

WEEK ENDING.....28/10/2022.....


SUBJECT...ENGLISH LANGUAGE

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

FORM.....BASIC 8.....WEEK.....7.....

<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 24-10-2022 1:20PM – 2:40PM 80min	Aspect; GRAMMAR Topic; Complex Sentences Sub-Topic; Complex sentences in oral/written expressions.	By the end of the lesson the Pupil will be able to; use complex sentences in oral/written expressions. RPK Pupils have been taught how to construct a complex sentence.	Introduction Review Pupils knowledge on the previous lesson. Activities <ol style="list-style-type: none"> Pupils brainstorm to construct Complex sentences. Assist Pupils to use complex sentences in oral and written expressions. Closure	<ol style="list-style-type: none"> Sentence Cards Textbook Word Chart 	Examples of Complex Sentences; <ol style="list-style-type: none"> She could not come because she had informed us about her illness. While my mother was sleeping, my father came home. Though I didn't have any money, I bought the dress from the market. Since you have completed your homework, you can take a break. He will be happy if he gets the job. 	Exercise; Write 10 examples of Complex sentences

			Through questions and answers, conclude the lesson.		<ol style="list-style-type: none"> 6. You should do it because I told you to do so. 7. Because he was ill, he left the office early. 8. If he had listened to me, he would not have failed the examination. 9. She went with them because they asked her to come with them. 10. I am sorry that I forgot to send you an invitation card for my daughter's birthday party yesterday evening. 										
TUESDAY 25-10-2022 8:00AM- 9:20AM 80min	Aspect; COMPOSITION Topic; Exposition Sub-Topic;	Objective; By the end of the lesson the Pupil will be able to; Give direction to places using active and passive forms of Tenses.	Introduction Review Pupils knowledge on the previous lesson. Activities <ol style="list-style-type: none"> 1. Discuss the meanings of Active Passive 	<ol style="list-style-type: none"> 1. Sentence Cards 2. Textbook 3. Word Chart 	<table border="0"> <tr> <td>Tense</td> <td>Active voice</td> <td>Passive voice</td> </tr> <tr> <td>Simple past</td> <td>kept</td> <td>was kept</td> </tr> <tr> <td>Past continuous</td> <td>was keeping</td> <td>was being kept</td> </tr> </table>	Tense	Active voice	Passive voice	Simple past	kept	was kept	Past continuous	was keeping	was being kept	Exercise; Write the following sentences in passive tenses; <ol style="list-style-type: none"> 1. They called off the meeting. 2. His grandmother
Tense	Active voice	Passive voice													
Simple past	kept	was kept													
Past continuous	was keeping	was being kept													

	Active and Passive Tenses	RPK Pupils have already been taught the types of Tenses.	forms of Tenses. 2. Assist Pupils to give examples of Active and Passive forms of Tenses. 3. Pupils brainstorm to form sentences with the Active and Passive forms of Tenses.		<p>Present perfect have kept have been kept</p> <p>Past perfect had kept had been kept</p> <p>When a sentence is in the active voice, the subject of the sentence is the one doing the action expressed by the verb. In the passive voice, the subject is the person or thing acted on or affected by the verb's action</p> <p>The cat was chasing the mouse.</p>  <p>The mouse was being chased by the cat.</p>	<p>looked after him.</p> <p>3. They will send him away to school.</p> <p>4. The hunter killed the lion</p> <p>5. Someone has cleaned the windows</p>
THURSDAY 27-10-2022 12:00PM-1:20AM 80min	Aspect; READING Topic;	Objective; By the end of the lesson the Pupil will be able to; summarise ideas in given texts.	Introduction Select a model reader to read a passage in the English Basic 8 reading book.	<ol style="list-style-type: none"> 1. Sentence Cards 2. Textbook 3. Word Chart 	There are five key steps that can help you to write a summary: <ol style="list-style-type: none"> 1. Read the text. 2. Break it down into sections. 3. Identify the key points in each section. 	Students summarise a given text.

	<p>Reading comprehension</p> <p>Sub-Topic;</p> <p>Summary Writing</p>	<p>RPK</p> <p>Pupils can read and answers questions about the text.</p>	<p>Activities</p> <ol style="list-style-type: none"> 1. Assist Pupils to identify the main points in each sentence of the Passage. 2. Discuss the structure of the reading text with the Pupils. 3. Pupils brainstorm to identify the subordinate ideas in the reading text. <p>Closure</p> <p>Through questions and answers, conclude the lesson.</p>		<ol style="list-style-type: none"> 4. Write the summary. 5. Check the summary against the article. 	
<p>FRIDAY</p> <p>28-10-2022</p>	<p>Aspect;</p> <p>LITERATURE</p>	<p>Objective;</p> <p>By the end of the lesson the Pupil will be able to;</p>	<p>Introduction</p> <p>Pupils brainstorm to explain the meaning of Literary Device.</p>	<ol style="list-style-type: none"> 1. Sentence Cards 2. Textbook 	<p>Literary Devices List: 14 Common Literary Devices</p> <ul style="list-style-type: none"> • Metaphor. Metaphors, also known as direct 	<p>Exercise;</p> <p>Explain 5 Literary devices used in a Poem.</p>

<p>10:50AM-12:10pm 80min</p>	<p>Topic; Poetry- simple poems:</p> <p>Sub-Topic; Literary Devices used in Poems</p>	<p>identify devices used in a poem.</p> <p>RPK Pupils were taught lesson on Literary Devices in basic 7</p>	<p>Activities</p> <ol style="list-style-type: none">1. Assist Pupils to read a Poem in the English Textbook.2. Pupils in small groups to discuss and identify literary devices in the Poem read. <p>Closure Assist Pupils to explain the meanings of Literary devices used in the Poem.</p>	<p>3. Word Chart</p>	<p>comparisons, are one of the most common literary devices.</p> <ul style="list-style-type: none">• Simile.• Imagery.• Symbolism.• Personification• Hyperbole.• Irony.• Juxtaposition.	<p>REMARKS</p>
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