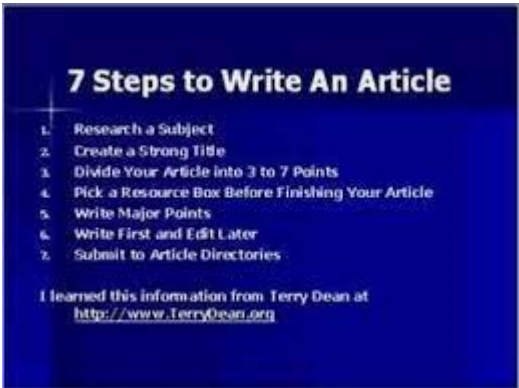


**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 8**

<b>Learning Indicator(s)</b>	B7.2.2.2 B7.1.1.1 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 B7.1.1.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts 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		
<b>Week Ending</b>	04-11-2022		
<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 31-10-2022</b>	<b>Strand:</b> Reading  <b>Sub-Strand</b> Summarizing  Engage Learners in silent reading.	<ol style="list-style-type: none"> <li>Learners brainstorm to identify main and supporting ideas in reading contexts.</li> <li>Assist Learners to summarize main ideas and supporting ideas in reading contexts.</li> </ol> <b>Steps for summarizing a context;</b> <ol style="list-style-type: none"> <li>Read and reread the text.</li> <li>Search for the most important concepts and fundamental points of the text.</li> <li>Organize the main ideas.</li> <li>Introduction.</li> <li>Main body paragraphs.</li> <li>Conclusion paragraph.</li> </ol>	<b>Core Competencies;</b> <ol style="list-style-type: none"> <li>Communication and collaboration</li> <li>Personal development and leadership</li> </ol>

		7. Write the text with your words.																
<b>TUESDAY</b> <b>01-11-2022</b>	<p><b>Strand:</b> Grammar</p> <p><b>Sub-Strand:</b> Grammar</p> <p>Discuss the meaning of Formal and Informal Conversations with the Learners.</p>	<p>1. Assist Learners to use appropriate language to participate in formal interactions.</p> <p>2. Learners brainstorm to identify informal situations in conversations.</p> <table border="1"> <thead> <tr> <th>Situation</th> <th>Formal/informal</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>1. Chatting with friends</td> <td>Informal</td> <td>Hey! You all right?</td> </tr> <tr> <td>2. Parents' evening at a children's school</td> <td>Formal</td> <td>It's nice to see you again.</td> </tr> <tr> <td>3. Job interview</td> <td>Formal</td> <td>Good morning. I'm pleased to meet you.</td> </tr> <tr> <td>4. A community drop-in session</td> <td>Informal</td> <td>Hi! I thought I'd pop in today.</td> </tr> </tbody> </table>	Situation	Formal/informal	Example	1. Chatting with friends	Informal	Hey! You all right?	2. Parents' evening at a children's school	Formal	It's nice to see you again.	3. Job interview	Formal	Good morning. I'm pleased to meet you.	4. A community drop-in session	Informal	Hi! I thought I'd pop in today.	<p><b>Core Competencies;</b></p> <ol style="list-style-type: none"> <li>1. Communication and collaboration</li> <li>2. Critical Thinking and Problem Solving</li> <li>3. Personal Development and Leadership</li> <li>4. Cultural Identity and Global Citizenship</li> <li>5. Digital Literacy</li> </ol>
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<b>THURSDAY</b> <b>03-11-2022</b>	<p><b>Strand:</b> Writing</p> <p><b>Sub-Strand:</b> Text (Types and Purposes)</p> <p>Learners brainstorm to sort and classify ideas and information for writing an Article.</p>	<p>1. Assist Learners to write articles of different lengths on given issues for publication.</p> <p>2. Learners in small groups to write a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods</p> 	<p><b>Core Competencies;</b></p> <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>															

		<p><b>How to write articles</b></p> <ol style="list-style-type: none"> <li>1. Select a topic to write about.</li> <li>2. Identify your target audience.</li> <li>3. Research facts that reinforce your story.</li> <li>4. Come up with an outline of your article.</li> <li>5. Write a rough draft and pare down your outline.</li> <li>6. Specify your subject matter.</li> <li>7. Read aloud until your draft is error-free.</li> </ol>	
<p><b>FRIDAY</b> <b>04-11-2022</b></p>	<p><b>Strand:</b> Literature</p> <p><b>Sub-Strand:</b> Prose, Drama, Poetry</p> <p>Review Learners Knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>1. Engage Learners to perform a drama on a given topic.</li> <li>2. Learners brainstorm to explain meanings conveyed in the drama.</li> </ol> <p>Plot</p> <p>A plot is a sequence of events within a play that tells a story. Essentially, a plot is what makes a story. Five components make up a plot: exposition, rising action, climax, falling action, and resolution--conflict and theme help drive the plot forward. Although characters are introduced in the exposition part of the plot, a cast of characters is not a component of the overall structure.</p> <ul style="list-style-type: none"> <li>• Exposition - Introduces the setting, characters, and the story's primary conflict.</li> <li>• Rising Action - Begins after the introduction of the conflict and carries most of the story's details. It builds intensity as it progresses toward the climax.</li> <li>• Climax - The most intense part of the plot. The conflict is at its most intense moment.</li> <li>• Falling Action - After the conflict has reached its peak, the story begins to wrap up. Any other minor disputes are now resolved.</li> <li>• Resolution - All loose ends of the story have been resolved. The story concludes.</li> </ul>	<p><b>Core Competencies;</b></p> <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> <li>4. Creativity and Innovation</li> <li>5. Digital Literacy</li> </ol>