

**WEEK ENDING.....14/10/2022.....**

**SUBJECT...ENGLISH LANGUAGE**

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

**FORM.....BASIC 8.....WEEK.....5.....**

<b><u>DAY/DURATION</u></b>	<b><u>TOPIC/SUB-TOPIC/ASPECT</u></b>	<b><u>OBJECTIVES/R.P. K</u></b>	<b><u>TEACHER-LEARNER ACTIVITIES</u></b>	<b><u>T/L MATERIALS</u></b>	<b><u>CORE POINTS</u></b>	<b><u>EVALUATION AND REMARKS</u></b>
<b>MONDAY</b>  <b>10-10-2022</b>  <b>1:20PM – 2:40PM</b> <b>80min</b>	<b>Aspect;</b>  <b>GRAMMAR</b>  <b>Topic;</b>  Complex Sentences  <b>Sub-Topic;</b>	By the end of the lesson the Pupil will be able to;  identify complex sentences  <b>RPK</b> Pupils have already been taught lessons on Compound sentences.	<b>Introduction</b> Discuss the meaning of Complex sentence with the Pupils.  <b>Activities</b> <ol style="list-style-type: none"> <li>1. Assist Pupils to give examples of Complex sentences.</li> <li>2. Pupils brainstorm to differentiate between Compound and</li> </ol>	<ol style="list-style-type: none"> <li>1. Sentence Cards</li> <li>2. Textbook</li> <li>3. Word Chart</li> </ol>	A complex sentence is a sentence with one independent clause and at least one dependent clause. It works best when you need to provide more information to explain or modify your sentence's main point.  <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Complex Sentence</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>dependent clause</p> <p style="border: 1px solid black; padding: 2px;">When the cake is brown</p> </div> <div style="text-align: center;"> <p>independent clause</p> <p style="border: 1px solid black; padding: 2px;">, remove it from the oven.</p> </div> </div> <div style="margin-top: 10px;"> <p><small>Sometimes, a comma separates the clauses.</small></p> <p><small>This clause could stand alone as a sentence.</small></p> </div> <div style="margin-top: 10px;"> <p><small>A complex sentence has an independent clause and at least one dependent clause.</small></p> </div> </div> <ul style="list-style-type: none"> <li>• <b>Examples of Complex Sentence;</b>            The game we went to at the mall today was so much fun no matter how long it lasted.         </li> </ul>	<b>Exercise;</b> <ol style="list-style-type: none"> <li>1. What is a Complex Sentence?</li> <li>2. Explain the difference between Compound and Complex Sentence.</li> </ol>

			<p>Complex sentences.</p> <p><b>Closure</b> Pupils in small groups to form examples of Complex sentences.</p>		<ul style="list-style-type: none"> <li>Although he wanted to study abroad, he could not go because his father did not want him to go.</li> <li>I saw him going to work in the morning when I was going to school.</li> <li>While I was cooking he was still playing games on the computer.</li> <li>Because he was late again, he would be docked a day's pay.</li> <li>While I am a passionate basketball fan, I prefer football.</li> <li>Although she was considered smart, she failed all her exams.</li> <li>Whenever it rains, I like to wear my blue coat</li> </ul>	
<p><b>TUESDAY</b></p> <p><b>11-10-2022</b></p> <p><b>8:00AM- 9:20AM</b></p> <p><b>80min</b></p>	<p><b>Aspect;</b></p> <p><b>COMPOSITION</b></p> <p><b>Topic;</b></p> <p>Exposition</p> <p><b>Sub-Topic;</b></p> <p>Adverbials of direction</p>	<p><b>Objective;</b> By the end of the lesson the Pupil will be able to;</p> <p>Use adverbs judiciously in directions.</p> <p><b>RPK</b> Pupils can use adverbs in sentences.</p>	<p><b>Introduction</b> Pupils brainstorm to explain Adverbs.</p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>Assist Pupils to mention examples of Adverbs.</li> <li>Discuss how to use adverbs to give</li> </ol>	<ol style="list-style-type: none"> <li>Sentence Cards</li> <li>Textbook</li> <li>Word Chart</li> </ol>	<p><b>Examples of Adverbs and Adverbial Phrases in directions and locations;</b></p> <ol style="list-style-type: none"> <li>Everywhere</li> <li>Nowhere</li> <li>Somewhere</li> <li>Anywhere</li> <li>Away</li> <li>Here</li> <li>There</li> <li>Outdoors</li> <li>Indoors</li> <li>Inside</li> <li>Outside</li> </ol>	<p><b>Exercise;</b> Write 5 sentences using Adverbs to give direction to places.</p>

			direction to places.  <b>Closure</b> Through questions and answers, conclude the lesson.		12. Home 13. Back	
<b>THURSDAY</b> <b>13-10-2022</b>  <b>12:00PM-1:20AM</b> <b>80min</b>	<b>Aspect;</b>  <b>READING</b>  <b>Topic;</b> Reading comprehension  <b>Sub-Topic;</b>  Identifying main idea in a reading text.	<b>Objective;</b> By the end of the lesson the Pupil will be able to;  identify and write main points in given texts. <b>RPK</b> Pupils have been taught how to summarize main ideas in reading texts.	<b>Introduction</b> Review Pupils knowledge on the previous lesson.  <b>Activities</b> 1. Engage Pupils in silence reading of texts in the English reading book. 2. Assist Pupils to identify main and subsidiary points in a reading text.  <b>Closure</b>	1. Sentence Cards 2. Textbook 3. Word Chart	<b>Use this three-step process to identify an author's stated main idea.</b> <ul style="list-style-type: none"> <li>• Step 1: Identify the topic.</li> <li>• Step 2: Identify what the author is saying about the topic.</li> <li>• Step 3: Identify the stated main idea.</li> <li>• Step 1: Identify the topic.</li> <li>• Step 2: Identify what the author is saying about the topic.</li> </ul>	<b>Exercise;</b>  Students summarise a given text.

			Through questions and answers, conclude the lesson.			
<b>FRIDAY</b>  <b>14-10-2022</b>  <b>10:50AM-12:10pm</b> <b>80min</b>	<b>Aspect;</b>  <b>LITERATURE</b>  <b>Topic;</b>  Poetry- simple poems  <b>Sub-Topic;</b>  Reading Poems aloud.	<b>Objective;</b> By the end of the lesson the Pupil will be able to;  read the poems aloud.  <b>RPK</b> Pupils have been reciting Poems.	<b>Introduction</b> Pupils brainstorm to mention titles of poems they have learnt.  <b>Activities</b> <ol style="list-style-type: none"> <li>1. Discuss the features of Poem with the Pupils.</li> <li>2. Assist Pupils to recite Poems.</li> <li>3. Discuss meanings of the Poem Pupils recite.</li> </ol> <b>Closure</b> Through questions and answers, conclude the lesson.	<ol style="list-style-type: none"> <li>1. Sentence Cards</li> <li>2. Textbook</li> <li>3. Word Chart</li> </ol>	<b>How To Read a Poem Out Loud</b> <ol style="list-style-type: none"> <li>1. Read the poem slowly. ...</li> <li>2. Read in a normal, relaxed tone of voice.</li> <li>3. Obviously, poems come in lines, but pausing at the end of every line will create a choppy effect and interrupt the flow of the poem's sense.</li> <li>4. Use a dictionary to look up unfamiliar words and hard-to-pronounce words.</li> </ol>	<b>REMARKS</b>

					<b>Reading Aloud</b>  The voice in my head when I read to myself is a mix of my mom and a teacher who knew that reading aloud glues people together. I have a book here. May I read it with you? For if we share words the way people break bread your voice will join in when I read in my head.  © Amy LV		
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