

**WEEK ENDING.....11/11/2022.....**

**SUBJECT...ENGLISH LANGUAGE**

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

**FORM.....BASIC 8.....WEEK.....9.....**

<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>07-11-2022</b>  <b>1:20PM – 2:40PM</b> <b>80min</b>	<b>Aspect;</b>  <b>GRAMMAR</b>  <b>Topic;</b>  Conditional Sentences  <b>Sub-Topic;</b>  Using Conditional Sentences	By the end of the lesson the Pupil will be able to;  use conditional sentences appropriately.  <b>RPK</b> Pupils were taught lessons on Conditional Sentences in Basic 7	<b>Introduction</b> Discuss the meaning of Conditional Sentences with the Pupils.  <b>Activities</b> <ol style="list-style-type: none"> <li>1. Assist Pupils to give examples of Conditional sentences.</li> <li>2. Pupils brainstorm to use conditional sentences in expressions.</li> </ol> <b>Closure</b>	<ol style="list-style-type: none"> <li>1. Word Chart</li> <li>2. Sentence Cards</li> <li>3. Textbook.</li> </ol>	<b>There are four main kinds of conditionals:</b> <ul style="list-style-type: none"> <li>• The Zero Conditional: (if + present simple, ... present simple)</li> <li>• The First Conditional: (if + present simple, ... will + infinitive)</li> <li>• The Second Conditional: (if + past simple, ... would + infinitive)</li> <li>• The Third Conditional. (if + past perfect, ... would + have + past participle)</li> </ul> <b>How to identify a Conditional Sentence;</b> A conditional sentence is based on the word 'if'. There are always two parts to a conditional sentence –	Students classify given conditional sentences into types.  Students write a paragraph on: What I would do if I were the president of Ghana.

			Pupils in small groups to form examples of Conditional Sentences.		one part beginning with 'if' to describe a possible situation, and the second part which describes the consequence. For example: If it rains, we'll get wet.	
<b>TUESDAY</b> <b>08-11-2022</b> <b>8:00AM- 9:20AM</b> <b>80min</b>	<b>Aspect;</b> <b>COMPOSITION</b>  <b>Topic;</b> Filling forms  <b>Sub-Topic;</b> Explaining Technicalities in Filling a Form.	<b>Objective;</b> By the end of the lesson the Pupil will be able to;  Explain the technicalities in filling a form.  <b>RPK</b> Pupils have been taught how to fill a form	<b>Introduction</b> Review Pupils knowledge on the previous lesson.  <b>Activities</b> <ol style="list-style-type: none"> <li>1. Assist Pupils to identify the technicalities of filling a form.</li> <li>2. Pupils brainstorm to explain the technicalities of filling a form.</li> </ol> <b>Closure</b> Pupils in small groups to fill a form.	<ol style="list-style-type: none"> <li>1. Sentence Cards</li> <li>2. Textbook</li> <li>3. Word Chart.</li> </ol>	<b>Technicalities of Filling a Form;</b> <ol style="list-style-type: none"> <li>1. Occupation</li> <li>2. Profession</li> <li>3. Hometown</li> <li>4. Place of Birth</li> <li>5. Gender</li> <li>6. Education background.</li> </ol>	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.

<b>THURSDAY</b>  <b>10-11-2022</b>  <b>12:00PM- 1:20AM</b> <b>80min</b>	<b>Aspect;</b>  <b>READING</b>  <b>Topic;</b> African/Non-African Plays  <b>Sub-Topic;</b> Reading a Play	<b>Objective;</b> By the end of the lesson the Pupil will be able to;  state what a given play is about.  <b>RPK</b> Pupils understands the meaning of a play.	<b>Introduction</b> Select a Play in the reading Textbook for Pupils to read.  <b>Activities</b> <ol style="list-style-type: none"> <li>1. Assist Pupils to read a Play in the reading Textbook.</li> <li>2. Discuss with Pupils what the play read is about.</li> <li>3. Pupils brainstorm to tell the theme of a given Play.</li> </ol> <b>Closure</b> Through questions and answers, conclude the lesson.	<ol style="list-style-type: none"> <li>4. Sentence Cards</li> <li>5. Textbook</li> <li>6. Word Chart.</li> </ol>	<b>Read something about the play;</b> <ol style="list-style-type: none"> <li>1. Get an idea of the principle characters, the story and the action of the play before you start.</li> <li>2. Determine approximately how long the play might run on the stage.</li> <li>3. Peruse a performance review or a critical analysis of the play.</li> </ol> The more plays you read, you'll find yourself beginning to see and understand character archetypes. You will also see how character informs a story and this is extremely important for actors. You can also begin to see the intricacies and nuance of characters, and their motivations	Students to act parts/scenes of plays in groups.
<b>FRIDAY</b>  <b>11-11-2022</b>  <b>10:50AM- 12:10pm</b> <b>80min</b>	<b>Aspect;</b>  <b>LITERATURE</b>  <b>Topic;</b>	<b>Objective;</b> By the end of the lesson the Pupil will be able to;	<b>Introduction</b> Review Pupils knowledge on the Previous lesson  <b>Activities</b>	<ol style="list-style-type: none"> <li>1. Sentence Cards</li> <li>2. Textbook</li> <li>3. Word Chart.</li> </ol>	<b>What is a summary of a play?</b>  A summary gives a brief rundown of the main points of a text or piece of media, like the abstract to a scientific paper, a description of a	Students to act parts/scenes of plays in groups.

	<p>Drama - simple plays</p> <p><b>Sub-Topic;</b></p> <p>Summary Writing</p>	<p>write a summary of the story of a given play.</p> <p><b>RPK</b></p> <p>Pupils have been taught how to write summary of a given text.</p>	<ol style="list-style-type: none"><li>1. Engage Pupils in reading a play in the Textbook.</li><li>2. Assist Pupils to summarize the main idea in the Play.</li><li>3. Pupils brainstorm to give a theme to a play after reading.</li></ol> <p><b>Closure</b></p> <p>Through questions and answers, conclude the lesson.</p>		<p>movie's plot, or in the form of a novel synopsis</p> <p>The synopsis should include the title, word count, genre and your name at the top of the page. Ideally the synopsis should fit on one page. Stylistically, your synopsis should be written in present tense and told from a (third person) omniscient narrator's point of view.</p>	<p><b>REMARKS</b></p>
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