

SUPPLEMENTAL LESSONS

English Grade 7
2nd Quarter



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2nd Quarter Grade 7 Supplemental Lesson Plan

Lesson 4

Focus: Link sentences using logical connectors that signal chronological, and logical sequence and summation

A. Introduction/Preparatory Activities

1. For motivation, show the students a picture of cookies. Ask them if they are fond of eating cookies.
2. Next, show the student pictures of the ingredients used in making cookies.
3. Explain to the students that you don't just mix all the ingredients together in one bowl to make a cookie. There are steps that you have to follow to be able to successfully bake cookies.
4. Show the students the following recipe. Ask the students to take note of the words that are capitalized. Have them discuss the importance of the words in carrying out the steps accordingly.



FIRST, preheat the oven to 350°F. THEN, grease the cookie sheets. AFTER THAT, stir the peanut butter and sugar together in a medium bowl until smooth. NEXT, beat in the eggs, one at time, then stir in the baking soda, salt, and vanilla. THEN, roll dough into 1 inch balls and place them 2 inches apart onto the prepared cookie sheets. Bake for 8–10 minutes in the preheated oven. LASTLY, allow cookies to cool on baking sheet for 5 minutes before moving them to a wire rack to cool completely.

B. Body/Developmental Activities

1. Introduce Logical Connectors. Discuss the following points:
 - a. Logical connectors are used to join or connect two ideas that have a particular relationship. These relationships can be: sequential (time), reason and purpose, adversative (opposition and/or unexpected result), and condition.

Focus only on connectors that show CHRONOLOGICAL, LOGICAL SEQUENCE, and SUMMATION.

b. Examples:

- NUMERICAL – in the first place, first, secondly, initially
 - BEGINNING – at first, to start with, to begin with, for a start, first of all, initially
 - CONTINUATION – previously, after this, afterwards, eventually, subsequently, before this, next, then
 - CONCLUSION – finally, eventually, at last, in the end, last but not the least, as a final point, lastly, to conclude
 - SUMMATION – in conclusion, to sum up, to summarize, in summary, in sum
2. Give students other examples of recipes. With a partner, ask them to revise the recipe by using the appropriate logical connectors.
 3. For individual practice, ask the students to answer the exercise below.

Complete the recipe below by supplying the appropriate logical connector.

A PIECE OF CAKE

_____, gather your ingredients. Pound cake is one of the simplest cake to bake. You will need 1 cup unsalted butter, 1 cup sugar, pinch of salt, 2 teaspoons vanilla extract, 5 eggs, and 2 cups cakes flour.

After gathering the ingredients, the next step is to preheat the oven to 250°F. _____, grease a cake pan. Pound cakes are best baked in deep pans. _____, cream the butter and sugar. Place the butter and the sugar in a mixing bowl and beat them together until the mixture is light, fluffy, and creamy. _____, add the eggs and vanilla. Keep beating the mixture until the eggs are completely incorporated. _____, stir in the cake flour. Be careful not to overmix it. _____, pour the batter into the pan. _____, bake the cake for an hour and 15 minutes. The cake is finished when a toothpick inserted at the center comes out clean.

C. Conclusion/Evaluation

1. Ask the students to bring the following ingredients by group:
 - Frozen strawberries
 - Bananas
 - Apple juice

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- Plain non-fat yogurt
 - Paper cups
 - Blender
2. Give the students a copy of the recipe of the milkshake. The students will have to arrange the steps in the recipe by using the logical connectors as their guide.
 3. Once they are done, give them a copy of the correct recipe. Then the students will check if they got the correct order.
 4. After that, the students will make their milkshake. Allow the students to enjoy their milkshake.

Lesson 5

Focus:

- Formulate wh-questions

A. Introduction/Preparatory Activities

1. Ask the students to read the dialog below.

Interviewer: James

Respondent: Mr. Marlon Tsai

Location: Mr. Tsai's Classroom, Galena High School

Topic: Coaching the Basketball Team

James: Mr. Tsai, how long have you been working at this school?

Mr. Tsai: This is my fourth year of teaching at Galena High School.

James: What organization or teams do you sponsor?

Mr. Tsai: I coach the girls' basketball team.

James: What is your favorite part of coaching?

Mr. Tsai: I love spending time with the students and learning more about them as individuals. It is also fun to watch them grow as a team and become more competitive against other teams nearby.

James: When do you usually have your trainings?

Mr. Tsai: The team meets every Tuesday and Thursday for trainings and workouts.

James: Any last advice to other coaches out there?

Mr. Tsai: Be patient – and have fun. At the end of the day, it is important to remember that having fun is the main reason for playing sports.

2. Ask the students to identify the words that the interviewer used to ask questions.

B. Body/Developmental Activities

1. Introduce wh-questions.
 - We use question words to ask certain types of questions (question word questions). We often refer to them as WH words because they include the letters WH (for example WHy, HoW).
2. Ask the students to identify the function of each wh-question.

Question Word	Function	Example
what	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
what... for	asking for a reason, asking why	What did you do that for?
when	asking about time	When did he leave?
where	asking in or at what place or position	Where do they live?
which	asking about choice	Which colour do you want?
who	asking what or which person or people (subject)	Who opened the door?
whom	asking what or which person or people (object)	Whom did you see?
whose	asking about ownership	Whose are these keys? Whose turn is it?
why	asking for reason, asking what... for	Why do you say that?
why don't	making a suggestion	Why don't I help you?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	(See examples below.)
how far	distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see her?

Source: <http://www.englishclub.com/vocabulary/wh-question-words.htm>

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3. Have the students answer the exercises below.

Exercise 1: Write the correct question word.

Question	Answer
1. _____ do you live?	I live in Canada.
2. _____'s that girl?	She's my cousin.
3. _____ do you go to school?	By bus
4. _____ do banks open?	At eight o'clock
5. _____ are you wearing a jacket?	Because it's cold.

Exercise 2: Write questions about the underlined word in each sentence.

Example: He drank *coffee*. – What did he drink?

1. They went to <u>Palawan</u> .	
2. She writes <u>short stories</u> .	
3. <u>Micaela</u> loves basketball.	
4. He discovered the <u>truth</u> .	
5. We went to <u>Ayala</u> last night.	
6. She speaks <u>French</u> very well.	
7. She teaches us <u>Biology</u> .	
8. Those books cost <u>two dollars</u> .	
9. They travel by <u>car</u> .	
10. She wants to learn English <u>because she</u> wants a <u>better job</u> .	

C. Conclusion/Evaluation

1. Go over this Student's Health Record Form. Choose a partner and ask each other to get the information required.

Galena High School Medical/Dental Record Student's Health Record		
Name:		
Grade and Section:		
Permanent Address:		
Date of Birth:		Place of Birth:
Age:	Sex:	Nationality:
Parent or Guardian:		
Telephone Number:		
Address:		

