

GRADE VII

LANGUAGE ITEMS	REMARKS
FUNCTIONS AND NOTIONS	When teaching functions, teachers should explain that expressions used in informal situations cannot be used in formal or polite situations.
Time/tense relations	Teaching about the different uses of tenses, in brief. i.e., how, for example, the present continuous tense can be used to talk about the future and so on.
Numbers	Revision of cardinal and ordinal numbers. Introducing and practising how to speak about decimal numbers.
Conversions and calculations	Conversions of money; exchange rates. Calculations (mathematical) etc.
Quantity	loads of ; scores of ; dozen; etc.
Advice	What do you think? Would it be better to? It'd be better to..., Do you think its wise to?
Temperature scales	degrees, Celsius, centigrade, Fahrenheit, etc.
Recipe quantities	Review: cups, table-spoons, pinch of..., pint, grams, pound, ounce, glass of, etc.
Obligation	ensure that...; please...; refrain from...; you must...; you'd better...; you ought to...; you're not allowed to...; it's prohibited...; you can't...; see that you don't...; I've got to...; etc.
Requests	please, will/could/would you...? would you mind ...?
Hidden requests	How to make requests indirectly, e.g.: It's very windy. [When the wind is strong and you want the door closed.] That's the new ice cream shop, isn't it? [When somebody wants to go into the shop.]
Requesting information Reporting events	Could you tell me...? I'd like to know... Using direct and passive forms where necessary. Reporting on simple events.
Requesting and offering clarification and further information	I don't get it...; What are you getting at?; I don't follow you/I'm not with you; You've lost me; What I'm trying to say is...; I'm not quite clear...; I would be grateful for some information; I'm not sure whether...; Will you please let me know...?; etc.
Hesitating	Well ...!; You see ...; You know ...; etc.
Expressing dislike and annoyance	Hates; It gets up my nose; I get annoyed...; I cannot stand...; I

	avoid...; I really hate...; I don't like...; I can't bear...; ("it gets up my nose" is not an expression to be used in formal or polite speech).
Apologising	Excuse me; pardon me; I'm sorry.
Blaming	It's (all) your fault; I blame you for...; you've got only yourself to blame; etc.
Releasing from blame	That's OK; That's all right; Never mind; Don't worry; It's not your fault; etc.
Approval and disapproval	Well done; Magnificent; I enjoyed ...; I didn't enjoy ...; Just look at...
Persuading	Can't I persuade you to...? Surely you can see...? You must understand...
Threats	I'm warning you...; If you don't...; Either you...or...; etc.
Advice and recommendation	To recommend...; Your best bet is...; If I were in your shoes; I would ...; If I were you, I would...; You'd better...; You should...etc.
Agreeing	You've got a point; I accept that; I'll go along with that; etc.
Disagreeing	Surely you don't think that...; I give up...; not on your life; etc.
Conceding	On the whole, yes...; etc.
Deducing	It seems like ...; Sounds like ...; etc.
Partially agreeing	I take your point, but...; etc.
Congratulatory messages and messages of sympathy	Congratulations! You've succeeded! Well done! That was great! Brilliant work! That was a good job! Happy birthday! Happy anniversary! etc. I'm sorry! I'm really sorry about what happened. I'm (very) sorry to hear about ... It's really sad. etc.

STRUCTURES

The tenses

By the end of Grade VII, learners should be able to use the following tenses in their regular writing and speaking:

Simple present
Simple past
Present perfect
Past perfect
Present continuous

	Past continuous Present perfect continuous Past perfect continuous Future
Question tags	E.g. He will come, <i>won't he?</i> You like this, <i>don't you?</i> This is correct, <i>isn't it?</i> This isn't right, <i>is it?</i> etc.
Conditionals	First and second conditionals. The modals that are used. etc.
Direct and indirect speech	Statements Questions Commands Requests
Comparatives and superlatives	Revise the vocabulary already learned, and add to it.
Active and passive voice	Revision of active and passive; teach some of the uses, e.g.: not mentioning the agent in newspaper reports; hiding the source of information, etc.
Study skills	Guessing meanings of words from context. Classifying words into sets. Identifying topic sentences. Practise alphabetic classification. Practise use of dictionaries. Gap filling. Connecting words. Looking for the main point in a text. Practise linking actions and reasons. Reading for general idea. Organise notes for a paragraph. Classify information. Analysing the structure of paragraphs. Practise logical relations through connectives. Use dictionaries for pronunciation. Prediction. Reduce short paragraphs to note form. Using dictionary to make word families. Organising notes into paragraph outlines. Making numerical conversion. Research. Learners should be familiar with common grammatical terms like nouns, adjectives, adverbs, verbs, prepositions, pronouns, articles, conjunctions, statements, questions, commands, subject/verb, plural, singular, agreement. However, these are not to be taught formally.

SKILLS

	The teacher must try to integrate the skills, structures, functions and notions with daily language activities.
Reading	Reading: For detail. For gist. For grammatical information. A passage in technical English.

	Poetry. Conversation. Interpret and discuss information given in tables. For detailed comprehension. Extensive reading and reporting. Appreciation.
	Reading aloud.
Writing	Summaries of texts . Sports commentaries. Descriptive passages. Short reports. Letters: formal/business, also addressing envelopes informal requesting information and replies complaint The craft of writing. Observations (scientific and other). Interviews. Write and perform role plays. Dialogues. A film review. Filling-in forms.
Listening	For gist and for specific information. For pronunciation. To poetry. To conversations. For detail. To interviews. To dialogues. For selective information. Picking out the main points of an argument.
Speaking	Group and class discussions based on information already listened to or read. Drama (in class or for performance). Debates and speeches (prepared and impromptu). Talks to the class. Story-telling