

**WEEK ENDING.....16/09/2022.....**

**SUBJECT...ENGLISH LANGUAGE**

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

**FORM.....BASIC 8.....WEEK.....1.....**

<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>TUESDAY</b>  <b>13-09-2022</b>  <b>8:00AM- 9:20AM</b> <b>80min</b>	<b>Aspect;</b>  <b>COMPOSITION</b>  <b>Topic;</b>  Exposition  <b>Sub-Topic;</b>  <b>Processes and Directions</b>	<b>Objective;</b> By the end of the lesson the Pupil will be able to;  describe processes clearly using appropriate vocabulary and structures.  <b>RPK</b> Pupils have already been stating processes.	<b>Introduction</b> Select a process and discuss it with the Pupils.  <b>Activities</b> <ol style="list-style-type: none"> <li>1. Pupils in small groups to choose and discuss specific processes.</li> <li>2. Assist Pupils to use appropriate vocabularies and structures</li> </ol>	<ol style="list-style-type: none"> <li>1. Word chart</li> <li>2. Textbook</li> <li>3. Sentence cards.</li> <li>4. Pictures.</li> </ol>	Exposition is defined as "a literary device in which the author tells readers what is happening in the piece." The word <u>exposition</u> comes from the <u>Latin word</u> <u>expositionem</u> , which means "to place." It informs, describes and explains. Exposition usually appears in the very first section of a piece, but it can appear later.  <b>Describing various processes such as;</b> <ul style="list-style-type: none"> <li>○ cultivation of some crops</li> <li>○ preparation of dishes</li> <li>○ soap making</li> <li>○ basketry</li> </ul>	<b>Exercise;</b> Describe the processes involved in preparing your favorite food.

			for describing processes.			
			<b>Closure</b> Through questions and answers, conclude the lesson.			
<b>THURSDAY</b>  <b>15-09-2022</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> Inferential and Derivative Questions.	<b>Objective;</b> By the end of the lesson the Pupil will be able to;  answer inferential and derivative questions  <b>RPK</b> Pupils have been answering comprehension questions.	<b>Introduction</b> Assist Pupils to read texts in the Textbook silently.  <b>Activities</b> 1. Assist Pupils to provide answers to questions about the reading text to show understanding of texts. 2. Pupils brainstorm to answer questions about the texts they read.  <b>Closure</b>	1. Textbook 2. Word Chart 3. Sentence Cards.	<b>Identifying Inference Questions;</b> 1. "According to the passage, we can reasonably infer" 2. "Based on the passage, it could be suggested that." 3. "Which of the following statements is best supported by the passage?" 4. "The passage suggests that this primary problem." 5. "The author seems to imply that"  <b>Examples of Derivative Questions;</b> (i) Replace the following with single words or phrases that mean the same, and can replace them in the passage: enmity, partnership, neglected, trivial, unique (ii )Why did the teacher cane the students? (iii) Select ONE word	<b>Exercise;</b> 1. Identify inferential questions in the reading text. 2. Write 5 derivative questions in passages

[illegible]