

**WEEK ENDING.....25/11/2022.....**

**SUBJECT...ENGLISH LANGUAGE**


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

**FORM.....BASIC 8.....WEEK.....11.....**

<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>21-11-2022</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 in speeches.	By the end of the lesson the Pupil will be able to;  use conditional sentences appropriately in speech   <b>RPK</b> Pupils can give examples of Conditional Sentences.	<b>Introduction</b> Discuss examples of conditional sentences with the Pupils  <b>Activities</b> <ol style="list-style-type: none"> <li>Pupils individually brainstorm to make examples of speeches involving conditional speeches</li> <li>Assist Pupils to use conditional</li> </ol>	<ol style="list-style-type: none"> <li>Sentence Cards</li> <li>Word Chart</li> <li>Textbook</li> </ol>	Conditional sentences are natural language sentences that express that one thing is contingent on something else, e.g. "If it rains, the picnic will be cancelled." They are so called because the impact of the main clause of the sentence is conditional on the dependent clause.	Students write examples of the conditional sentences.

			sentences in speeches.			
			<b>Closure</b> Through questions and answers, conclude the lesson.			
<b>TUESDAY</b>  <b>22-11-2022</b>  <b>8:00AM- 9:20AM</b> <b>80min</b>	<b>Aspect;</b>  <b>COMPOSITION</b>  <b>Topic;</b> Dictation  <b>Sub-Topic</b> Importance of Dictation	<b>Objective;</b> By the end of the lesson the Pupil will be able to;  Spell keywords or vocabularies  <b>RPK</b> Pupils have been answering diction questions	<b>Introduction</b> Review Pupils knowledge on the previous lesson.  <b>Activities</b> 1. Engage Pupils in spelling keywords or vocabularies in a reading text. 2. Discuss the importance of diction before reading a text.  <b>Closure</b> Through questions and answers, conclude the lesson.	1. Sentence Cards 2. Word Chart 3. Textbook	<b>Importance of Dictation;</b> 1. Dictation helps to develop short-term memory. 2. Students practice retaining meaningful phrases or whole sentences before writing them down. 3. Dictation can serve as an excellent review exercise. 4. Dictation is psychologically powerful and challenging.	State 5 importance of Dictation.

<p><b>THURSDAY</b></p> <p><b>24-11-2022</b></p> <p><b>12:00PM-1:20AM</b></p> <p><b>80min</b></p>	<p><b>Aspect;</b></p> <p><b>READING</b></p> <p><b>Topic;</b></p> <p>Summary Writing</p> <p><b>Sub-Topic;</b></p> <p>Summary writing</p>	<p><b>Objective;</b></p> <p>By the end of the lesson the Pupil will be able to;</p> <p>Link supporting ideas to main ideas in a reading text.</p> <p><b>RPK</b></p> <p>Pupils can summarize a reading context.</p>	<p><b>Introduction</b></p> <p>Through questions and answers, introduce the lesson.</p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Discuss the steps to follow to link supporting ideas in a reading text to the main idea.</li> <li>2. Pupils brainstorm to identify the supporting ideas in a reading text.</li> </ol> <p><b>Closure</b></p> <p>Pupils brainstorm to reconstruct sentences by summarizing</p>	<ol style="list-style-type: none"> <li>1. Sentence Cards</li> <li>2. Word Chart</li> <li>3. Textbook</li> </ol>	<p><b>Supporting details can include:</b></p> <ul style="list-style-type: none"> <li>• Facts and evidence.</li> <li>• Reasons and explanations.</li> <li>• Definitions and vocabulary.</li> <li>• Descriptions and details.</li> <li>• Anecdotes and examples.</li> <li>• Testimonials and quotes.</li> </ul>	<p>Students summarise a given text.</p>
--	---	--	--	---	---	---

<p><b>FRIDAY</b></p> <p><b>25-11-2022</b></p> <p><b>10:50AM-12:10pm</b></p> <p><b>80min</b></p>	<p><b>Aspect;</b></p> <p><b>LITERATURE</b></p> <p><b>Topic;</b></p> <p>Drama - simple plays</p> <p><b>Sub-Topic;</b></p> <p>Acting a Play.</p>	<p><b>Objective;</b></p> <p>By the end of the lesson the Pupil will be able to;</p> <p>act parts of the plays read</p> <p><b>RPK</b></p> <p>Pupils have been watching plays.</p>	<p><b>Introduction</b></p> <p>Select a Play to act.</p> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>1. Share roles among individual Pupils.</li> <li>2. Assist Pupils to act a Play.</li> <li>3. Discuss roles of characters in the Play.</li> </ol> <p><b>Closure</b></p> <p>Through questions and answers, conclude the lesson.</p>	<ol style="list-style-type: none"> <li>1. Sentence Cards</li> <li>2. Word Chart</li> <li>3. Textbook</li> </ol>	 <p>plot: the events of a play or arrangement of action, as opposed to the theme. <b>plot development:</b> the organization or building of the action in a play. problem play: generally refers to a play of ideas that explores contemporary social problems.</p>	<p>Students to act parts/scenes of plays in groups.</p>
---	--	--	---	---	---	---