

Week	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	PERSONAL RESPONSIBILITY – Listening and Speaking	Conversational Skills: Polite Language	By the end of the lesson, the learner should be able to: a) identify polite expressions used in the introduction of self and others, b) discuss different types of introductions c) Model respectful behaviour during introductions.	1. What considerations should one make when introducing other people?	The learner is guided to: • make a list of necessary details about people that one needs to know for effective introduction, • brainstorm on different types of introduction, • use games such as catch the ball, in small groups, for the introduction of others, • review an audio or video recording on formal and informal introductions.	Digital device, <i>Skills in English Grade 7 T.G Pg.1-6</i> <i>Skills in English Grade 7 PB. Pg. 1-4</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2		Polite Language	By the end of the lesson, the learner should be able to: a) use polite expressions in the introduction of self and others in different speaking contexts, b) Practice self-introduction in class c) discuss reasons for use of polite language in introductions d) Model respectful behaviour during introductions.	2. How would you introduce your parents or guardians to your teachers? 3. Why is it important to be polite while introducing yourself or others?	The learner is guided to: • discuss reasons for using polite language in introductions, • role play different contexts of self-introduction with peers, • list polite expressions that can be used during the introduction, • match polite expressions to corresponding types of introduction,	Digital device, <i>Skills in English Grade 7 T.G Pg.1-6</i> <i>Skills in English Grade 7 PB. Pg. 1-4</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	Reading	Extensive Reading: Independent Reading	By the end of the lesson, the learner should be able to: (a) identify a variety of texts for independent reading (b) set goals for the reading session (c) Appreciate the value of independent reading in lifelong learning.	1) What do you consider while selecting reading materials? 2) How can you ensure that you benefit from a reading session?	The learner is guided to: • think-pair-share on the factors to consider when selecting reading material, • select appropriate reading materials related to personal responsibility • set and share reading goals for the session,	Digital device, Assorted grade 7 reading materials <i>Skills in English Grade 7 T.G Pg.6-8</i> <i>Skills in English Grade 7 PB. Pg. 4-8</i>	Checklist Questions Journal Learners portfolio Written assessment	

	4		Extensive Reading: Independent Reading	By the end of the lesson, the learner should be able to: (a) identify good reading habits to use during the session (b) read selected materials for information and enjoyment (c) Appreciate the value of independent reading in lifelong learning.	1) What do you consider while selecting reading materials? 2) How can you ensure that you benefit from a reading session?	The learner is guided to: • read selected print and non-print materials independently, • observe good reading habits, • keep a portfolio or a journal of their experiences during the reading session, • conduct peer review of the portfolios and journals kept.	Digital device, Assorted grade 7 reading materials <i>Skills in English Grade 7 T.G Pg.6-8</i> <i>Skills in English Grade 7 PB. Pg. 4-8</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5	Grammar in Use	Word Classes: Nouns	By the end of the lesson, the learner should be able to: a) identify the different types of nouns from a print or digital text, b) make post cards on different types of nouns c) Appreciate the role of correct grammar in written and spoken communication.	1. Why is it important to identify items by name? 2. Why is knowledge on use of capital letters useful?	The learner is guided to: • read a print or non-print text in pairs • identify common, proper, concrete, and abstract nouns, • search online for examples of the common, proper, concrete, and abstract nouns, and compile a list of the nouns in groups, • listen to a poem or a story and categorize the nouns used, • mention examples of common, proper, concrete and abstract nouns in the classroom and school,	Digital device, Charts, pictures, realia <i>Skills in English Grade 7 T.G Pg.9-12</i> <i>Skills in English Grade 7 PB. Pg. 8-10</i>	Checklist Questions Journal Learners portfolio Written assessment	
2	1		Word Classes: Nouns	By the end of the lesson, the learner should be able to: a) complete substitution tables with different types of nouns, b) use different types of nouns in sentences, c) Appreciate the role of correct grammar in written and spoken communication.	1. Why is it important to identify items by name? 2. Why is knowledge on use of capital letters useful?	The learner is guided to: • construct sentences using common, proper, concrete and abstract nouns, • complete substitution tables with the different types of nouns in pairs, • engage in language games such as scrabble, puzzles, code words and guessing games, • write and display stories, songs or poems featuring the different types of nouns.	Digital device, Charts, pictures, realia <i>Skills in English Grade 7 T.G Pg.9-12</i> <i>Skills in English Grade 7 PB. Pg. 8-10</i>	Checklist Questions Journal Learners portfolio Written assessment	

	2	Reading	Intensive Reading: Trickster Narratives	By the end of the lesson, the learner should be able to: a) identify the main events in trickster narratives b) analyze the characters in narratives c) Appreciate the importance of trickster narratives in the inculcation of values.	1. What is a trickster narrative? 2. What can we learn from narratives? 3. Which characters are common in the trickster narratives that you know?	The learner is guided to: • engage in pre-reading activities such as previewing the title of the narrative, using the picture clues and brainstorming • discuss the various character traits displayed by the characters, • brainstorm on the moral lessons of the narrative • relate characters and events in the trickster narrative to real life situations • explore and share with group members how personal responsibility can be derived from the narrative's moral lessons.	Digital device, Assorted grade 7 reading materials <i>Skills in English Grade 7 T.G Pg.12-15</i> <i>Skills in English Grade 7 PB. Pg. 10-13</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	Reading	Intensive Reading: Trickster Narratives	By the end of the lesson, the learner should be able to: a) identify the main events in trickster narratives b) analyze the characters in narratives c) Appreciate the importance of trickster narratives in the inculcation of values.	1. What is a trickster narrative? 2. What can we learn from narratives? 3. Which characters are common in the trickster narratives that you know?	The learner is guided to: • engage in pre-reading activities such as previewing the title of the narrative, using the picture clues and brainstorming • discuss the various character traits displayed by the characters, • brainstorm on the moral lessons of the narrative • relate characters and events in the trickster narrative to real life situations • explore and share with group members how personal responsibility can be derived from the narrative's moral lessons.	Digital device, Assorted grade 7 reading materials <i>Skills in English Grade 7 T.G Pg.12-15</i> <i>Skills in English Grade 7 PB. Pg. 10-13</i>	Checklist Questions Journal Learners portfolio Written assessment	

	4	Writing	Handwriting : Legibility and Neatness	By the end of the lesson, the learner should be able to: a) describe features of legible and neat handwriting for efficient writing b) write texts legibly and neatly c) Acknowledge the importance of writing neatly and legibly.	1. Why should we learn to write legibly and clearly? 2. What kind of misunderstanding could arise as a result of bad handwriting?	The learner is guided to: • study written samples of legible and neat handwriting featuring all letters of the alphabet and short texts • discuss the features of legible and neat handwriting including shaping letters, joining and spacing letters and words • practice handwriting games such as blind writing, speed writing, and letter stations • suggest ways of correcting bad handwriting habits such as joining letters and words inappropriately	Digital device, Samples of handwriting <i>Skills in English Grade 7 T.G Pg.16-18</i> <i>Skills in English Grade 7 PB. Pg. 13-15</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5	SCIENCE AND HEALTH EDUCATION	Listening and speaking : Oral Presentations: Oral Narratives	By the end of the lesson, the learner should be able to: a) outline the oral narrative performance techniques for effective delivery, b) use oral narrative techniques during the performance, c) Appreciate the importance of performance techniques in the successful delivery of oral material.	1. What do you enjoy during a story telling session? 2. How can you become a good storyteller?	The learner is guided to: • watch live or recorded oral performance of narratives as a class, • discuss the oral performance techniques in groups, • perform oral narratives in groups while peers watch, record, and then give feedback, • compose oral narratives in groups and suggest the most suitable ways of performing them.	Digital device, List narrative performance techniques <i>Skills in English Grade 7 T.G Pg.19-22</i> <i>Skills in English Grade 7 PB. Pg. 16-18</i>	Checklist Questions Journal Learners portfolio Written assessment	
3	1	Reading	Intensive reading: Simple poems	By the end of the lesson, the learner should be able to: a) distinguish between poems and other literary genres b) Discuss use of poems in passing message c) Collaborate in poetry recitation for enjoyment and learning.	1. How are poems different from stories?	The learner is guided to: • listen and respond to live or recorded poetry recitation • discuss, in groups, what makes reading simple poems interesting • pick out poems from a variety of texts and read them out aloud	Digital device, Sample poems, stories <i>Skills in English Grade 7 T.G Pg.23-24</i> <i>Skills in English Grade 7 PB. Pg. 18-20</i>	Checklist Questions Journal Learners portfolio Written assessment	

	2		Intensive reading: Simple poems	By the end of the lesson, the learner should be able to: a) discuss what makes a poem interesting b) recite a variety of simple poems for enjoyment c) Collaborate in poetry recitation for enjoyment and learning.	2. Why would you use a poem instead of a story to pass a message? 3. What makes poems interesting?	The learner is guided to: • pick out poems from a variety of texts and read them out aloud • recite poems that address science and health issues such as HIV and AIDS in groups • provide feedback to peers and seek help where necessary.	Digital device, Sample poems, stories <i>Skills in English Grade 7 T.G Pg.23-24</i> <i>Skills in English Grade 7 PB. Pg. 18-20</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	Grammar in use	Word Classes: Nouns	By the end of the lesson, the learner should be able to: a) identify count, non-count, singular, and plural nouns from a variety of texts, b) use IT devices to identify types of nouns c) Appreciate the importance of the correct use of nouns in communication.	1. Why are some things impossible to count? 2. How can you group things that cannot be counted?	The learner is guided to: • search for examples of the count, non-count, singular, and plural nouns from the internet and post them on the classroom wall, • listen to an audio text on the theme of science and health education, and pick out the target nouns, • pick out count, non-count, singular, and plural nouns from newspapers and magazine articles,	Digital device, Examples of nouns <i>Skills in English Grade 7 T.G Pg.25-27</i> <i>Skills in English Grade 7 PB. Pg. 20-23</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4		Word Classes: Nouns	By the end of the lesson, the learner should be able to: a) change singular nouns to plural and vice versa b) use count, non-count, singular, and plural nouns in sentences, c) Appreciate the importance of the correct use of nouns in communication.	3. Why should you specify the number of things you require to accomplish a task?	The learner is guided to: • identify objects in the classroom and categorize them as count or non-count nouns, in pairs, • change singular nouns to plural and vice versa, • construct sentences using the specified types of nouns orally and in writing, • complete crossword puzzles with the target nouns in small groups, • create posters and poems using the learnt nouns, and post them on the classroom wall or share them using digital learning platforms	Digital device, Examples of nouns <i>Skills in English Grade 7 T.G Pg.25-27</i> <i>Skills in English Grade 7 PB. Pg. 20-23</i>	Checklist Questions Journal Learners portfolio Written assessment	

	5	Reading	Intensive Reading: Class Reader	By the end of the lesson, the learner should be able to: a) explain the different parts that aid in previewing a book b) describe the author and the setting of the text in terms of time and place c) Underscore the value of reading for lifelong learning.	1. What would you consider when designing the cover of a book? 2. Why should we not judge a book by its cover?	The learner is guided to: • study the cover page, read the blurb and highlight the outstanding features, in groups, • discuss the title of the class reader • research online for more information about the author and the location where the story is taking place • make oral presentations to the class on their findings from the research	Digital device, Sample book cover, title and blurb <i>Skills in English Grade 7 T.G Pg.27-29</i> <i>Skills in English Grade 7 PB. Pg. 23-26</i>	Checklist Questions Journal Learners portfolio Written assessment	
4	1		Intensive Reading: Class Reader	By the end of the lesson, the learner should be able to: a) Describe the setting of the story b) design a graphic organizer e.g. mind map c) Underscore the value of reading for lifelong learning.	3. Why do we read storybooks?	The learner is guided to: • identify words, images and details that describe the setting in terms of place and time • design a graphic organizer such as a mind map and tree map to identify the setting • create, share and give feedback using summary charts such as what I know - where I learned it - what I want to know - what I Learned (K-W-W-L) chart, to visualize what has been learned, • make short notes on the setting and the author.	Digital device, Sample book cover, title and blurb <i>Skills in English Grade 7 T.G Pg.27-29</i> <i>Skills in English Grade 7 PB. Pg. 23-26</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2	Writing	Mechanics of Writing: Punctuation Marks	By the end of the lesson, the learner should be able to: a) recognize the full stop, exclamation mark, and question mark, in texts b) use the full stop, exclamation mark, and question mark in sentences c) Acknowledge the importance of punctuating sentences accurately.	1. Which punctuation marks do you use in writing? 2. Why is it important to punctuate a text?	The learner is guided to: • read print or non-print text and identify the full stop, exclamation mark, and question mark in groups • punctuate a text using the target punctuation marks, in pairs	Digital device, Samples of punctuated sentences <i>Skills in English Grade 7 T.G Pg.29-31</i> <i>Skills in English Grade 7 PB. Pg. 26-28</i>	Checklist Questions Journal Learners portfolio Written assessment	

	3		Mechanics of Writing: Punctuation Marks	By the end of the lesson, the learner should be able to: a) Punctuate a short story correctly b) make posters or charts with punctuated sentences c) Acknowledge the importance of punctuating sentences accurately.	1. Which punctuation marks do you use in writing? 2. Why is it important to punctuate a text?	The learner is guided to: • write a short story or dialogue on the theme of science and health education using the full stop exclamation mark, and question mark, where necessary • engage in online or offline punctuation games in groups • draw and display posters or charts with punctuated sentences for peer review and revision • discuss, in groups, the effectiveness of punctuation marks in expressing meaning.	Digital device, Samples of punctuated sentences <i>Skills in English Grade 7 T.G Pg.29-31</i> <i>Skills in English Grade 7 PB. Pg. 26-28</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4	HYGIE NE	Listening and speaking - Listening for Information and the main idea	By the end of the lesson, the learner should be able to: a) identify the main idea from varied descriptive texts b) Pick out specific information from varied descriptive texts c) Acknowledge the importance of listening skills in communication.	1. Why is it important to get the main points from an oral text? 2. What can you do to ensure you capture the main ideas from a speaker?	The learner is guided to: • listen to audio recordings on hygiene and identify the main idea • Listen for specific information from the audio recording and take notes	Digital device, Oral texts <i>Skills in English Grade 7 T.G Pg.33-38</i> <i>Skills in English Grade 7 PB. Pg. 29-30</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5		Listening and speaking - Listening for Information and the main idea	By the end of the lesson, the learner should be able to: a) identify the main idea from varied descriptive texts b) Pick out specific information from varied descriptive texts c) Acknowledge the importance of listening skills in communication.	1. Why is it important to get the main points from an oral text? 2. What can you do to ensure you capture the main ideas from a speaker?	The learner is guided to: • search online and offline for expressions that signal the main ideas such as; - this talk is about... - I will talk about..., • watch a video describing a process, a person, or an object and pick out specific information • listen to peers read descriptive texts, and note the main ideas, in turns.	Digital device, Oral texts <i>Skills in English Grade 7 T.G Pg.33-38</i> <i>Skills in English Grade 7 PB. Pg. 29-30</i>	Checklist Questions Journal Learners portfolio Written assessment	

5	1	Reading	Reading for information and Meaning	By the end of the lesson, the learner should be able to: a) distinguish between reading for information and reading for meaning, b) pick out information from varied texts, c) c)infer the meaning of words and phrases from context, d) use new words and phrases in sentences, e) Appreciate the importance of reading for information and meaning.	1. Why do we read texts? 2. How would you tell the meaning of a word in a passage?	The learner is guided to: • distinguish between reading for information and reading for meaning, • scan through a text in pairs and identify text features (such as title, subtitles), • read texts on issues such as hygiene, safety, and security and organize the information by making notes, • construct sentences using new words and phrases, in groups, • fill in crossword puzzles using new words learned.	Digital device, Selected texts <i>Skills in English Grade 7 T.G Pg.38-40</i> <i>Skills in English Grade 7 PB. Pg. 30-33</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2	Grammar in use	Word classes: Verbs and tense	By the end of the lesson, the learner should be able to: a) identify regular and irregular verbs in sentences b) Group regular verbs with similar endings c) Appreciate the correct use of verbs and tense for effective communication.	1. How did you spend the last holiday? 2. Which misunderstanding can arise when people use wrong tense?	The learner is guided to: • search online and offline for information on verbs and their tenses • listen to texts read by the teacher on verbs and their tenses • identify and group verbs with similar endings from passages on the theme of hygiene	Digital device, Manila papers and scissors <i>Skills in English Grade 7 T.G Pg.40-42</i> <i>Skills in English Grade 7 PB. Pg. 34-35</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3		Word classes: Verbs and tense	By the end of the lesson, the learner should be able to: a) identify tenses of the verbs in sentences b) use regular and irregular verbs in sentences construct sentences using the past, present and future tense c) Appreciate the correct use of verbs and tense for effective communication.	1. How did you spend the last holiday? 2. Which misunderstanding can arise when people use wrong tense?	The learner is guided to: • identify the tenses of the verbs in sentences • construct sentences using verbs in the correct tenses • participate in a language game on tenses • engage in conversations in pairs using verbs in various tenses, • review their peers' use of tense in spoken sentences.	Digital device, Manila papers and scissors <i>Skills in English Grade 7 T.G Pg.40-42</i> <i>Skills in English Grade 7 PB. Pg. 34-35</i>	Checklist Questions Journal Learners portfolio Written assessment	

	4	Reading	Intensive Reading: Poetry	By the end of the lesson, the learner should be able to: a) explain the structure of poems b) identify the parts of a poem d) Appreciate the poem's structure in communicating a message.	1. Why do people write poems? 2. What makes a poem interesting?	The learner is guided to: • source online or offline for different poems and note the titles and the poets while observing integrity and cyber safety, • brainstorm on the parts of a poem, in pairs,	Digital device, Sample poems <i>Skills in English Grade 7 T.G Pg.43-45</i> <i>Skills in English Grade 7 PB. Pg. 36-39</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5		Intensive Reading: Poetry	By the end of the lesson, the learner should be able to: a) analyze the structure of varied simple poems b) read short poems addressing varied societal issues c) Appreciate the poem's structure in communicating a message.	3. How can one tell a text is a poem?	The learner is guided to: • read short poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19, • analyze how poems are broken into stanzas and stanzas into lines, • study varied poems and present their different structures in graphic organizers in groups • compare the structures of different poems, • relate the poem's structure to the poem's message.	Digital device, Sample poems <i>Skills in English Grade 7 T.G Pg.43-45</i> <i>Skills in English Grade 7 PB. Pg. 36-39</i>	Checklist Questions Journal Learners portfolio Written assessment	
6	1	Writing	Writing Narrative Paragraphs	By the end of the lesson, the learner should be able to: a) identify the parts of a narrative paragraph b) compose a narrative paragraph with the appropriate structure c) Acknowledge the significance of paragraphing in written communication.	1. What are the parts of a paragraph? 2. Why do we write paragraphs?	The learner is guided to: • identify parts of a well-written paragraph specifically, an introduction, necessary details, and a conclusion, • read samples of narrative paragraphs provided by the teacher and discuss the flow of ideas, • write a paragraph using a digital device about issues such as hygiene, safety, and security, • present the paragraphs in class for peer review.	Digital device, Sample writings <i>Skills in English Grade 7 T.G Pg.46-48</i> <i>Skills in English Grade 7 PB. Pg. 39-40</i>	Checklist Questions Journal Learners portfolio Written assessment	

	2	LEADERSHIP	Listening and speaking - Selective Listening	By the end of the lesson, the learner should be able to: a) distinguish between specific and general information from a listening text b) select specific information from a listening text c) Emphasize the value of listening skills in communication.	1. Why is it important to get the main points from an oral text?	The learner is guided to: • listen to an audio text and decide whether the information presented is specific or general • search online for audio recordings on leadership and attentively listen to text for specific information	Digital device, Recorded audios and videos <i>Skills in English Grade 7 T.G Pg.49-53</i> <i>Skills in English Grade 7 PB. Pg. 41-42</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3		Listening and speaking - Selective Listening	By the end of the lesson, the learner should be able to: a) select specific information from a listening text b) listen and respond to texts on leadership c) Emphasize the value of listening skills in communication.	2. What can you do to ensure you capture the relevant information from a speaker?	The learner is guided to: • Listen to a role play and respond to questions • listen to a passage on leadership (good governance) and answer questions posed by the speaker.	Digital device, Recorded audios and videos <i>Skills in English Grade 7 T.G Pg.49-53</i> <i>Skills in English Grade 7 PB. Pg. 41-42</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4	Reading	Intensive Reading	By the end of the lesson, the learner should be able to: a) discuss the identified reading strategies b) watch a video clip on reading strategies c) Acknowledge the importance of reading for main ideas and details as a comprehension skill.	1. What can one do to understand a text better? 2. Why should one read for main ideas?	The learner is guided to: • search online and watch appropriate video clips on the selected reading strategies: reading for main ideas and reading for details,	Digital device, Variety of reading materials <i>Skills in English Grade 7 T.G Pg.54-56</i> <i>Skills in English Grade 7 PB. Pg. 42-46</i>	Checklist Questions Journal Learners portfolio Written assessment	

	5		Intensive Reading	By the end of the lesson, the learner should be able to: a) read selected text b) select main ideas and details from a variety of written texts c) Acknowledge the importance of reading for main ideas and details as a comprehension skill.	3. How can you improve your reading?	The learner is guided to: • read and underline the main ideas and details in texts on issues such as gender roles in leadership, and review each other's work, • share ideas on how they can use the selected reading strategies, in groups, • fill in substitution tables with specific details from texts, in pairs,	Digital device, Variety of reading materials <i>Skills in English Grade 7 T.G Pg.54-56</i> <i>Skills in English Grade 7 PB. Pg. 42-46</i>	Checklist Questions Journal Learners portfolio Written assessment	
7	1	Grammar in use	Word Classes: Verbs and Tense	By the end of the lesson, the learner should be able to: a) identify verbs in the simple present and simple past tense in a text b) write sentences using the simple present tense, c) Advocate appropriate use of tense in communication.	1. Why is it necessary to indicate when an activity takes place?	The learner is guided to: • underline verbs in simple present and simple past tense in a text • reflect on the formation of simple present and simple past tense form of verbs • construct and share sentences on a variety of issues including leadership, using verbs in the appropriate tense	Digital device, cards <i>Skills in English Grade 7 T.G Pg.57-58</i> <i>Skills in English Grade 7 PB. Pg. 46-48</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2		Word Classes: Verbs and Tense	By the end of the lesson, the learner should be able to: a) identify verbs in the simple present and simple past tense in a text b) write sentences using the simple past tense c) Advocate appropriate use of tense in communication.	2. What makes correct use of tense difficult for some people?	The learner is guided to: • type the constructed sentences using a digital device • search online or offline for verbs used in simple present and simple past tense from a variety of texts • complete sentences using the correct tense of the given verbs • create and display charts showing words in their simple present and past tense	Digital device, cards <i>Skills in English Grade 7 T.G Pg.57-58</i> <i>Skills in English Grade 7 PB. Pg. 46-48</i>	Checklist Questions Journal Learners portfolio Written assessment	

3	Reading	Intensive Reading: Class Readers	By the end of the lesson, the learner should be able to: a) identify the main characters in a class reader, b) explain how the characters make the story flow, c) Appreciate the role of characters in the class reader.	1. How can you tell a main character in a story? 2. Why are some stories usually more interesting than others?	The learner is guided to: • read a section of a class reader and identify the main characters, • discuss predictions made from the title and the sections read, • discuss in pairs how the characters make the story flow,	Digital device, Suitable reading materials <i>Skills in English Grade 7 T.G Pg.59-60</i> <i>Skills in English Grade 7 PB. Pg. 48-51</i>	Checklist Questions Journal Learners portfolio Written assessment	
4		Intensive Reading: Class Readers	By the end of the lesson, the learner should be able to: a) explain how the characters make the story flow, b) make predictions based on the title and the sections read, c) Appreciate the role of characters in the class reader.	3. What should you consider when selecting a story book to read?	The learner is guided to: • participate in a reader's theatre and read portions of the class reader, • outline the things done by each character studied in the section, • write a summary about how the main characters make the story flow.	Digital device, Suitable reading materials <i>Skills in English Grade 7 T.G Pg.59-60</i> <i>Skills in English Grade 7 PB. Pg. 48-51</i>	Checklist Questions Journal Learners portfolio Written assessment	
5	Writing	Paragraphing: Using examples and incidents	By the end of the lesson, the learner should be able to: a) outline examples and incidents to include in a paragraph, b) create a well-developed paragraph using examples and incidents, c) Appreciate the importance of well-written paragraphs in writing.	1. How can you organize your ideas logically? 2. Why should we write coherently?	The learner is guided to: • share ideas on examples and incidents that can be included in a paragraph, • develop a paragraph on leadership, in groups, using the ideas generated in their earlier discussion,	Digital device, Charts, mind maps <i>Skills in English Grade 7 T.G Pg.61-62</i> <i>Skills in English Grade 7 PB. Pg. 51-52</i>	Checklist Questions Journal Learners portfolio Written assessment	

8	1		Paragraphing: Using examples and incidents	By the end of the lesson, the learner should be able to: a) outline examples and incidents to include in a paragraph, b) create a well-developed paragraph using examples and incidents, c) Appreciate the importance of well-written paragraphs in writing.	1. How can you organize your ideas logically? 2. Why should we write coherently?	The learner is guided to: • present their paragraphs in class for peer review, • use mind maps to generate examples and incidents for sample paragraphs, • compose a paragraph based on suggested examples and incidents.	Digital device, Charts, mind maps <i>Skills in English Grade 7 T.G Pg.61-62</i> <i>Skills in English Grade 7 PB. Pg. 51-52</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2	FAMILY	Listening and speaking - Pronunciation: Sounds and Word Stress	By the end of the lesson, the learner should be able to: a) identify the consonant and vowel sounds in words b) articulate consonants and vowel sound for oral fluency c) Advocate the role of correct pronunciation in communication.	1. Why it is important to articulate sounds correctly? 2. How can we improve our pronunciation?	The learner is guided to: • pronounce the consonant sounds /p/, /b/, /k/ and /g/ from a text, • practice saying the short /i/ and the long /i:/ sounds in pairs, • watch and listen to an audio-visual recording featuring selected consonants and vowel sounds, • make a recording featuring learned sounds,	Digital device, recordings <i>Skills in English Grade 7 T.G Pg.64-68</i> <i>Skills in English Grade 7 PB. Pg. 53-56</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3		Listening and speaking - Pronunciation: Sounds and Word Stress	By the end of the lesson, the learner should be able to: a) articulate consonants and vowel sound for oral fluency b) distinguish the meaning of, words on the basis of stress c) Advocate the role of correct pronunciation in communication.	1. Why it is important to articulate sounds correctly? 2. How can we improve our pronunciation?	The learner is guided to: • practice saying words with the sounds/p/ as in pin ; /b/ as in bean, /k/ as in kin ; /g/ as in goat, /i/ as in bin; and /i:/ as in seen correctly, • distinguish the meaning of words based on stress, for example, project (verb) project (noun), • play language games to distinguish word meaning on basis of stress, • practice pronouncing minimal pairs containing the target sounds.	Digital device, recordings <i>Skills in English Grade 7 T.G Pg.64-68</i> <i>Skills in English Grade 7 PB. Pg. 53-56</i>	Checklist Questions Journal Learners portfolio Written assessment	

	4-5	HALF TERM							
9	1	Reading	Study Skills: Synonyms and Antonyms	By the end of the lesson, the learner should be able to: a) identify synonyms and antonyms of words from written texts b) Spell synonyms and antonyms correctly for written fluency. c) Appreciate the importance of correct use of words in communication.	1. Why do we use antonyms and synonyms? 2. Why is it important to spell words correctly?	The learner is guided to: • use reference materials such as the encyclopedia and the dictionary to locate synonyms and antonyms, • check the meaning and pronunciation of synonyms and antonyms from the dictionary • search for synonyms and antonyms from print and digital texts	Digital device, Encyclopedia dictionary <i>Skills in English Grade 7 T.G Pg.68-70</i> <i>Skills in English Grade 7 PB. Pg. 56-58</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2		Study Skills: Synonyms and Antonyms	By the end of the lesson, the learner should be able to: a) Spell synonyms and antonyms correctly for written fluency. b) use synonyms and antonyms in sentences c) Appreciate the importance of correct use of words in communication.	1. Why do we use antonyms and synonyms? 2. Why is it important to spell words correctly?	The learner is guided to: • create a crossword puzzle using synonyms and antonyms and share it online • use synonyms and antonyms in sentences • match words with their antonyms from a list of words, • practice pronouncing synonyms and antonyms in pairs • Design and display a chart with antonyms and synonyms of words correctly spelled.	Digital device, Encyclopedia dictionary <i>Skills in English Grade 7 T.G Pg.68-70</i> <i>Skills in English Grade 7 PB. Pg. 56-58</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3	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 <i>Skills in English Grade 7 T.G Pg.71-72</i> <i>Skills in English Grade 7 PB. Pg. 58-60</i>	Checklist Questions Journal Learners portfolio Written assessment	

	4		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 <i>Skills in English Grade 7 T.G Pg.71-72</i> <i>Skills in English Grade 7 PB. Pg. 58-60</i>	Checklist Questions Journal Learners portfolio Written assessment	
	5	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 <i>Skills in English Grade 7 T.G Pg.72-74</i> <i>Skills in English Grade 7 PB. Pg. 60-63</i>	Checklist Questions Journal Learners portfolio Written assessment	
10	1		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 <i>Skills in English Grade 7 T.G Pg.72-74</i> <i>Skills in English Grade 7 PB. Pg. 60-63</i>	Checklist Questions Journal Learners portfolio Written assessment	

	2	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 <i>Skills in English Grade 7 T.G Pg.74-75</i> <i>Skills in English Grade 7 PB. Pg. 63-64</i>	Checklist Questions Journal Learners portfolio Written assessment	
	3		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 <i>Skills in English Grade 7 T.G Pg.74-75</i> <i>Skills in English Grade 7 PB. Pg. 63-64</i>	Checklist Questions Journal Learners portfolio Written assessment	
	4	DRUG AND SUBSTANCE 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 <i>Skills in English Grade 7 T.G Pg.77-83</i> <i>Skills in English Grade 7 PB. Pg. 65-67</i>	Checklist Questions Journal Learners portfolio Written assessment	

	5		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 <i>Skills in English Grade 7 T.G Pg.77-83</i> <i>Skills in English Grade 7 PB. Pg. 65-67</i>	Checklist Questions Journal Learners portfolio Written assessment	
11	1	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 <i>Skills in English Grade 7 T.G Pg.83-85</i> <i>Skills in English Grade 7 PB. Pg. 67-70</i>	Checklist Questions Journal Learners portfolio Written assessment	
	2		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 <i>Skills in English Grade 7 T.G Pg.83-85</i> <i>Skills in English Grade 7 PB. Pg. 67-70</i>	Checklist Questions Journal Learners portfolio Written assessment	

3	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 <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	
4		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 <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	
5	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 <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	

12	1		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 <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	
	2	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 <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	
	3		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 <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	

4	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	
5		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	
13	ASSESSMENT/CLOSING							