

WEEK ENDING.....21/10/2022.....

SUBJECT...ENGLISH LANGUAGE


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

FORM.....BASIC 8.....WEEK.....6.....

<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 17-10-2022 1:20PM – 2:40PM 80min	Aspect; GRAMMAR Topic; Complex Sentences Sub-Topic; Constructing complex sentences.	By the end of the lesson the Pupil will be able to; construct complex sentences. RPK Pupils have been taught the meaning of Complex sentence.	Introduction Pupils brainstorm to explain the meaning of Complex sentence. Activities <ol style="list-style-type: none"> 1. Assist Pupils to join pairs of simple sentences with appropriate conjunctions to form complex sentences. 2. Discuss the difference between dependent clause and subordinate clause. 	<ol style="list-style-type: none"> 1. Sentence cards 2. Textbook 3. Word Chart 	A clause is a group of words that contain a subject (the noun or pronoun about which something is being said, usually the doer of the action) and a verb (a doing word). An example of a clause is: The fast, red squirrel darted up a tree. The subject of this clause is the fast, red squirrel and the verb is 'darted'. This can also be called a simple sentence. Examples of Subordinate Clauses: <ul style="list-style-type: none"> • Because I said so (I=subject; said=verb) • When I was five (I=subject; was=verb) • Since it will rain today (it=subject; will rain=verb) 	Exercise; Underline the subordinate clause in the following sentences; <ol style="list-style-type: none"> 1. Internet shopping is very popular today because it is convenient. 2. Because he was burnt by the kettle, he went

			<p>3. Pupils brainstorm to identify main clause in a sentence.</p> <p>Closure Through questions and answers, conclude the lesson.</p>		<ul style="list-style-type: none"> Who is my best friend (not written as a question-who=subject; is=verb) If you pass the test (you=subject; pass=verb) 	<p>to the clinic.</p> <p>3. Peter, who was playing in the jumping castle, was excited.</p>
<p>TUESDAY</p> <p>18-10-2022</p> <p>8:00AM- 9:20AM</p> <p>80min</p>	<p>Aspect;</p> <p>COMPOSITION</p> <p>Topic;</p> <p>Exposition</p> <p>Sub-Topic;</p> <p>Simple present /Habitual tense</p>	<p>Objective;</p> <p>By the end of the lesson the Pupil will be able to;</p> <p>Use simple present and habitual tense in sentences.</p> <p>RPK</p> <p>Pupils can give examples of simple present and habitual tenses.</p>	<p>Introduction</p> <p>Review Pupils knowledge on the previous lesson.</p> <p>Activities</p> <ol style="list-style-type: none"> Pupils brainstorm to mention examples of simple present tense and habitual tense. Assist Pupils to use simple present and habitual tense in conversations 	<ol style="list-style-type: none"> Sentence cards Textbook Word Chart 	<p>The simple present tense is when you use a verb to tell about things that happen continually in the present, like every day, every week, or every month. We use the simple present tense for anything that happens often or is factual. Here are a few examples: I go to school every day.</p> <p>Simple Present Tense Examples Used to Denote Habitual Actions.</p> <ul style="list-style-type: none"> Raj eats bread and butter before going to school. Emma watches cartoons every day. Izzy drinks milk every night before going to bed. Johnny goes to the gym daily. 	<p>Exercise;</p> <ol style="list-style-type: none"> State 5 examples of simple present tenses. Explain with examples a habitual tense.

			Closure Pupils individually brainstorm to form sentences involving simple present an habitual tense		<ul style="list-style-type: none"> We go to school daily. Derek smokes. Smita reads the newspaper every day. 	
THURSDAY 20-10-2022 12:00PM-1:20AM 80min	Aspect; READING Topic; Reading comprehension Sub- Topic; Summary	Objective; By the end of the lesson the Pupil will be able to; Summarize the main ideas in a reading text. RPK Pupils can read passages and understand the meaning of the context read.	Introduction Activities <ol style="list-style-type: none"> Pupils individually brainstorm to read comprehension passages Pupils in small groups to summarize comprehe Closure Through questions answers, conlude the lesson	<ol style="list-style-type: none"> Sentence cards Textbook Word Chart 	How to start a summary <ul style="list-style-type: none"> Reread the original text. To begin writing a summary, reread the original text or document you intend to summarize. Make a list of key points. Note supporting evidence. Start with a context sentence. Describe the key concept of the text. Follow up with supporting evidence. Write a thesis statement. 	Students summarise a given text.
FRIDAY 21-10-2022	Aspect; LITERATURE	Objective; By the end of the lesson the Pupil will be able to;	Introduction Discuss features of Poem with the Pupils. Activities		Explore Themes in Poetry <ul style="list-style-type: none"> Love. Death. Religion/Spirituality. 	Students discuss their impressions on what the poem is about.

10:50AM-12:10pm 80min	Topic; Poetry- simple poems: Sub-Topic; Identifying themes in a Poem	read poems silently to identify the themes. RPK Pupils can recite Poems.	1. Pupils individually brainstorm to read Poems. 2. Assist Pupils to state and discuss the themes of poems. Closure Through questions and answers, conclude the lesson.		<ul style="list-style-type: none">• Nature.• Beauty.• Aging.• Desire.• Identity/Self. 	
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