



BREEDING
A R E N A
College

BREEDER'S GUIDE

ENGLISH (CAM.) YEAR 7

Mrs. Chidinma C.

Term Harvest 2024/2025

SCHEME OF WORK – THIRD TERM (YEAR 7)

ENGLISH		
Nurturing What's within		April 28th – July
WEEK	TOPIC	SUB-TOPICS
1	LISTENING AND SPEAKING	Theme: It's Only A Game Listening Session Audio Speaking Session: Preparations for A Game/Sport.
2	READING AND WRITING	Theme: Success Reading Passages Descriptive Writing: My Pet Peeve
3	USE OF ENGLISH	Theme: Success Comparative Adverbs Complex Noun Phrases Pronouns (Demonstrative, indefinite and reciprocal).
4	READING AND WRITING	Theme: In the News Reading Passages/Articles Writing: News Blog/Article
5	LISTENING AND SPEAKING	Theme: In the News Listening Session Audio Speaking Session: News Around the World
6	USE OF ENGLISH	Theme: The Digital World

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English

		Gerunds (as subjects and objects) Connectives (To explain reason e.g., therefore, as, so that, such as). Prepositions preceding pronouns.
7	MID TERM	MID TERM
	READING AND WRITING	Theme: Digital World Reading Passages Informal Letter: Write a letter to your friend, describing your how you want your next birthday to go.
8		
	LISTENING AND SPEAKING	Theme: Digital World Listening Session Audio Speaking Session: How Safe is the Internet for Children?
9		
10	REVISION	REVISION
11	EXAMINATION	EXAMINATION
12	EXAMINATION	EXAMINATION
13	VACATION	VACATION
WEEK	TOPIC	SUB-TOPICS

Week 1

Topic: LISTENING AND SPEAKING

Learning Objective: At the end of the lesson, students should be able to provide answers to the questions from the audio.

Listening Session Audio

Track 45

Questions

1. What type of sports is discussed in the audio?
2. Which type of racing is popular around the world?
3. How fast can a race horse run?
4. Which animal runs faster, a camel or a horse?
5. Which animal is stronger, from the information provided. A horse or a camel?
6. Do you think it is right to use animals for sports? Give reason for your answer.
7. Who decides if an animal takes part in a race?
8. What do you need to do to an animal to make it ready for a race?
9. Of the two animals discussed, which do you like most and why?
10. Summarise in 5 sentences the content of the video.

Speaking Session:

Period 2

Preparations for A Game/Sport.

Instruction:

Provide answers to the questions below.

1. Which is your favourite sport?
2. Why is it your favourite?
3. How do you prepare before playing a game or round?

Period 3& 4

Presentation

Week 2

Topic: Reading and Writing

Period 1

LEARNING OUTCOME: At the end of the lesson, students should be able to read the given passage and highlight the difficult words.

Reading Passage

Classwork

With the aid of a dictionary, highlight all the difficult words indicated in the passage.

Assignment

Use the words you have highlighted to make sentences.

Period 2

Descriptive Writing: My Pet Peeve

Learning Objective: At the end of the lesson, students should be able to describe their peculiar pet peeves.

Descriptive Essay



"I'M MAKING A LIST OF MY PET PEEVES."

A descriptive essay paints a picture with words. A writer might describe a person, place, object, or even a memory of special significance. However, this type of essay is not description for description's sake. The descriptive essay strives to communicate a deeper meaning through the description.

In a descriptive essay, the writer should SHOW, not just tell, through the use of colourful words and sensory details. The best descriptive essays appeal to the reader's emotions, with a result that is highly evocative.

The essay is basically broken down into:

Title/Topic

Introduction

Body (Containing paragraphs)

Conclusion

Classwork

Prepare an outline for a descriptive essay titled – My Pet Peeve

Assignment

Look up the meaning of pet peeve, and make a list of your pet peeves. Then decide which one you would like to write about.

Period 3

Proofread

Assignment

Prepare a picture patch or any representation of your pet peeve, it could be digital or physical.

Period 4

Presentation

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English

Week 3

TOPIC: USE OF ENGLISH

Learning Objectives: At the end of the lesson, students should be able to: I. Make sentences with Comparative Adverbs. II. Identify Complex Noun Phrases.

Period 1

Comparative Adverbs

Adverbs of manner, degree and time can be compared in some specific ways. There are some rules we must observe to form them accurately.

Adverbs with ONE SYLLABLE form their comparatives by adding 'er'

S/N	POSITIVE	COMPARATIVE
1	Hard	Harder
2	High	Higher
3	Early	Earlier
4	Fast	Faster
5	Slow	Slower
6	Smooth	Smoother

Adverbs ending in 'ly' form their comparative by adding 'more.'

S/N	POSITIVE	COMPARATIVE
1	swiftly	more swiftly
2	skillfully	more skillfully
3	quickly	more quickly
4	comfortably	more comfortably

Some adverbs have irregular comparison.

S/N	POSITIVE	COMPARATIVE
1	Bad	Worse
2	Good	Better
3	Much	More
4	Little	Less
5	Near	Nearer
6	Far	farther/further
7	Late	Later

Classwork

Make sentences with all the comparative forms of the adverbs from tables a – c.

Assignment

Give 3 examples of comparative adverbs for the types in tables a – c. Do not repeat those you have been given.

Period 2

Complex Noun Phrases

Phrases

A phrase is a group of words which does not make complete sense but it can be turned into a meaningful sentence.

Example:

with patience and gratitude

in the veranda
at the bus stop etc.

Noun Phrase

It refers to a group of words that perform the work of a noun.

Examples:

riding a bike

eating candy

singing melodies

Use in Sentences:

Riding a bike is quite interesting.

Eating candy could be dangerous to one's health.

Singing melodies is his hobby.

Period 3

Complex Noun Phrases

A complex noun phrase usually contains a head (a word that stands alone), a determiner, a pre-modifier and a post-modifier. Pre-modifiers are often adjectives but other nouns can also serve as pre-modifiers. While post-modifiers can consist of relative clauses, prepositional phrases, adverbs, adjectives and noun phrases in apposition.

To create a complex noun phrase, you put information after the noun you are modifying.

Examples:

1. **The rat** eating in that corner is about to die. (ing-verb phrase).
2. **The number of bugs** in my bathroom decreased (preposition + noun).
3. **Men** who love their family are lovable (relative clause).
4. I like **anything** that has the colour red in it ('that' clause).
5. Charles has **everything** to make a toy house (to +verb).

Classwork

Make 5 sentences with complex noun phrases.

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Assignment

Make 5 sentences with complex noun phrases.

Period 4

Learning Objective: At the end of the lesson, students should be able to identify and use pronouns in sentences.

PRONOUNS (Demonstrative, Indefinite and Reciprocal)

A pronoun is a word used instead of a noun. Types of pronouns are:

S/N	Demonstrative Pronoun: It points out specific things.	Indefinite Pronoun: Does not refer to any particular thing, place or person.	Reciprocal Pronoun: It expresses a mutual relationship. It refers to a situation where someone or something performs an action and receives same.
1	this e.g. Keep the book on this.	Anybody, everybody, nobody, somebody e.g. Put it on everybody's plate.	each other e.g. Stack them on each other.
2	That	Anyone, everyone, no one, someone	one another
3	These	Anything, everything, nothing, something	
4	Those		

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Week 4

Topic: Reading and Writing

Learning Objective: At the end of the lesson, students should be able to: I. Read the given passage and summarise the story. II. Answer the given questions.

Period 1

Reading Passage

Classwork

Answer the questions from the passage.

Assignment

Answer the questions from the passage.

Period 2

Classwork

Summarise what the story is all about.

Assignment

Read and summarise the given passage.

Learning Objective: At the end of the lesson, students should be able to: I. Plan their news item. II. Write a News Blog/Article.

Period 3 & 4

News Report

BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the International Space Station (ISS), alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

The men were launched into space on 15th December 2015. The mission involved conducting experiments, testing out new technology and inspiring the next generation of space travellers. Peake told reporters that the best part of his mission was a spacewalk where he had to make a repair on the space station.

Having circled the planet nearly 3,000



Landing with a bump! Tim Peake lands safely in Kazakhstan.

Tim later flew from Kazakhstan to the headquarters of the European Space Agency in Germany where he is getting used to life back on Earth. Scientists are carrying out tests to see how his body has been affected

Lucky Lottery Winners... Win Again!

He and Mrs Mills of South Lane, North Bay, could be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been winning for the second time in four years.

WAGGLI What a Good One Looks Like Newspaper Report

Roman Coin Surprise for Mrs Ship

It was last year when Sally Ship, an art teacher from Somerset, decided to have an extension built on her home. 'We'd designed our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made the best of her life. 'I remember watching the builders dig up my lawn. As I was going out their cups of coffee, I noticed something in the hole they were digging. I had a feeling it was something special.'

Mrs Ship explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find!'

Further excavations took place but no other finds were made. It is yet to be decided where the coins will be put on display for the public.

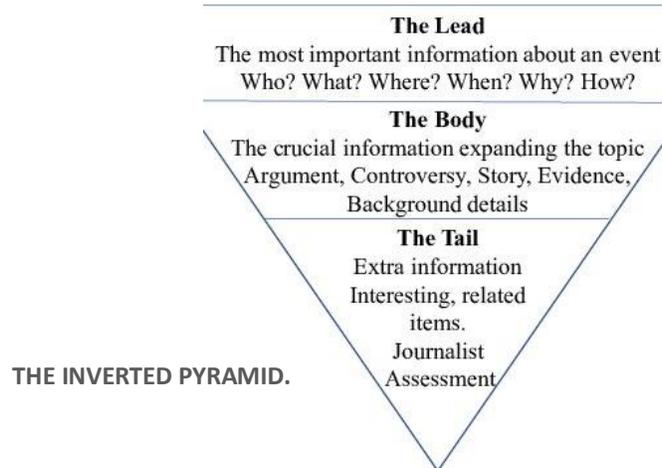
'Sally asked me to stop working because I was about to hit whatever she'd been. I hadn't even spotted them,' commented

A news report is usually found in a newspaper or news website. Its aim is to inform readers of what is happening around the world. It contains facts about a story that is currently happening or that just happened.

The most important information is always written first in a news report, following the inverted pyramid style.

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To write your report you must find out the following:

Think of a good headline.

What? The specific event that took place.

Who? The people involved.

Where? The place.

When? Date and time.

Why? Reasons for the event taking place.

How? Connecting the facts.

Once you have all your facts, write your report in short sentences.

Classwork

Plan your news item.

Assignment

Write a News Blog/Article on the item you have chosen.

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English

Week 5

Topic: Listening and Speaking

Learning Objective: At the end of the lesson, students should be able to listen to the audio and answer the questions asked.

Period 1

Track 8 (News)

Questions

1. What's the title of the audio?
2. What's the treat for the young at heart?
3. When do you have the news report?
4. What's the documentary about?
5. The film is called _____?
6. What is the title of the T.V show that ends the day's programme?
7. The daily favourite is called _____?
8. How many people were in the middle of nowhere?
9. What's your favourite programme from the list?
10. In 5 sentences, summarise what the audio is about.

Period 2

Break into your respective groups and collate points on "News Around the World."

Period 3 & 4

Learning Objectives: At the end of the lesson, students should be able to make a presentation on "News around the World" – categories include education, fashion, sports, IT, and politics.

Outline for Presentation on "News Around the World" -- categories include education, fashion, sports, IT, and politics.

General background of the country

News item you will be sharing.

The news.

Your thoughts

Conclusion.

Group Presentation

Make a presentation on “News around the World” - – categories include education, fashion, sports, IT, and politics.

Assessment Guide

Diction: 10 Marks

Evidence of Collaboration: 10 Marks

Presentation of Points: 10 Marks

Appearance: 10 Marks

Organisation/Delivery and Comportment: 10 Marks

Assignment

Write on the “News Around the World” - – categories include education, fashion, sports, IT, and politics.

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Week 6

Topic: Use of English

Learning Objective: At end of the lesson, students should be able to: I. Use Gerunds (as subjects and objects) in a sentence. II. Use Connectives (To explain reason e.g., therefore, as, so that, such as) to make sentences.

Period 1

Gerund (as subject and object of a sentence)

A gerund is formed when we add "ing" to the base form of a verb.

Example:

Ride + ing = Riding

Exercise

List 5 gerunds.

Classwork

Use the 5 gerunds you listed to make sentences, in the subject and object positions, respectively.

Example:

Subject position: Riding is what I enjoy.

Object Position: I hate all forms of riding.

Assignment

Make sentences with the GERUNDS below, in the subject and object positions, respectively.

S/N	GERUND	SUBJECT POSITION	OBJECT POSITION
1	grinding		
2	racing		

3	Shaving		
4	climbing		
5	cleaning		

Period 2

Connectives

A connective is a word or phrase that links clauses or sentences. Connectives can be conjunctions (e.g. *but, when, because*) or connecting adverbs (e.g. *however, then, therefore*).

Relationship between ideas and connectives

Connecting adverbs (and adverbial phrases and clauses) maintain the cohesion of ideas in a text in several basic ways, including:

addition: also, furthermore, moreover;

opposition: however, nevertheless, on the other hand;

reinforcing: besides, anyway, after all;

explaining: for example, in other words, that is to say;

listing: first(ly), first of all, finally;

indicating result: therefore, consequently, as a result;

indicating time: just then, meanwhile, later.

Commas are often used to mark off connecting adverbs or adverbial phrases or clauses:

First of all, I want to say John is a kind boy. I didn't think much of the play. Darwin, on the other hand, enjoyed it.

Classwork

Use 4 connectives to write a story about "The Cunning Fox."

Period 3

Learning Objective: At the end of the lesson, students should be able to use Prepositions preceding pronouns in sentences.

Prepositions Preceding Nouns and Pronouns (Demonstrative, Indefinite and Reciprocal).

A preposition is a word that is placed before a noun or pronoun to show its relationship to some other word in the sentence.

A noun is a naming word. It names people, places, things, events, ideas, concepts etc.

A pronoun is a word used instead of a noun. Types of pronouns are:

S/N	Demonstrative Pronoun: It points out specific things.	Indefinite Pronoun: Does not refer to any particular thing, place or person.	Reciprocal Pronoun: It expresses a mutual relationship. It refers to a situation where someone or something performs an action and receives same.
1	this e.g. Keep the book on this.	Anybody, everybody, nobody, somebody e.g. Put it on everybody's plate.	each other e.g. Stack them on each other.
2	That	Anyone, everyone, no one, someone	one another
3	These	Anything, everything, nothing, something	
4	Those		

Singular

Close



This is my friend.

Plural

Close



These are my friends.

Singular

Far away



That is my friend.

Plural

Far away



Those are my friends.



	People	Things	Places
some-	someone somebody	something	somewhere
any-	anyone anybody	anything	anywhere
no-	no one nobody	nothing	nowhere
every-	everyone everybody	everything	everywhere

Reciprocal Pronouns

We use reciprocal pronouns when two or more people do the same thing.



The boys are fighting **one another**



Tina and Mary are talking to **each other**

A preposition is placed before the noun to indicate position, place, direction or time.

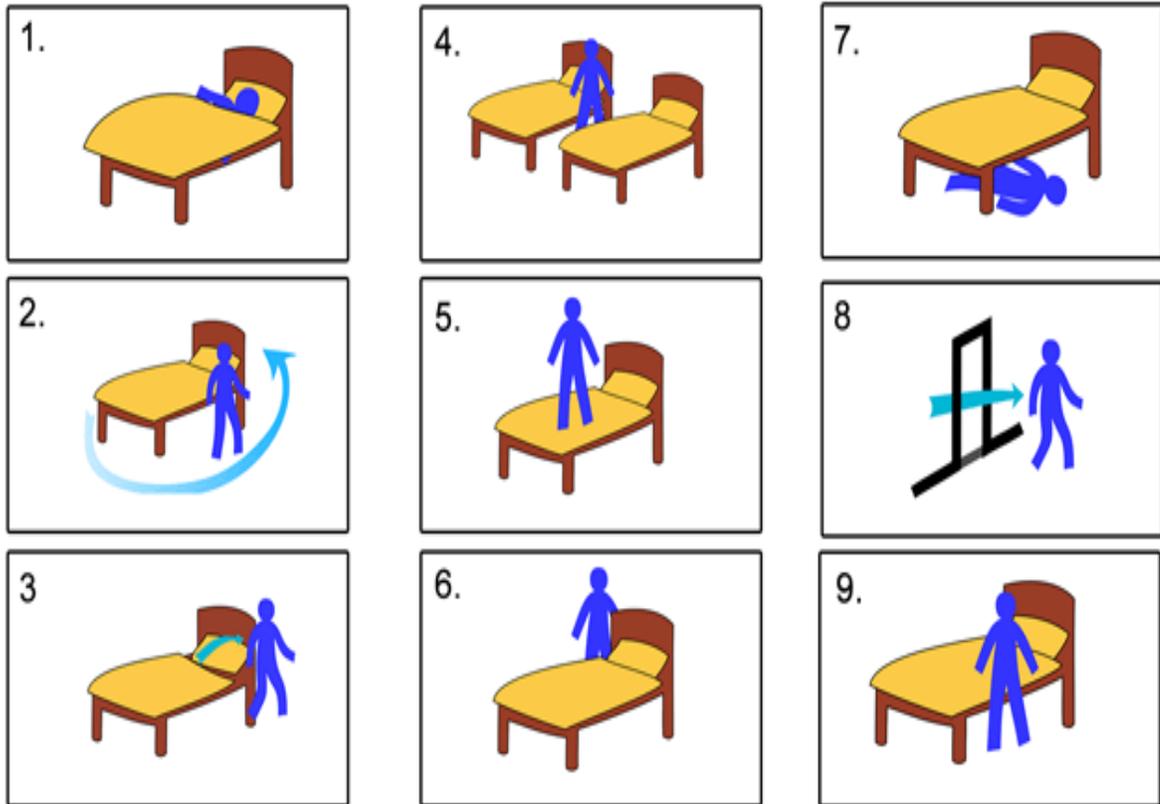
Types of Prepositions

Prepositions of Position

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These include in, between, among, amongst, above, under, below, over, across, against, around, behind, beneath, beside, by, in front of, near, next, outside, underneath etc.



Example:

The cat is between the wall and the shelf.

Classwork

Make 5 sentences with any of the prepositions above, ensure they precede a noun or pronoun.

Assignment

Make 5 sentences with any of the prepositions above (not the ones used in your classwork), ensure they precede a noun or pronoun.

Prepositions of Place

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These are prepositions that refer to a place where something or someone is located. The prepositions of place are:

'At' it refers to a certain point.

'In' it refers to an enclosed place or an enclosure.

'On' it refers to a surface.

Classwork

Use the prepositions of place to make 3 sentences, 1 for each. Please, ensure that they precede a noun or pronoun.

PERIOD 4

Prepositions of Direction

They give the reader a sense of place and direction. Examples include: above, across, along, around, at, behind, beside, close to, over, through, toward, up, down, between, inside/in, near, next to, on, onto, off, past, under etc.

Example:

The cat jumped over the wall.

Classwork

Make 5 sentences with any of the prepositions above, ensure they precede a noun or pronoun.

Assignment

Make 5 sentences with any of the prepositions above (not the ones used in your classwork), ensure they precede a noun or pronoun.

Prepositions of Time

They help you discuss a particular time or period such as the date on the calendar, days of the week or the time an event occurred. They are:

'At' - for precise time.

'In' - for months, years, centuries and long periods.

'On' - for days and dates.

Classwork

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English

Use the prepositions of place to make 3 sentences, 1 for each. Please, ensure that they precede a noun.

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WEEK 8

Topic: Reading and Writing

Learning Objectives: At the end of the lesson, students should be able to: I. Read the given passage and highlight the difficult words. II. Answer the given questions.

Period 1

Reading Passage

Classwork

Highlight the difficult words in the given passage.

Use the words to make sentences.

Assignment

Answer the given questions from the passage.

Period 2

Reading Passage

Classwork

Highlight the difficult words in the given passage.

Use the words to make sentences.

Assignment

Answer the given questions from the passage.

Period 3

Learning Objectives: At the end of the lesson, students should be able to write a letter to a friend, describing how you want your next birthday to go.

SHARE VIDEO ON LETTER WRITING

Informal Letter

An informal letter is written to friends, family, relatives etc. It usually has an informal/personal tone.

Format of an Informal Letter

Address of the sender

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English

Date below the address

Greeting/salutation e.g. Dear Prince,

Body:

Introductory paragraph: It is casual and friendly e.g. Thank you so much for the precious gift you bought for me during my graduation. I really appreciate it and I show it off every time I get the chance.'

Details of the reason of your letter.

Conclusion: Say goodbye in a loving manner and express your expectation of a reply.

Subscription: Lots of love; Best wishes etc.

Assignment

Write a letter to your friend, describing how you want your next birthday to go.

Period 4

Proofread your letter.

WEEK 9 – LISTENING AND SPEAKING

Learning Objectives: At the end of the lesson, students should be able to: I. Summarise the audio and answer questions on it. II. Collate points for “How Safe is the Internet for Children?”

Period 1

Listening Session Audio - The internet

Questions

1. Who took the first step to develop the communication system that birth the internet?
2. Who made the next steps in the making communication easier in 776 BC?
3. What was peculiar to any form of communication in those days?
4. In which country were the first newspapers developed?
5. When was the first computer programme written?
6. When did Alexander Graham Bell invent the telephone?
7. When did we have the first long distance call?
8. When did Marconi send the first radio signal?
9. What made the Olympics to be viewed around the world?
10. When was the World Wide Web created?
11. Briefly discuss how the internet has helped you today.

Period 2

Break into your respective and collate points for “How Safe is the Internet for Children?”

Assignment

Write down points on “How Safe is the Internet for Children?”

Period 3&4

Learning Objective: At the end of the lesson, students should be able to make a presentation on “How Safe is the Internet for Children?”

Group Presentation

Make a presentation on “How Safe is the Internet for Children?”

Assessment Guide

The Breeder's Guide

English

Diction: 10 Marks

Evidence of Collaboration: 10 Marks

Presentation of Points: 10 Marks

Appearance: 10 Marks

Organisation/Delivery and Comportment: 10 Marks

Assignment

Write an essay on "How Safe is the Internet for Children?"