,  Flash cards  Video recordings  ***Skills in English Grade 7 T.G Pg.87-89***  ***Skills in English Grade 7 PB. Pg.*** 73-74 | 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. | 1. What makes some words difficult to spell?  2. How can we improve our spelling? | | 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, | | | Digital device,  Print and online dictionaries  ***Skills in English Grade 7 T.G Pg.90-92***  ***Skills in English Grade 7 PB. Pg.*** 75-76 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 4 | 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. | 1. What makes some words difficult to spell?  2. How can we improve our spelling? | | 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, | | | Digital device,  Print and online dictionaries  ***Skills in English Grade 7 T.G Pg.90-92***  ***Skills in English Grade 7 PB. Pg.*** 75-76 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 2 | **NATURAL RESOURCES- 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. | 1. How can you tell the key information from a listening text? | | The learner is guided to:  • search online or offline for signposts that introduce details in an oral text,  • 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; | | | Digital device,  Newspapers  ***Skills in English Grade 7 T.G Pg.93-99***  ***Skills in English Grade 7 PB. Pg.*** 77-78 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 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. | 2. What factors interfere with one’s ability to listen well?  3. How can you tell that people are listening attentively? | | 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, | | | Digital device,  Newspapers  ***Skills in English Grade 7 T.G Pg.93-99***  ***Skills in English Grade 7 PB. Pg.*** 77-78 | 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. | 1. How does observation of real items help us understand what we are being taught? | | 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, | | | Digital device,  Pictures  Posters  ***Skills in English Grade 7 T.G Pg.99-101***  ***Skills in English Grade 7 PB. Pg.*** 80-84 | 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. | 2. What is the importance of pictures and photographs that accompany written 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,  • discuss the importance of developing visual interpretation skills for a full understanding of messages, | | | Digital device,  Pictures  Posters  ***Skills in English Grade 7 T.G Pg.99-101***  ***Skills in English Grade 7 PB. Pg.*** 80-84 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 5 | 1 | Grammar in use | 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) identify personal and possessive pronouns in a text,  c) Appreciate the value of proper use of pronouns. | 1. What is the difference between personal and possessive 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, | | | Digital device,  Pictures  Posters  ***Skills in English Grade 7 T.G Pg.101-103***  ***Skills in English Grade 7 PB. Pg.*** 84-88 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 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. | 2. How can you avoid unnecessary repetition in sentences?  3. Why should we avoid unnecessary repetition? | | 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. | | | Digital device,  Pictures  Posters  ***Skills in English Grade 7 T.G Pg.101-103***  ***Skills in English Grade 7 PB. Pg.*** 84-88 | 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) Use IT devices to find more on relationship between characters,  c) Appreciate the place of minor characters in the class reader. | 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? | | 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, | | | Digital device,  Pictures  Posters  ***Skills in English Grade 7 T.G Pg.104-105***  ***Skills in English Grade 7 PB. Pg.*** 88-91 | 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. | 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? | | 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. | | | Digital device,  Pictures  Posters  ***Skills in English Grade 7 T.G Pg.104-105***  ***Skills in English Grade 7 PB. Pg.*** 88-91 | 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. | 1. What should you consider before you begin writing a composition?  2. What contributes to a well written composition? | | 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, | | | Digital device,  Selected texts  ***Skills in English Grade 7 T.G Pg.106-107***  ***Skills in English Grade 7 PB. Pg.*** 91-93 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 6 | 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. | 1. What should you consider before you begin writing a composition?  2. What contributes to a well written composition? | | 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 digital device for peer review,  • review the effectiveness of the writing process in writing compositions. | | | Digital device,  Selected texts  ***Skills in English Grade 7 T.G Pg.106-107***  ***Skills in English Grade 7 PB. Pg.*** 91-93 | 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 | 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? | | The learner is guided to:  • listen to a recording of an explanatory narrative from a digital device and retell the story  • search online and offline for information on explanatory narratives  • dramatize dialogues in the explanatory narratives  • role play the story telling session  • identify the moral lessons and relate them to real life situations  • discuss behaviour of the characters in the explanatory narratives, in pairs | | | Digital device,  Selected texts  ***Skills in English Grade 7 T.G Pg.108-112***  ***Skills in English Grade 7 PB. Pg.*** 94-96 | 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. | 1. How can you identify the subject in a poem?  2. How are poems similar to songs? | | 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 digital devices to check the meanings of words, | | | Digital device,  Storybooks  Poems  Library  Print and online dictionary  ***Skills in English Grade 7 T.G Pg.113-114***  ***Skills in English Grade 7 PB. Pg.*** 96-99 | 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. | 1. How can you identify the subject in a poem?  2. How are poems similar to songs? | | 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. | | | Digital device,  Storybooks  Poems  Library  Print and online dictionary  ***Skills in English Grade 7 T.G Pg.113-114***  ***Skills in English Grade 7 PB. Pg.*** 96-99 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 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. | 1. What is the function of prepositions in sentences? | | 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 identity simple prepositions,  • complete sentences using a substitution table, | | | Digital device,  Flashcards  ***Skills in English Grade 7 T.G Pg.115-117***  ***Skills in English Grade 7 PB. Pg.*** 99-101 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 7 | 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. | 2. How do we show the relationship between words?  3. How can you ensure all your sentences are correctly written? | | The learner is guided to:  • match simple prepositions with the word they collocate with,  • Watch video clips and identify simple propositions,  • construct sentences using prepositions, in groups,  • create a crossword puzzle featuring simple prepositions and the words or phrases they collocate with, | | | Digital device,  Flashcards  ***Skills in English Grade 7 T.G Pg.115-117***  ***Skills in English Grade 7 PB. Pg.*** 99-101 | 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. | 1. How do we identify characters in a given poem? | | 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 | | | Digital device,  Role play  Poetry books  ***Skills in English Grade 7 T.G Pg.117-118***  ***Skills in English Grade 7 PB. Pg.*** 101-104 | 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. | 2. Why are human characters important in poetry?  3. How can you identify the lessons learned from poems? | | 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  • relate the human characters in the poem with real life lessons. | | | Digital device,  Role play  Poetry books  ***Skills in English Grade 7 T.G Pg.117-118***  ***Skills in English Grade 7 PB. Pg.*** 101-104 | 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 | 1. Why is it important to assess writing?  2. How can one improve their composition writing skills? | | 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, | | | Digital device,  Selected texts  ***Skills in English Grade 7 T.G Pg119-121***  ***Skills in English Grade 7 PB. Pg.*** 104-105 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 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 | 1. Why is it important to assess writing?  2. How can one improve their composition writing skills? | | 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. | | | Digital device,  Selected texts  ***Skills in English Grade 7 T.G Pg119-121***  ***Skills in English Grade 7 PB. Pg.*** 104-105 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 8 | 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 /uː/ in words,  b) pronounce words correctly using stress,  c) Acknowledge the importance of correct pronunciation in oral communication. | 1. Why should you pronounce words correctly? | | The learner is guided to: listen to audio clips and watch video clips with the sounds /t/, /d/, /l/, /r, /, /ʊ/ and /uː/ 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, | | | Digital device,  Audios  Videos  ***Skills in English Grade 7 T.G Pg122-126***  ***Skills in English Grade 7 PB. Pg.*** 106-109 | 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. | 2. Why do people find it difficult to pronounce some words?  3. In what ways can one improve own pronunciation? | | The learner is guided to:  • articulate the following consonants and vowel sounds in groups:  - /r/ as in river  - /ʊ/ as in pull, bull;  - /uː/ as in pool, book,  • watch an oral presentation and pick out words with the target sounds,  • practice pronouncing words with the target consonant and vowel sounds, in pairs,  • sort words based on pronunciation of the target, consonant and vowel sounds | | | Digital device,  Audios  Videos  ***Skills in English Grade 7 T.G Pg122-126***  ***Skills in English Grade 7 PB. Pg.*** 106-109 | 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. | 1. Why is it important to read fictional materials? | | 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 | | | Digital device,  Videos  Fictions books  ***Skills in English Grade 7 T.G Pg.127-129***  ***Skills in English Grade 7 PB. Pg.*** 109-111 | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 4-5 | **HALF TERM** | | | | | | | | | | | | |
| 9 | 1 |  | | 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. | | | 2. How can a reading culture be developed?  3. What should you consider when selecting fictional texts for reading? | | 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  • relate the ideas expressed in fiction to real life  • read fiction materials for enjoyment. | Digital device,  Videos  Fictions books  ***Skills in English Grade 7 T.G Pg.127-129***  ***Skills in English Grade 7 PB. Pg.*** 109-111 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 2 | 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. | | | 1. How do the words and, but and or help in conversation?  2. Why is it important to communicate clearly? | | 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, | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.129-130***  ***Skills in English Grade 7 PB. Pg.*** 111-113 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 3 |  | | 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. | | | 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? | | 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  • create and share a story or dialogue on heroes in Kenya, using the conjunctions and, but and or  • discuss the importance of proper use of conjunctions in sentences. | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.129-130***  ***Skills in English Grade 7 PB. Pg.*** 111-113 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 4 | 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. | | | 1. What marks the climax of a story?  2. How does a writer make a piece of writing interesting? | | 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, | Digital device,  Selected reading materials  Sequence chart  ***Skills in English Grade 7 T.G Pg.131-132***  ***Skills in English Grade 7 PB. Pg.*** 113-115 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 5 |  | | 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. | | | 3. Which captivating story books or TV programmes have you come across and what made them interesting? | | 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. | Digital device,  Selected reading materials  Sequence chart  ***Skills in English Grade 7 T.G Pg.131-132***  ***Skills in English Grade 7 PB. Pg.*** 113-115 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 10 | 1 | 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. | | | 1. How can you make your composition writing better?  2. Which things make a composition memorable  3. What are the characteristics of a good narrative composition? | | 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, | Digital device,  Selected texts  ***Skills in English Grade 7 T.G Pg.133-135***  ***Skills in English Grade 7 PB. Pg.*** 115-117 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 2 | **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. | | | 1. What is the purpose of speeches in society?  2. What circumstances make one to read a pre-written speech?  3. How can one deliver a speech effectively? | | 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, | Digital device,  Dictionaries  Recorded speeches  ***Skills in English Grade 7 T.G Pg.136-139***  ***Skills in English Grade 7 PB. Pg.*** 118-120 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 3 |  | | 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. | | | 1. What is the purpose of speeches in society?  2. What circumstances make one to read a pre-written speech?  3. How can one deliver a speech effectively? | | 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. | Digital device,  Dictionaries  Recorded speeches  ***Skills in English Grade 7 T.G Pg.136-139***  ***Skills in English Grade 7 PB. Pg.*** 118-120 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 4 | 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. | | | 1. How can effective reading be done?  2. How can key points be identified in a text? | | 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, | Digital device,  Dictionaries  Cards, posters  ***Skills in English Grade 7 T.G Pg.140-141***  ***Skills in English Grade 7 PB. Pg.*** 120-123 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 5 |  | | 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. | | | 3. What is the importance of note-making? | | 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  • read print or non-print texts and make notes from them. | Digital device,  Dictionaries  Cards, posters  ***Skills in English Grade 7 T.G Pg.140-141***  ***Skills in English Grade 7 PB. Pg.*** 120-123 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 11 | 1 | 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. | | | 1. What would happen if a conversation lacked determiners? | | 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, • correct errors in sentences that contain articles, | Digital device,  Dictionaries  Video recordings  ***Skills in English Grade 7 T.G Pg.142-143***  ***Skills in English Grade 7 PB. Pg.*** 123-125 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 2 |  | | 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. | | | 2. How do we indicate that something belongs to somebody? | | 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. | Digital device,  Dictionaries  Video recordings  ***Skills in English Grade 7 T.G Pg.142-143***  ***Skills in English Grade 7 PB. Pg.*** 123-125 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 3 | 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. | | | 1. What kind of characters are commonly used in monster narratives?  2. What is the relevance of oral narratives in modern society? | | 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 | Digital device,  Dictionaries  Reference books  ***Skills in English Grade 7 T.G Pg.144-146***  ***Skills in English Grade 7 PB. Pg.*** 125-128 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 4 |  | | 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. | | | 3. What should one consider when collecting narratives among people of varied socio-cultural backgrounds? | | 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,  • discuss the traits of the characters involved in a monster narrative, in pairs,  • brainstorm on the reading strategies suitable for sharing experiences with community members, | Digital device,  Dictionaries  Reference books  ***Skills in English Grade 7 T.G Pg.144-146***  ***Skills in English Grade 7 PB. Pg.*** 125-128 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 5 | 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. | | | 1. What should one consider when grouping items in a packing list? | | The earner 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, | Digital device,  Dictionaries  Internet  newspapers  ***Skills in English Grade 7 T.G Pg.146-148***  ***Skills in English Grade 7 PB. Pg.*** 128-130 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 12 | 1 |  | | 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. | | | 2. Why should a shopping list be prepared?  3. What is the importance of a packing list? | | The earner 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. | Digital device,  Dictionaries  Internet  newspapers  ***Skills in English Grade 7 T.G Pg.146-148***  ***Skills in English Grade 7 PB. Pg.*** 128-130 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 2 | **PROFFESSIONS** | | 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) Seek clarification during an oral presentation,  e) Appreciate the importance of interviews in getting school placement and scholarships. | | | 1. Why are interviews important?  2. Why should one articulate point clearly and confidently during an interview? | | 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 | Digital device,  Recording device  Sample interview  ***Skills in English Grade 7 T.G Pg.149-153***  ***Skills in English Grade 7 PB. Pg.*** 131-142 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 3 | 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. | | | 1. What kind of stories contribute to behaviour change?  2. Why should we read non-fiction materials? | | 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, | Digital device,  Print and online dictionaries  ***Skills in English Grade 7 T.G Pg.154-156***  ***Skills in English Grade 7 PB. Pg.*** 133-135 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 4 |  | | 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. | | | 1. What kind of stories contribute to behaviour change?  2. Why should we read non-fiction materials? | | 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. | Digital device,  Print and online dictionaries  ***Skills in English Grade 7 T.G Pg.154-156***  ***Skills in English Grade 7 PB. Pg.*** 133-135 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 5 | 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. | | | 1. How are adjectives formed?  2. Why should we use adjectives correctly? | | 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, | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.156-158***  ***Skills in English Grade 7 PB. Pg.*** 136-138 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 13 | 1 |  | | 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. | | | 1. How are adjectives formed?  2. Why should we use adjectives correctly? | | 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. | Digital device,  Flash cards  ***Skills in English Grade 7 T.G Pg.156-158***  ***Skills in English Grade 7 PB. Pg.*** 136-138 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 2 | 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. | | | 1. What is the importance of dilemma narratives in the society? | | 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 in small groups, | Digital device,  Collection of narratives  ***Skills in English Grade 7 T.G Pg.159-160***  ***Skills in English Grade 7 PB. Pg.*** 138-140 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 3 |  | | 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. | | | 2. What are the qualities of a good narrator?  3. How can narratives contribute to decision making? | | 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. | Digital device,  Collection of narratives  ***Skills in English Grade 7 T.G Pg.159-160***  ***Skills in English Grade 7 PB. Pg.*** 138-140 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 4 | 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. | | | 1. Why is it important to tell the synonyms and antonyms of words? | | 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 | Digital device,  List of synonyms and antonyms  ***Skills in English Grade 7 T.G Pg.161-163***  ***Skills in English Grade 7 PB. Pg.*** 141-142 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
|  | 5 |  | | 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. | | | 2. Which words with similar meanings do you know?  3. Why is it important to write numbers in words? | | 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. | Digital device,  List of synonyms and antonyms  ***Skills in English Grade 7 T.G Pg.161-163***  ***Skills in English Grade 7 PB. Pg.*** 141-142 | | Checklist  Questions  Journal  Learners portfolio  Written assessment |  |
| 14 | **END TERM ASSESSMENT/CLOSING** | | | | | | | | | | | | | |