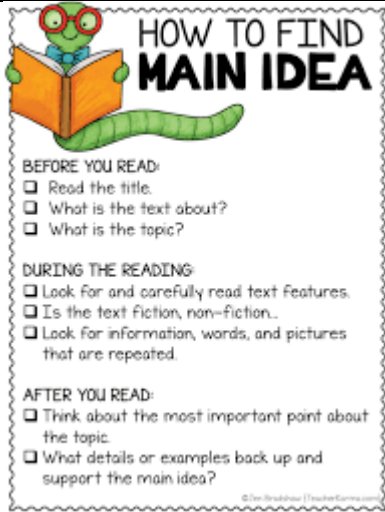
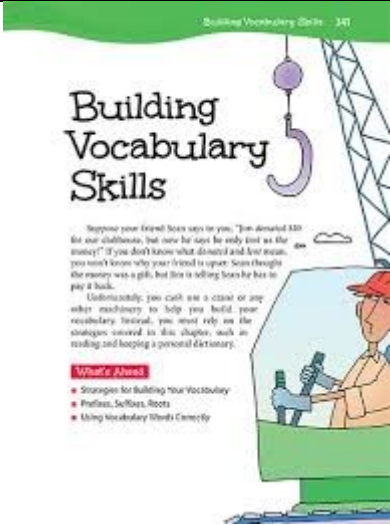


# BASIC 7

## WEEKLY LESSON PLAN – WEEK 10

<b>Learning Indicator(s)</b>	B7.2.2.2 B7.3.3.1 B7.4.2. 2 B7.5.1.1		
<b>Performance Indicator</b>	B7.2.2.2.1.: Determine and analyze central and supporting ideas of texts B7.3.3.1.1. Use vocabulary appropriately in specific contexts B7.4.2. 2.5. B7 Create dialogues between two interlocutors on different themes B7.5.1.1.4. Identify and explain the effect of different literary features within a text		
<b>Week Ending</b>	18-11-2022		
<b>FORM</b>	B.S.7		
<b>Subject</b>	English Language		
<b>Reference</b>	Teachers Resource Pack, Learners Resource Pack, Textbook.		
<b>Teaching / Learning Resources</b>	Passages in Textbook, Word Chart, Pictures, Poster, Magazine, Texts on Paper.		
<b>DAYS</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFECTION</b>
<b>MONDAY 14-11-2022</b>	<b>Strand:</b> Reading  <b>Sub-Strand</b> Summarizing  A model reader to read a passage in the English Textbook to the class.	1. Call individual Learners to read the passage aloud. 2. Assist Learners to identify main ideas or topic sentences in the Paragraphs. 3. Learners in small groups to identify supporting ideas and how they relate to the main ideas in the texts. 4. Learners brainstorm to summarize main ideas in the texts .	<b>Core Competencies;</b>  1. Communication and collaboration 2. Personal development and leadership

		 <p><b>HOW TO FIND MAIN IDEA</b></p> <p><b>BEFORE YOU READ:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read the title.</li> <li><input type="checkbox"/> What is the text about?</li> <li><input type="checkbox"/> What is the topic?</li> </ul> <p><b>DURING THE READING:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Look for and carefully read text Features.</li> <li><input type="checkbox"/> Is the text Fiction, non-fiction..</li> <li><input type="checkbox"/> Look for information, words, and pictures that are repeated.</li> </ul> <p><b>AFTER YOU READ:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Think about the most important point about the topic.</li> <li><input type="checkbox"/> What details or examples back up and support the main idea?</li> </ul> <p><small>© The Stridder Teacher Education</small></p> <p><b>Use this three-step process to identify an author's stated main idea.</b></p> <p>Step 1: Identify the topic.</p> <p>Step 2: Identify what the author is saying about the topic.</p> <p>Step 3: Identify the stated main idea.</p> <p>Step 1: Identify the topic.</p> <p>Step 2: Identify what the author is saying about the topic.</p>	
<b>TUESDAY</b>  <b>15-11-2022</b>	<p><b>Strand:</b></p> <p>Grammar</p> <p><b>Sub-Strand:</b></p> <p>Grammar</p> <p>Select a reading context in the English reading Textbook for Learners to read silently</p>	<ol style="list-style-type: none"> <li>1. Learners in small groups to identify vocabularies in the reading context.</li> <li>2. Discuss meanings of Vocabularies in reading contexts.</li> <li>3. Assist Learners to use Vocabularies in different situations or conversations.</li> </ol> <p><b>Types of Vocabularies;</b></p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Reading</li> <li>4. Writing</li> </ol>	<p><b>Core Competencies;</b></p> <ol style="list-style-type: none"> <li>1. Communication and Collaboration</li> <li>2. Critical Thinking and Problem-</li> <li>3. Solving</li> <li>4. Creativity and Innovation</li> </ol>

			
<b>THURSDAY</b> <b>17-11-2022</b>	<b>Strand:</b> Writing  <b>Sub-Strand:</b>  Text (Types and Purposes)  Review Learners knowledge on the previous lesson	<ol style="list-style-type: none"> <li>1. Compose dialogues of different lengths on given topics by using cut small talk when writing dialogue.</li> <li>2. Assist Learners to keep their dialogues brief and impactful.</li> </ol> <div data-bbox="581 814 1156 1150"> <p>Q1: how is the weather in Chicago            Q2: how is it this weekend            Q3: find me hotels in Chicago            Q4: which one of these is the cheapest            Q5: which one of these has at least 4 stars            Q6: find me directions from the Chicago airport to number one</p> <p>Q1: find me a pharmacy nearby            Q2: which of these is highly rated            Q3: show more information about number 2            Q4: how long will it take me to get there            thanks</p> <p>User's dialogue with Cortana: (A)            Task is "Finding a hotel in Chicago"</p> <p>User's dialogue with Cortana: (B)            Task is "Finding a pharmacy"</p> </div> <p><b>Examples of Dialogues;</b></p> <ol style="list-style-type: none"> <li>i. "I don't want to go home," said Julia.</li> <li>ii. "I like it here at the zoo. The animals are all so funny." She began to cry and then wailed</li> <li>iii. "I didn't even get to see the elephants!"</li> </ol>	<b>Core Competencies;</b> <ol style="list-style-type: none"> <li>1. Creativity and Innovation</li> <li>2. Communication and Collaboration</li> <li>3. Personal Development and Leadership</li> <li>4. Critical Thinking and Problem Solving</li> <li>5. Cultural Identity and Global Citizenship</li> <li>6. Digital literacy</li> </ol>
<b>FRIDAY</b> <b>18-11-2022</b>	<b>Strand:</b> Literature  <b>Sub-Strand:</b>  Prose, Drama, Poetry  Assist Learners to recite a	<ol style="list-style-type: none"> <li>1. Discuss the meanings of figure of speeches used in the Poem.</li> <li>2. Learners brainstorm to identify rhetorical devices used in the Poem.</li> </ol> <ol style="list-style-type: none"> <li>i. Alliteration</li> <li>ii. Anaphora</li> <li>iii. Antimetabole</li> <li>iv. Antithesis</li> <li>v. Apostrophe</li> <li>vi. Assonance</li> <li>vii. Hyperbole</li> </ol>	<b>Core Competencies;</b> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Personal Development and Leadership</li> <li>3. Cultural Identity and Global Citizenship</li> </ol>

	Poem in the reading textbook.	viii. Irony ix. Metonymy x. Onomatopoeia xi. Paradox xii. Personification xiii. Pun xiv. Simile xv. Synecdoche xvi. understatement.	4. Creativity and Innovation 5. Digital Literacy
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