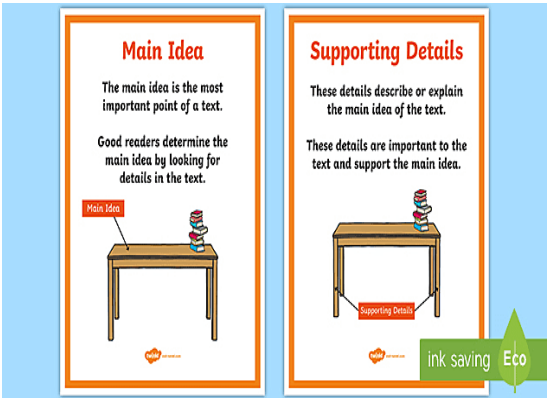


BASIC 7

WEEKLY LESSON PLAN – WEEK 7

Learning Indicator(s)	B7.2.2.2 B7.3.1.6 B7.4.2. 2 B7.5.1.1		
Performance Indicator	B7.2.2.2.1.: Determine and analyze central and supporting ideas of texts B7.3.1.6.1. Use question tags accurately B7.4.2. 2.4 Write articles on given issues for publication in class and club magazines. B7.5.1.1.4. Identify and explain the effect of different literary features within a text		
Week Ending	28-10-2022		
FORM	B.S.7		
Subject	English Language		
Reference	Teachers Resource Pack, Learners Resource Pack, Textbook.		
Teaching / Learning Resources	Passages in Textbook, Word Chart, Pictures, Poster, Magazine, Texts on Paper.		
DAYS	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY 24-10-2022	<p>Strand: Reading</p> <p>Sub-Strand Summarizing</p> <p>Assist Learners to explain meanings of keywords or vocabularies in a reading context</p>	<ol style="list-style-type: none"> Discuss supporting and main ideas in a reading context. Assist Learners to summarize main ideas in texts. Learners in small groups to discuss the types of Supporting ideas in contexts. 	<p>Core Competencies;</p> <ol style="list-style-type: none"> Communication and collaboration Personal development and leadership

		<p>Types of Supporting ideas in Reading contexts;</p> <ol style="list-style-type: none"> 1. Descriptions 2. Vocabulary 3. Proof 4. Voices 5. Explanation 6. importance 	
<p>TUESDAY 25-10-2022</p>	<p>Strand: Grammar</p> <p>Sub-Strand: Grammar</p> <p>Play an audio of dialogues involving question tags for Learners to listen.</p>	<ol style="list-style-type: none"> 1. Individual Learners are to be guided to construct sentences involving question tags. 2. Discuss the two types of Question tag with the Learners. <p>Look at these examples to see how question tags are used.</p> <ul style="list-style-type: none"> • You haven't seen this film, have you? • She's a doctor, isn't she? • He isn't here, is he? • I don't need to finish this today, do I? • Jenni eats cheese, doesn't she? • The bus stop's over there, isn't it? • They could hear me, couldn't they? • I'm never on time, am I? 	<p>Core Competencies;</p> <ol style="list-style-type: none"> 1. Critical Thinking and Problem-Solving 2. Communication and Collaboration 3. Creativity and Innovation

Positive Question Tags

Question tags are used when asking for agreement or confirmation.

a negative statement + a positive question tag

Negative Statement	Positive Tag
You aren't a teacher,	are you?
He isn't crazy,	is he?
He wasn't relaxed,	was he?
They weren't late,	were they?
You don't speak French,	do you?
You didn't study for the test,	did you?
You haven't been here all week,	have you?
You hadn't done it before then,	had you?
You won't fail the exam,	will you?
You can't drive a car,	can you?
You couldn't do it for me,	could you?
We mustn't say anything,	must we?
You shouldn't be so busy,	should you?
You wouldn't stop me,	would you?

Statements using barely, hardly, neither, no, nobody, none, nothing and seldom are treated as negative statements.

Nobody went to the meeting,	did they?
Nothing is ready,	is it?

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Negative Question Tags

Question tags are used when asking for agreement or confirmation.

a positive statement + a negative question tag

Positive Statement	Negative Tag
You are a student,	aren't you?
He is very busy,	isn't he?
He was happy,	wasn't he?
They were surprised,	weren't they?
You speak English,	don't you?
He studies Spanish,	doesn't he?
You studied for the test,	didn't you?
You have studied all week,	haven't you?
You had arrived before he left,	hadn't you?
You will pass the exam,	won't you?
You can speak two languages,	can't you?
You could do it for me,	couldn't you?
We must be patient,	mustn't we?
You should go now,	shouldn't you?
You would like a new job,	wouldn't you?

Negative auxiliaries and verbs in tags are usually in their contracted form (n't).

Exceptions
I am late, aren't I?
Let's go home, shall we?

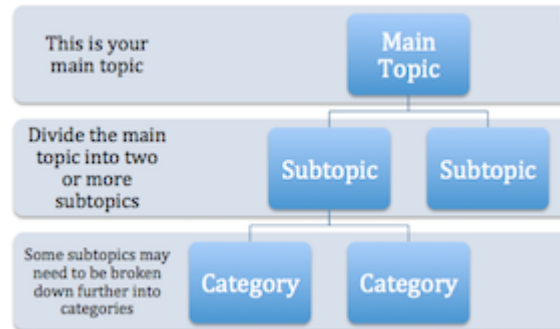
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THURSDAY
27-10-2022

Strand:
Writing
Sub-Strand:
Text (Types and Purposes)

Learners brainstorm to generate ideas about more challenging topics and identify those most appropriate for the purpose

1. Assist Learners to use a variety of strategies and a wide range of print and electronic resources
2. Assist Learners to sort and classify ideas and information for writing a variety of articles


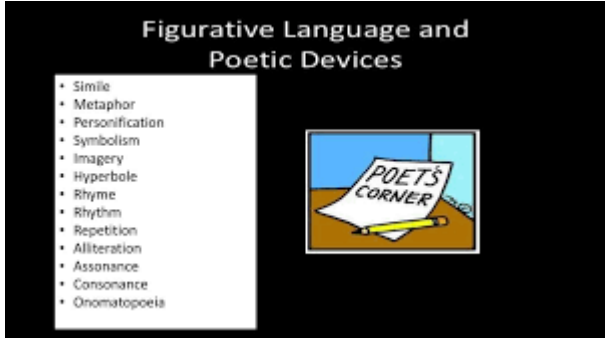


Examples of Print Resources;

1. Textbooks
2. Workbooks
3. reference books
4. newspapers
5. journals

Core Competencies;

1. Creativity and Innovation
2. and Collaboration
3. Personal Development and Leadership
4. Critical Thinking and Problem Solving
5. Cultural Identity and Global Citizenship
6. Digital literacy

		<p>6. magazines.</p> <p>Examples of Electronic Resources;</p> <ol style="list-style-type: none"> 1. electronic journals (e-journal) 2. electronic books (e-book) online 3. databases in varied digital formats 4. Adobe Acrobat documents (. pdf) 5. WebPages 	
<p>FRIDAY 28-10-2022</p>	<p>Strand: Literature</p> <p>Sub-Strand: Prose, Drama, Poetry</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Discuss how meaning is conveyed in prose/drama/poetry through metaphor, simile, personification, alliteration, assonance, consonance. 2. Learners in small groups to discuss and form sentences involving metaphor, simile, personification, alliteration, assonance and consonance .  	<p>Core Competencies;</p> <ol style="list-style-type: none"> 1. Critical Thinking and Problem Solving 2. Personal Development and Leadership 3. Cultural Identity and Global Citizenship 4. Creativity and Innovation 5. Digital Literacy