

GRADE 7

*Scope
And
Sequence*



**English Department
September 2012**

THE ENGLISH DEPARTMENT
THE ENGLISH LANGUAGE CURRICULUM
GRADE SEVEN

INTRODUCTION

The Grade Seven curriculum is designed to provide the students with all the basic tenets of grammar, an introduction to the writing process and an overall view of the landscape of the Standard which is the language of written expression.

Written expressions in the Standard English pose a difficulty for many of our students and programmes have to be developed to address this as early as possible. There will be opportunities for written and oral expression to allow the students to grasp the basic concepts governing the role of parts of speech and the combinations of these in writing and speaking the Standard.

This will be done through a thematic approach using selected themes from the ROSE Syllabus and the provision of reading materials and exercises related to these themes. Students should therefore develop a level of proficiency that enables them to switch comfortably from the Standard to the Creole when the need arises.

ENGLISH LANGUAGE

TERM 1 (SEPTEMBER – DECEMBER)

SECTION A

1. GRAMMAR - PARTS OF SPEECH : A)Nouns, B)Pronouns, C)Verbs
2. COMPREHENSION
3. EXTENDED WRITING: A) Summary Writing, B) Letter Writing
4. GRAMMAR- Punctuation, The Sentence,

No. of Weeks	UNIT	SUB-UNIT	OBJECTIVES- Students should be able to do :	SESSIONS/ASSESSMENT No of teaching sessions: 40 minutes=1 1 hour and 20 minutes=2
1	THEME: MY NEW SCHOOL	Introduction	-report their observations of their new school. -identify similarities and or differences with previous schools. - give their views of their new school.	1 (40 Mins) Individual oral or written report.
1	GRAMMAR: THE PARTS of SPEECH: NOUNS	-Definition of Terms -Identify and List all Types	-define the concept 'parts of speech'. -identify the role played by 'nouns'. -Define the term 'noun'. -Identify the different types of nouns.	2 (80 Mins) Individual written class work Passage from which different types can be identified.
2	GRAMMAR (REVISION)	-Proper Nouns -Common Nouns -Collective Nouns	-define each type accurately -differentiate between the common and proper nouns. -appreciate the differences in the role played by each. -use each in sentences correctly.	2 (80 Mins) Individual written class work
2	COMPREHENSION: This will alternate with Extended Writing	THE BASIC LEVELS - The Literal Level - The Interpretive Level	-understand and differentiate between the literal and interpretive levels -answer questions relating to these two levels accurately. -identify the hidden meanings especially in poetry.	2 (80 Mins) Listening and written comprehension.

3	1A) GRAMMAR (REVISION)	<ul style="list-style-type: none"> - The Abstract Noun - Formation of Abstract Nouns from other words 	<ul style="list-style-type: none"> -define the concept 'abstract' -define the term 'abstract noun'. -differentiate between the 'abstract 'and 'concrete'. -form abstract nouns from other nouns 	<p>2 (80 Mins)</p> <p>Standardized class work</p>
3	3A) EXTENDED WRITING This will alternate with Comprehension	<p>Summary Writing</p> <ul style="list-style-type: none"> - Identification of the main idea/topic sentence -Identification of Supporting Details 	<ul style="list-style-type: none"> - identify the main points in the piece. - identify the elements of a summary. - write summaries based on the basic tenets of summary writing. <p>NOTE <u>Examining the Process</u></p> <p>i. To decide what is important and relevant. You must;</p> <ul style="list-style-type: none"> ✓ first understand what the material you have read is about. ✓ understand what the writer's intention is. ✓ What the writing is about. ✓ How this content is organized. ✓ The writer's attitude to the material. <p><u>Cue Words and phrases</u></p> <p>ii. In order to understand the meaning of sentences and how they function focus on cue words and phrases. (Words which writers use to signal the way in which you should interpret what is to follow.)</p> <p>EXAMPLE "strangely enough" "On the other hand"</p>	<p>2 (80 Mins)</p> <p>Individual oral and or written work.</p> <p>Standardized class work.</p>
4	1A) GRAMMAR (REVISION) NOUNS	<p>Cases of Nouns</p> <ul style="list-style-type: none"> -The Possessive form of the Noun 	<ul style="list-style-type: none"> -define and identify this type of noun. -understand the rules governing the use of the possessive forms. -use the possessive forms accurately. 	<p>1 (40 Mins)</p> <p>Written class work/Group work</p>
4	2. COMPREHENSION: This will alternate with Extended Writing	<p>THE BASIC LEVELS</p> <ul style="list-style-type: none"> - The Literal Level -The Interpretive Level 	<ul style="list-style-type: none"> -understand and differentiate between the literal and interpretive levels -answer questions relating to these two levels accurately. -identify the hidden meanings especially in poetry. 	<p>2 (80 Mins)</p> <p>Listening and written comprehension.</p>

5	GRAMMAR NOUNS	- Nominative and Objective Cases.	-Identify nouns used as subjects of verbs and direct or indirect objects of verbs. -use nouns in these cases correctly.	2 (80 Mins) Oral and /written class work
5	3A) EXTENDED WRITING This will alternate with Comprehension	Summary Writing - Identification of main idea/topic sentence	<u>Cue Words and phrases</u> <i>i. In order to understand the meaning of sentences and how they function focus on cue words and phrases. (Words which writers use to signal the way in which you should interpret what is to follow.)</i> EXAMPLE <i>“strangely enough”</i> <i>“On the other hand”</i>	2(80 Mins) Individual oral and or written work. Standardized class work.
6	GRAMMAR NOUNS	-Nouns in Apposition	-define the concept ‘apposition’. -understand and appreciate the use of the noun in apposition. - use and punctuate this kind of structure correctly.	1(40 Mins) Oral and / written class work
6	2. COMPREHENSION: This will alternate with Extended Writing	THE BASIC LEVELS - The Literal Level - The Interpretive Level	-understand and differentiate between the literal and interpretive levels -answer questions relating to these two levels accurately. -identify the hidden meanings especially in poetry.	2 (80 Mins) Listening and written comprehension.
7	GRAMMAR NOUNS	-Countable and Uncountable Nouns	-define and identify this type of noun. - differentiate between countable ‘and ‘uncountable’ nouns. -use correctly with verbs and quantifying adjectives	2 (80 Mins) Written class work
7	3A) EXTENDED WRITING This will alternate with Comprehension	Summary Writing - Identification of main idea/topic sentence	<u>Cue Words and phrases</u> <i>ii. In order to understand the meaning of sentences and how they function focus on cue words and phrases. (Words which writers use to signal the way in which you should interpret what is to follow.)</i> EXAMPLE <i>“strangely enough”</i> <i>“On the other hand”</i>	2(80 Mins) Individual oral and or written work. Standardized class work.

8	GRAMMAR: PRONOUNS	-Definition of Concept - List all Types	-identify all the different types of pronouns. -define their roles -use each effectively	2 (80 Mins) Oral and /written class work Group work /Group Presentation Game
8	2. COMPREHENSION: DRAMA	THE BASIC LEVELS -The Literal Level -The Interpretive Level	-understand and differentiate between the literal and interpretive levels -answer questions relating to these two levels accurately. -identify the hidden meanings especially in poetry.	2 (80 Mins) Listening and written comprehension.
9	GRAMMAR: 1B) PRONOUNS	CASES of PRONOUNS -The Nominative Case -The Objective Case -The Possessive Case	-know the differences between pronouns in the Nominative and Objective cases. -understand that they cannot be used interchangeably. -identify and understand pronouns in the Possessive Case. -dispense with the incorrect forms of the Possessive Case with which they are accustomed. -use these cases effectively in written expression	2 (80 Mins) Written exercises from texts
9	EXTENDED WRITING: PARAGRAPHING This will alternate with Comprehension	Application of Paragraphing Skills	-examine and appreciate the instances when there is the need to change paragraphs. -discuss the reasons for these changes -apply rules to essays/write prose using paragraphs.	2 (80 Mins) Rearranging sentences to complete paragraphs Rearranging paragraphs to complete short essays.
10	GRAMMAR: 4. PUNCTUATION	-The Full Stop - The Comma - The Capital Letter	-use all three correctly and effectively. -indicate that they know when to use each.	2 (80 Mins) Unpunctuated passage to be corrected. Written class work

10	EXTENDED WRITING 3B) THE INFORMAL LETTER	THE INFORMAL LETTER -The Invitation, Thank You, Congratulation - The Apology and Sympathy	-understand the purpose of the friendly/informal letter. -identify the different kinds of friendly letters -write letters to the relevant persons telling of hobbies, goals and interests	2 (80 Mins) Group work/ Individual class work: All types of the friendly letter including letters of sympathy, and congratulation. Mailbox System: Grade 7 Penpal Service
11	VOCABULARY	-The Homonyms - The Synonyms - Spelling	-understand the concept 'synonym'. -learn to spell accurately. -replace similar words for those given in a summary/passage. -use the dictionary to clarify meanings	2 (80 Mins) Reading for vocabulary Standardized spelling tests Vocabulary exercises/games.
11	PRONOUNS	The Case after ' than ' and ' as ' All other types	-identify and use pronouns correctly	2 (80 Mins) MONTHLY TEST #1
12	GRAMMAR 1C) VERBS	Types of Action -Transitive/Intransitive Verbs	- define the term 'verbs' -define terms 'transitive' and 'intransitive'. -differentiate between actions that are transitive and intransitive	2 (80 Mins) Class work/ Group work Test
12	2. LISTENING COMPREHENSION:	THE BASIC LEVELS - The Literal Level - The Interpretive Level	-understand and differentiate between the literal and interpretive levels -answer questions relating to these two levels accurately. -identify the hidden meanings especially in poetry.	2 (80 Mins) Listening and written comprehension.

No. of weeks	UNIT	SUB-UNIT	OBJECTIVES: Students should be able to:	No of teaching sessions: 40 minutes 1 hour and 20 minutes
13	GRAMMAR: THE BASIC FORMS of the VERB	- The Infinitive - The Present, Past and Future Tense - The Present Participle - The Past Participle - (Irregular Verbs-to be, to have, to go etc.)	-identify the basic forms of any given verb. -explore the purpose of each form. -define the term 'tense' -use these forms effectively in written or spoken language.	2 (80 Mins) Oral test Written exercises/test Interview
13	EXTENDED WRITING: PARAGRAPHING This will alternate with Comprehension	Application of Paragraphing Skills	-examine and appreciate the instances when there is the need to change paragraphs. -discuss the reasons for these changes -apply rules to essays/write prose using paragraphs.	2 (80 Mins) Rearranging sentences to complete paragraphs Rearranging paragraphs to complete short essays.
14	GRAMMAR	The AUXILIARY VERBS To have' and' to be'	-understand the term 'auxiliary'. -understand the functions of such verbs. -know the different forms of these verbs -use these forms correctly.	2 (80 Mins) Sentence completion Verb Charts Interview
14	EXTENDED WRITING LETTER WRITING	The Friendly Letter.	-write letters giving information from summarized passage. -write letters giving information relating to a simple report.	2 (80 Mins) Written class work Standardized class work
15	GRAMMAR SUBJECT-VERB AGREEMENT	- Singular and plural subjects -Compound subjects joined by 'and' -Compound subjects joined by either or/neither nor 'There is' and 'there are'	-understand the basic rules governing the agreement of subjects and verbs. -reinforce the facts regarding the singular and plural verbs.	2 (80 Mins)

15	GRAMMAR SUBJECT-VERB AGREEMENT	-Subjects followed by prepositional phrases ('as well as', 'along with', 'together with'..... -Indefinite Pronouns -Collective Nouns	-understand the basic rules governing the agreement of subjects and verbs. -reinforce the facts regarding the singular and plural verbs.	2 (80 Mins) Sentence completion Extended writing Exercises from texts
16	GRAMMAR: THE SENTENCE	The Basic Parts -The subject and Predicate - The Direct and Indirect Objects The Parts of the Sentence -Fragment - Phrases -Clauses	-define and identify the basic parts of the sentence. -know how to organize their thoughts effectively through the placing of words. define and identify each structure -differentiate between the structures used to create sentences. -use these structures correctly.	Written and oral exercises Exercises from texts
16	COMPREHENSION:	THE BASIC LEVELS -The Literal Level - The Interpretive Level	-understand and differentiate between the literal and interpretive levels -answer questions relating to these two levels accurately. -identify the hidden meanings especially in poetry.	2 (80 Mins) Listening and written comprehension. MONTHLY TEST # 2

TERM 2 (JANUARY – APRIL)

SECTION B

5. GRAMMAR - PARTS OF SPEECH : A)Adjectives, B)Verbs,
6. COMPREHENSION
7. EXTENDED WRITING: A) Descriptive Writing, B) Paragraph Writing
8. GRAMMAR- Punctuation- Quotation Marks, Vocabulary

No. of WEEKS	UNIT	SUB-UNIT	OBJECTIVES: Students should be able to:	No of teaching sessions: 40 minutes 1 hour and 20 minutes
17	GRAMMAR: ADJECTIVES	All Types Descriptive, Interrogative Demonstrative, Distributive Comparison of Adjectives	-define, identify and use adjectives correctly. -appreciate the role of this part of speech.	2 (80 Mins) Exercises from text Group work Written class work
17	EXTENDED WRITING: DESCRIPTION This will alternate with Comprehension	Descriptive Writing -person -place/scene - event	-Use adjectives and figures of speech to enhance writing.	2 (80 Mins) Writing descriptive paragraphs
18	GRAMMAR: THE SENTENCE	THE TYPES of SENTENCES -According to Purpose -According to Structure	-define and identify types of sentences according to purpose and structure -punctuate sentences correctly	2 (80 Mins) Written class work Group work

18	COMPREHENSION This will alternate with Extended Writing	The Literal Level The Interpretive Level	-examine the use of details in descriptions. -answer both literal and interpretive level questions. -explore the appeal to the senses. -identify imagery in prose/poetry.	2 (80 Mins) Listening comprehension Reading/Written comprehension
19	GRAMMAR: THE COMPOUND TENSES:	Revision of the Auxiliary Verb 'to be'(present, past, future) -The Present Continuous -The Past Continuous -The Future Continuous	-define the term 'compound tense' -combine auxiliary and main verb to correctly create tenses. -define and use tenses appropriately.	2 (80 Mins) Written class work Group work Group Presentation
19	EXTENDED WRITING: DESCRIPTION This will alternate with Comprehension	Descriptive Writing -person -place/scene -event	-Use adjectives and figures of speech to enhance writing.	2 (80 Mins) Writing descriptive paragraphs
20	GRAMMAR: PUNCTUATION	The Quotation Mark -Direct Speech -Indirect Speech	-use the quotation marks correctly -know the basic rules governing its use.	2 (80 Mins) Exercises from texts
20	GRAMMAR: Direct and Indirect Speech	Differentiate between Direct and Indirect Speech	-differentiate between direct and indirect speech. -punctuate each correctly. -identify the changes in tense, time, and person in indirect speech. -effect changes from one to the other.	2 (80 Mins) Standardized class work Written class work Exercises from texts
21				

	GRAMMAR: Direct and Indirect Speech	Differentiate between Direct and Indirect Speech	-differentiate between direct and indirect speech. -punctuate each correctly. -identify the changes in tense, time, and person in indirect speech. -effect changes from one to the other.	2 (80 Mins) Standardized class work Written class work Exercises from texts
21	COMPREHENSION	The Appeal to the Senses The Interpretive Level	-understand the use of language to create imagery -identify the different appeals to the senses In poetry or prose	2 (80 Mins) Oral and written class work
22	GRAMMAR: SUBJECT-VERB AGREEMENT	Indefinite Pronouns Collective Nouns Prepositional Phrases All other rules	-identify the rules governing these. -use these rules appropriately	2 (80 Mins) Written class work Research Standardized class work
22	VOCABULARY	Antonyms Related Words Spelling	-define the relevant concepts. -appreciate the relationships that exist between words. -build their vocabulary. -spell effectively	2 (80 Mins) Individual class work Standardized spelling test Exercises from texts MONTHLY TEST #3

TERM 3 (APRIL –JUNE)

SECTION C

9. GRAMMAR - PARTS OF SPEECH : A)Adverbs, B) Verb C) Preposition, Conjunction, Interjection

10. COMPREHENSION

11. EXTENDED WRITING: Narrative Writing

12. GRAMMAR- Vocabulary

No. of WEEKS	UNIT	SUB-UNIT	OBJECTIVES: Students should be able to:	SESSIONS/ASSESSMENT No of teaching sessions: 40 minutes 1 hour and 20 minutes
23	GRAMMAR: ADVERBS	-Definition of Term -List All Types According to Purpose: To Tell -Time and Place -Manner, and Degree -Formation of Adverbs from other parts of speech.	-define the term ‘adverbs’ -differentiate this part of speech from others. -use adverbs correctly.	2 (80 Mins) Quiz Written class work, Puzzle
23	EXTENDED WRITING: THE NARRATIVE	-Introduction to the Elements of the Story/Narrative	-examine /explore the essential elements of the narrative. -create interesting settings, plots and characters. -write intriguing stories.	2 (80 Mins) Standardized class work Written class/homework Story Writing Workshop
24	GRAMMAR: THE PERFECT TENSES	-Revise the auxiliary verb ‘to have’ -The Present Perfect -The Past Perfect	-know when to use these tenses -explore the use of the auxiliary in forming these tenses. -familiarize themselves with these structures.	2 (80 Mins) Oral and written exercises Quiz Exercises from text
24	10.COMPREHENSION Poetry and /Prose This will alternate with Extended Writing	Drawing inferences and analogies	-answer questions from any of the two levels of comprehension taught. -draw inferences from analogies.	2(80 Mins) Written class work Comprehension exercise from texts.

25	EXTENDED WRITING: THE NARRATIVE This will alternate with Comprehension	The Narrative/Story Introduction to the elements of a short story	examine and explore the elements of story writing. -write interesting/ intriguing stories. -use the elements to build stories	2(80 Mins) Standardized class work Written class work Story writing workshop
25	GRAMMAR: PARTS OF SPEECH	-Prepositions -Conjunctions -Interjections	-define and identify these parts of speech. -understand the role they play in their relationship with other parts of speech. -use them correctly in writing.	2 (80 Mins) Oral and/written class work Exercises from texts
26	EXTENDED WRITING: THE NARRATIVE This will alternate with Comprehension	The Narrative/Story	-create interesting/ intriguing stories from picture stimulus -use the elements to build stories	2(80 Mins) Standardized class work Written class work Story writing workshop
26	12.VOCABULARY: (REVISION)	Antonyms Synonyms Related Words Homonyms	recall the definitions of the following. -appreciate their differences -use the effectively and appropriate	2 (80 Mins) Written exercises Oral and written class work Quiz Crossword Puzzle END OF YEAR EXAMINATION