

BASIC 7

WEEKLY LESSON PLAN – WEEK 2

Learning Indicator(s)	B7.1.3.1 B7.2.2.2 B7.3.1.5 B7.4.2.2		
Performance Indicator	B7.1.3.1.1. Produce pure vowel sounds in context (short vowels) B7.2.2.2.1.: Determine and analyze central and supporting ideas of texts B7.3.1.5.1. Use passive sentences with correct passive verb forms for a range of functions B7.4.2. 2.3 Compose notices and poster for different purposes and audiences		
Week Ending	23-09-2022		
FORM	B.S.7		
Subject	English Language		
Reference	Teachers Resource Pack, Learners Resource Pack, Textbook.		
Teaching / Learning Resources	Word Chart, Sentence Cards, Pictures, Textbook.		
DAYS	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY 19-09-2022	Strand: Oral Language Sub-Strand: Sounds (vowels, consonants and intonation) Learners brainstorm to identify the	<ol style="list-style-type: none"> 1. Assist Learners to form words with consonant sounds. 2. Learners brainstorm to identify consonant sounds in sentences. 3. Discuss with Learners speeches involving consonants sounds. <p>A consonant is a speech sound that is not a vowel. It also refers to letters of the alphabet that represent those sounds: Z, B, T, G, and H are all consonants. Consonants are all the non-vowel sounds, or their corresponding letters: A, E, I, O, U and sometimes Y are not consonants. In hat, H and T are consonants.</p> <p>There are 21 consonants: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, and Z.</p>	Core Competencies; <ol style="list-style-type: none"> 1. Communication and Collaboration 2. Critical Thinking and Problem Solving 3. Personal Development and Leadership

	consonants sounds.											
TUESDAY 20-09-2022	Strand: Reading Sub-Strand: Summarizing Individual Learners are to guided to read texts aloud.	1. Through questions and answers, summarize main ideas in texts. 2. Assist Learners to use their own words to summarize main ideas in texts. Steps to follow to Summarize texts; <ul style="list-style-type: none">Step 1: Read the text.Step 2: Break the text down into sections.Step 3: Identify the key points in each section.Step 4: Write the summary.Step 5: Check the summary against the article.	Core Competences; 1. Communication and collaboration 2. Personal development and leadership									
THURSDAY 22-09-2022	Strand: Grammar Sub-Strand: Grammar Learners brainstorm to explain the meaning of Active voice.	1. Assist Learners to construct sentences in active voices. 2. Learners in small groups to reconstruct same sentences in passive voices. 3. Assist to have conversations using active voices in subjects, verbs and objects. How to form a passive sentence 1. Firstly, you need to make the object (from the active sentence) into the new subject. For example, in “John helped me”, “me” is the object. 2. Then you make the verb passive. 3. Then add the past participle of the verb. 4. If necessary, you can say who did the action. <table><tr><td><i>Active Voice</i></td><td><i>Passive Voice</i></td><td><i>Verb Tense</i></td></tr><tr><td>1. They make Fords in Cologne.</td><td>Fords are made in Cologne.</td><td><u>Present Simple</u></td></tr><tr><td>2. Susan is cooking dinner.</td><td>Dinner is being cooked by Susan</td><td><u>Present Continuous</u></td></tr></table>	<i>Active Voice</i>	<i>Passive Voice</i>	<i>Verb Tense</i>	1. They make Fords in Cologne.	Fords are made in Cologne.	<u>Present Simple</u>	2. Susan is cooking dinner.	Dinner is being cooked by Susan	<u>Present Continuous</u>	Core Competencies; 1. Communication and Collaboration 2. Creativity and Innovation 3. Critical Thinking and Problem-Solving
<i>Active Voice</i>	<i>Passive Voice</i>	<i>Verb Tense</i>										
1. They make Fords in Cologne.	Fords are made in Cologne.	<u>Present Simple</u>										
2. Susan is cooking dinner.	Dinner is being cooked by Susan	<u>Present Continuous</u>										

		<p>3. James Joyce "Dubliners" Past Simple wrote was written "Dubliners". by James Joyce.</p> <p>4. They were The house Past painting the was being Continuous house when painted I arrived. when I arrived.</p> <p>5. They have Over 20 <u>Present</u> produced models <u>Perfect</u> over 20 have been models in produced in the past twothe past years. two years.</p> <p>6. They are A new Future going to factory is Intention build a new going to be with Going factory in built in to Portland. Portland.</p> <p>7. I will finish itIt will be <u>Future</u> tomorrow. finished <u>Simple</u> tomorrow.</p>	
FRIDAY 23-09-2022	Strand: Writing Sub-Strand: Text (Types and Purposes) Review Learners knowledge on the previous lesson.	<ol style="list-style-type: none"> 1. Discuss with learners how to select key ideas from texts. 2. Assist Learners to organize ideas and make connections. 3. Learners in groups to plan and structure written assignments. <p>Methods of Organizing Writings;</p> <ol style="list-style-type: none"> 1. chronological order 2. spatial order 3. order of importance. <p>The purpose of connecting sentences, ideas, and paragraphs is to guide the reader along the path you develop. That is a solid way to prove an argument. An essay writer does not leave it to the reader to make assumptions or to fill in the blanks</p>	Core Competencies; <ol style="list-style-type: none"> 1. Creativity and Innovation 2. Communication and Collaboration 3. Personal Development and Leadership 4. Critical Thinking and Problem Solving 5. Cultural Identity and Global Citizenship 6. Digital literacy

Why do we teach students to make connections?

- By making connections to text, students can **activate their prior knowledge** (including experiences and emotions), **or schema**.
- Prior knowledge or schema is **important** to students' reading comprehend.

