

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 ENGLISH  
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at [cbcedukenya.com](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	7
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. English Grade 7 Curriculum Design (KICD)
2. Approved English Grade 7 Learner's Book
3. Approved Teacher's Guide
4. MTP English Grade 7

CBC Edu Kenya · [cbcedukenya.com](https://cbcedukenya.com)

Aligned with KICD Curriculum Designs · Editable Word Document

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## SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 7 ENGLISH.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Public Speaking**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	English
<b>GRADE</b>	7
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	LISTENING & SPEAKING
<b>SUB-STRAND</b>	Public Speaking
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Deliver speech b) Use stress/intonation c) Build confidence
<b>KEY INQUIRY QUESTION(S)</b>	How hold an audience?
<b>CORE COMPETENCY</b>	Communication and Collaboration; Self-Efficacy; Critical Thinking
<b>VALUES</b>	Respect, Patience, Cooperation
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Citizenship; Communication
<b>LEARNING RESOURCES</b>	Sample speeches

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Public Speaking by writing the key inquiry question on the board: "How hold an audience?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to deliver speech. Display the resources for the lesson (Sample speeches) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Models. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Deliver speech". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair prepare. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How hold an audience?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Use stress/intonation". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. Deliver. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Public Speaking independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build confidence".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Public Speaking? (2) How would you answer "How hold an audience?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Public Speaking in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Group Discussion**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	English
<b>GRADE</b>	7
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	LISTENING & SPEAKING
<b>SUB-STRAND</b>	Group Discussion
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Contribute b) Listen actively c) Build collaboration
<b>KEY INQUIRY QUESTION(S)</b>	How discuss as group?
<b>CORE COMPETENCY</b>	Communication and Collaboration; Self-Efficacy; Critical Thinking
<b>VALUES</b>	Respect, Patience, Cooperation
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Citizenship; Communication
<b>LEARNING RESOURCES</b>	Topics

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Group Discussion by writing the key inquiry question on the board: "How discuss as group?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to contribute. Display the resources for the lesson (Topics) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Group on topic. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Contribute". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Rotate. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How discuss as group?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Listen actively". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Group Discussion together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes)

	for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Group Discussion independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build collaboration".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Group Discussion? (2) How would you answer "How discuss as group?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Group Discussion in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 7 ENGLISH TERM 2

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Listening & Speaking	Public Speaking	a) Deliver speech b) Use stress/intonation c) Build confidence	How hold an audience?	Models; pair prepare; deliver	Sample speeches	Performance, peer
1	2	Listening & Speaking	Group Discussion	a) Contribute b) Listen actively c) Build collaboration	How discuss as group?	Group on topic; rotate	Topics	Observation, peer
1	3	Listening & Speaking	Debate	a) Present argument b) Counter views c) Build critical thinking	How argue effectively?	Mini-debate	Topics, timer	Performance, peer
2	1	Reading	Comprehension Strategies	a) Skim and scan b) Identify main idea c) Build speed	How find info quickly?	Skim drill	Passages	Written, oral
2	2	Reading	Inferential Reading	a) Make inferences b) Identify implications c) Build deeper reading	What does writer mean?	Read; infer	Passages	Written, oral
2	3	Reading	Critical Reading	a) Identify purpose b) Detect bias c) Build evaluation	Why did writer write this?	Compare opinion texts	Articles	Written, peer
3	1	Reading	Vocabulary in Context	a) Use context clues b) Build vocabulary c) Apply	How work out new words?	Underline; pair use	Passages	Written, peer
3	2	Reading	Literature — Setbook	a) Identify themes b) Identify characters c) Engage	What is our setbook about?	Read; discuss	Setbook	Oral, observation
3	3	Reading	Literature — Character Analysis	a) Describe character b) Trace development c) Build literary skill	How does character change?	Read; analyse	Setbook	Written, peer
4	1	Writing	Essay Planning	a) Plan with mind map b) Identify thesis/body/conclusion c) Build planning	How plan?	Mind map; pair plan	Templates	Written, peer
4	2	Writing	Essay Drafting	a) Write intro b) Develop body c) Build paragraphing	How structure?	Use plan; draft	Plans	Written, peer
4	3	Writing	Essay Revising	a) Re-read b) Fix grammar c) Build editing	How improve?	Re-read; mark errors	Drafts	Self-assess, peer
5	1	Writing	Composition — Narrative	a) Plan narrative b) Vivid description c) Build creativity	How tell story?	Plot map; brainstorm	Templates	Written, peer
5	2	Writing	Composition — Narrative	a) Use dialogue b) Punctuate speech c) Apply	How use dialogue?	Punctuation rules	Sample stories	Written, peer

5	3	Writing	Functional — Letters	a) Write formal letter b) Use format c) Apply	How write letter?	Show format	Sample letters	Written, peer
6	1	Grammar	Tenses	a) Identify tenses b) Use accurately c) Build accuracy	How tenses show time?	Tense chart; drill	Charts	Written, oral
6	2	Grammar	Active and Passive	a) Convert b) Use accurately c) Apply	When passive?	Compare; convert	Examples	Written, peer
6	3	Grammar	Direct/Indirect Speech	a) Convert b) Use rules c) Apply	How report speech?	Rules; drill	Examples	Written, peer
7	1	Grammar	Conditional Sentences	a) Identify types b) Use accurately c) Build variety	What is conditional?	Three types	Examples	Written, oral
7	2	Grammar	Pronouns	a) Use accurately b) Avoid ambiguity c) Apply	How replace nouns?	Sort cards	Cards	Written, oral
7	3	Grammar	Adverbs	a) Identify b) Use accurately c) Apply	How describe verbs?	Examples	Examples	Written, peer
8	1	Reading	Setbook — Themes	a) Identify themes b) Cite evidence c) Build essay foundation	What is setbook saying?	Identify; quote	Setbook	Written, oral
8	2	Reading	Setbook — Style	a) Identify literary devices b) Explain effect c) Build appreciation	How does writer make us feel?	Find devices	Setbook	Written, peer
8	3	Writing	Setbook Essay	a) Plan essay b) Write 500 words c) Build exam technique	How answer setbook question?	Plan; draft	Past papers	Written, peer
9	1	Listening & Speaking	Pronunciation	a) Pronounce difficult sounds b) Use stress c) Build fluency	How pronounce?	Tongue twisters	Audio	Performance, peer
9	2	Listening & Speaking	Listening Skills	a) Listen for info b) Take notes c) Build comprehension	How listen actively?	Audio passage	Audio	Written, oral
9	3	Listening & Speaking	Oral Presentations	a) Present findings b) Use visuals c) Build skills	How present clearly?	Pair research; poster	Materials	Performance, peer
10	1	Reading	Mixed Comprehension	a) Practise passages b) Manage time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
10	2	Writing	Composition Practice	a) Plan and write b) Varied sentences c) Build readiness	Am I ready?	Timed composition	Past papers	Written, peer
10	3	Writing	Setbook Essay Practice	a) Practise essays b) Use quotations c) Build confidence	Am I ready?	Timed essay	Past papers	Written, peer
11	1	Grammar	Grammar Practice	a) Practise drills b) Apply rules c) Build accuracy	Am I solid?	Mixed drills	Past papers	Written, oral

11	2	Grammar	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
11	3	Grammar	Mock Paper 2	a) Sit second mock b) Improve c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self-assessment

