

WEEK ENDING.....04/11/2022.....

SUBJECT...ENGLISH LANGUAGE


REFERENCE...SYLLABUS(CRDD,2007), ENGLISH LAN. FOR JHS

FORM.....BASIC 8.....WEEK.....8.....

<u>DAY/DURATION</u>	<u>TOPIC/SUB-TOPIC/ASPECT</u>	<u>OBJECTIVES/R.P.K</u>	<u>TEACHER-LEARNER ACTIVITIES</u>	<u>T/L MATERIALS</u>	<u>CORE POINTS</u>	<u>EVALUATION AND REMARKS</u>
MONDAY 31-10-2022 1:20PM – 2:40PM 80min	Aspect; GRAMMAR Topic; Complex Sentences Sub-Topic; Using Complex Sentences in Sentences.	By the end of the lesson the Pupil will be able to; Use complex sentences in conversations. RPK Pupils have been taught the meaning of complex sentences.	Introduction Review Pupils knowledge on the previous lesson. Activities <ol style="list-style-type: none"> 1. Discuss examples of complex sentences with the Pupils. 2. Pupils brainstorm to use Complex sentences in conversations. 3. Assist Learners to use Complex 	<ol style="list-style-type: none"> 1. Textbook 2. Sentence Cards 3. Word Chart. 	Complex Sentences; <ul style="list-style-type: none"> • Because my coffee was too cold, I heated it in the microwave. • Although he was wealthy, he was still unhappy. • She returned the computer after she noticed it was damaged. • Whenever prices go up, customers buy fewer products. • Because I had to catch the train, and as we were short on time, I forgot to pack my toothbrush for our vacation. • As she was bright and ambitious, she became a manager in no time. • Wherever you go, you can always find beauty. 	Exercise; Write 5 examples of Complex sentences.

			sentences appropriately in sentences. Closure Through questions and answers, conclude the lesson.		<ul style="list-style-type: none"> Evergreen trees are a symbol of fertility because they do not die in the winter. 	
TUESDAY 01-11-2022 8:00AM- 9:20AM 80min	Aspect; COMPOSITION Topic; Filling forms Sub-Topic; Filling Forms	Objective; By the end of the lesson the Pupil will be able to; complete forms appropriately. RPK Pupils were taught how to fill a form in the basic 7.	Introduction Review Learners knowledge on the previous lesson. Activities <ol style="list-style-type: none"> Discuss with Pupils samples of forms. Assist Pupils to explain technicalities. Pupils brainstorm to explain the difference between place of birth and hometown. Closure	<ol style="list-style-type: none"> Textbook Sentence Cards Word Chart. 	Completing simple forms such as: <ul style="list-style-type: none"> forms for application for membership of clubs/societies admission to institutions application to open a bank account for scholarships cheques Features: Name - Surname followed by other names, Date of Birth, Sex, Age, Place of Birth, Hometown, Nationality, Father's Name, Mother's Name Occupation, Language(s) spoken	Teacher should obtain copy of JHS answer sheets and other relevant forms and help pupils learn to fill the forms. Design variety of forms for students to do practice exercises.

			Through questions and answers, conclude the lesson.			
<p>THURSDAY</p> <p>03-11-2022</p> <p>12:00PM-1:20AM</p> <p>80min</p>	<p>Aspect;</p> <p>READING</p> <p>Topic;</p> <p>Reading comprehension</p> <p>Sub-Topic;</p> <p>Summary Writing.</p>	<p>Objective;</p> <p>By the end of the lesson the Pupil will be able to;</p> <p>Read a passage and summarize the main idea of the reading context</p> <p>RPK</p> <p>Pupils can already read a comprehension passage.</p>	<p>Introduction</p> <p>Pupils brainstorm to read a Passage in the English reading book.</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Discuss main points in each paragraph with the Pupils. 2. Pupils are to be guided to summarize the main idea of the reading text. 3. Pupils practice substituting sentences in the reading text with phrases. 	<ol style="list-style-type: none"> 1. Textbook 2. Sentence Cards 3. Word Chart. 	<p>Sample summary paragraph:</p> <p>In the article "Why Promoting a Reading Culture Could Promote Wellbeing," Natalie Clarkson discusses how a workplace that encourages reading leads to greater satisfaction and higher productivity. Reading a book helps employees lower stress levels by allowing the reader to escape into imagination. The satisfaction that a reading culture offers also translates to less stress in the workplace, which maintains high levels of productivity. When employees see happier, they are more likely to stay with an organization and work more effectively on part of a team. All of these benefits make a workplace reading culture a positive influence on employee wellbeing (Clarkson, 2015).</p> <p>The main types of informative summaries are:</p> <p>outlines, abstracts, and synopses. Outlines present the plan or the "skeleton" of a written material. Outlines show the order and the relation between the parts of the written material. An outline of a chapter about summarisation.</p>	Students summarise a given text.

			<p>Closure Give Pupils a reading text to read and summarize the main idea in the reading text.</p>			
<p>FRIDAY 10:50AM-12:10pm 80min</p>	<p>Aspect; LITERATURE Topic; Poetry- simple poems Sub-Topic; African or Non-African Poems.</p>	<p>Objective; By the end of the lesson the Pupil will be able to; identify features that make poems African or Non-African. RPK Pupils have been taught how to recite Poems.</p>	<p>Introduction Pupils brainstorm to give examples of African Poems. Activities 1. Teacher assists students to identify features that make a poem African or Non-African. 2. Pupils brainstorm to state whether a poem read in class is African or Non-African, citing specific features to back their opinion. Closure Through questions and answers, conclude the lesson</p>	<p>1. Textbook 2. Sentence Cards 3. Word Chart.</p>	<p>Features of African Poem; 1. slave narratives 2. protests against colonization 3. calls for independence 4. African pride 5. hope for the future 6. dissent.</p> 	<p>Students identify features that are specific to particular poems e.g. theme, setting, use of poetic devices.</p> <p>REMARKS</p>

EaD Comprehensive Lesson Plan
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