Grade 7 English

Terms 1, 2 and 3 - notes for 75 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Personal Responsibility | Term 1

1.1.1 Conversational Skills: Polite Language

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify polite expressions used in the introduction of self and others
- use polite expressions in the introduction of self and others in different speaking contexts
- model respectful behaviour during introductions

KEY WORDS

introduce, polite, formal, informal, pleased, acquaintance, respect.

1. Polite expressions for introducing yourself

Polite self-introduction

Greet first: "Good morning." Then give details: name, class or school, where you come from, a hobby.

Formal (to an adult or visitor): "Good morning, Madam. My name is Amani Otieno. I am a Grade 7 learner at Bidii Junior School. I am pleased to meet you."

Informal (to a peer): "Hi, I'm Amani. I'm new in Grade 7. I like football. What's your name?"

Polite expressions: "Pleased to meet you", "Nice to meet you", "May I introduce myself?", "Thank you."

Body language: stand straight, smile, look at the person, shake hands where appropriate.

2. Introducing others and role-play

Introducing others

Introduce the younger or junior person to the older or senior person first.

Model: "Mrs Kendi, may I introduce my friend Baraka? He is in Grade 7 East and plays the guitar. Baraka, this is Mrs Kendi, our class teacher."

Informal: "Zawadi, meet Kiprono. He has just joined our school from Eldoret."

Role-play contexts: a new learner joining class, a parent visiting school, a sports day guest.

TRY THESE

1. Give two polite expressions used in introductions.
2. Should you say "Hi" to the principal on a first meeting?
3. Whom do you name first: the senior person or the junior one?
4. Complete politely: "Mr Ali, may I ... my cousin Halima?"

TOPIC TEST

T1. Introduce yourself formally to a visiting education officer.

T2. Role-play introducing a guest speaker to the whole school assembly.

Strand 1.0 Personal Responsibility | Term 1

1.2.1 Extensive Reading: Independent Reading

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify a variety of texts for independent reading
- read selected materials for information and enjoyment

KEY WORDS

fiction, non-fiction, blurb, genre, reading goal, journal, portfolio.

1. Choosing texts for independent reading

Kinds of texts: story books (fiction), information books, magazines, newspapers, comics, biographies, digital texts.

Factors to consider: interest, level of difficulty (the five-finger test: if you meet five hard words on one page, choose an easier book), length, purpose (fun or information).

Read the title, the blurb and the first page before choosing.

Set a goal: "I will read two chapters this week and note three new words."

2. Reading independently and keeping a journal

Good reading habits: sit well, good light, read silently without moving lips or pointing, do not disturb others, note new words, handle books with care.

Journal entry model: "Date: 14 March. Book: 'The Borrowed Bicycle'. Pages read: 1-12. What happened: Neema borrows her brother's bicycle without asking and it gets a puncture. New words: puncture, confess. My thoughts: Neema should take responsibility and tell her brother."

Peer review: swap journals and comment on one entry.

Reading regularly builds vocabulary and knowledge for life.

TRY THESE

1. Name three kinds of reading material.
2. What is a blurb?
3. Name two good reading habits.
4. What should a journal entry include?

TOPIC TEST

T1. Choose a non-fiction text on personal responsibility and explain your choice.

T2. Write a journal entry for something you read at home.

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