

EaD Comprehensive Lesson Plans



or



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NAME OF TEACHER:

WEEK ENDING.....21-04-2023.....

NUMBER ON ROLL:

SUBJECT... ENGLISH LANGUAGE

DURATION:

REFERENCE...SYLLABUS(CRDD,2007), FOR JHS ENG.LANG.

FORM.....BASIC 9.....

WEEK.....3.....

<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>SKILLS ACQUISITION</u>
MONDAY 17-04-2023	TOPIC READING Sub-Topic Reading Comprehension	Objectives By the end of the lesson, pupils will be able to; i. read the passage fluently. ii. answer correctly, questions on the passage. RPK Pupils can read with correct pronunciation of keywords.	Introduction; Discuss meanings of keywords or vocabularies in the reading text Activities; 1. Individual Pupils brainstorm to read passages silently 2. Discuss main and supporting ideas in the reading text.	1. Sentence Cards 2. Word Chart Reading Textbook	Keywords: 1. navigator: <i>one that navigates</i> 2. permanently: <i>in a permanent manner</i> 3. plantations: <i>a usually large group of plants and especially trees under cultivation</i> 4. astonished: <i>feeling or showing great surprise or wonder</i> 5. continent: <i>one of the six or seven great divisions of land on the globe</i> 6. discovered: <i>to make known or visible</i> 7. fantastic 8. skyscrapers 9. impressive 10. implore	1. Reading skills 2. Vocabulary skills 3. Brainstorming 4. Listening skills 5. Oral skills.

			<p>3. Pupils in small groups to discuss and answer comprehension questions after reading.</p> <p>Closure; Ask Pupils to form sentences with keywords in the reading text.</p>			
<p>TUESDAY 18-04-2023</p>	<p>TOPIC LITERATURE</p> <p>Sub-Topic Poetry.</p>	<p>Objectives By the end of the lesson, pupils will be able to;</p> <p>Identify and use literary devices in Poems.</p> <p>RPK</p> <p>Pupils can already create poems based on the theme.</p>	<p>Introduction; Review Pupils knowledge on the previous lesson.</p> <p>Activities;</p> <ol style="list-style-type: none"> 1. Pupils are to be guided to use literary devices in sentences . 2. Assist Pupils to explain literary devices as 		<p>Poetic Devices</p> <ul style="list-style-type: none"> • Alliteration – The gracious green grass grew quickly. • Ambiguity – "then and only then did I come close" • Irony – The 98 yr old won the lottery and died the next day. • Simile – She had a smile like the sun. • Metaphor – Her eyes as bright as the sun. • Personification – He stood there motionless, lifeless occasionally shining a bright beam of light. • Sibilance – The sleek, slimy snake slithered along the sharp, spiky grass. • Onomatopoeia – whizz , pop • Rhyme – The crazy lady was very lazy. • Iambic pentameter – The luscious green grass stood tall and proudly. <p>Poetic devices are often used to convey emotions, create atmosphere, and add depth and meaning to a poem.</p> <p>What are Poetic Devices?</p> <p>Alliteration Metaphor</p>	<ol style="list-style-type: none"> 1. Oral skills 2. Listening skills 3. Identification 4. Brainstorming. 5. recitation

			they are used in poems.		Consonance Enjambment Hyperbole Imagery	Repetition Simile Synecdoche Transferred Epithet																					
WEDNESDAY 19-04-2023	TOPIC GRAMMAR Sub-Topic Tense Forms	Objectives By the end of the lesson, pupils will be able to; Identify past perfect continuous forms of verbs in sentences. RPK Pupils have already been taught examples of simple past tense	Introduction; Through questions and answers, review Pupils knowledge on the previous lesson. Activities; 1. Assist Pupils to change verb tenses to past perfect continuous forms. 2. Pupils brainstorm to write sentences involving past perfect		Past Perfect Continuous tense The structure of the Past Perfect Continuous tense is: <table><tr><td>subject</td><td>+</td><td>auxiliary <i>have</i></td><td>+</td><td>auxiliary <i>been</i></td><td>+</td><td>main verb</td></tr><tr><td></td><td></td><td>conjugated in Past Simple</td><td></td><td>past participle</td><td></td><td></td></tr><tr><td></td><td></td><td>had</td><td></td><td>been</td><td></td><td>present participle</td></tr></table> The first auxiliary verb (have) is conjugated in the Past Simple, invariable: <i>had</i>	subject	+	auxiliary <i>have</i>	+	auxiliary <i>been</i>	+	main verb			conjugated in Past Simple		past participle					had		been		present participle	1. Vocabulary skills 2. Identification 3. Brainstorming 4. Questioning.
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		had		been		present participle																					

			<div>continuous.</div> <div>3. Write sentences and ask Pupils to change the verb tense to past perfect continuous</div> <div>Closure;’ Engage Pupils in conversations and ensure Pupils use correct tenses to communicate.</div>	<div>The second auxiliary verb (be) is invariable in past participle form: <i>been</i></div> <div>The main verb is invariable in present participle form: <i>-ing</i></div> <div>For negative sentences we insert not after the first auxiliary verb.</div> <div>For question sentences, we exchange the subject and the first auxiliary verb.</div> <div>Look at these example sentences with the Past Perfect Continuous tense:</div> <table><tr><th></th><th>subject</th><th>auxiliary verb</th><th></th><th>auxiliary verb</th><th>main verb</th><th></th></tr><tr><td>+</td><td>I</td><td>had</td><td></td><td>been</td><td>working.</td><td></td></tr><tr><td>+</td><td>You</td><td>had</td><td></td><td>been</td><td>playing</td><td>tennis .</td></tr><tr><td>-</td><td>It</td><td>had</td><td>not</td><td>been</td><td>working</td><td>well.</td></tr></table>		subject	auxiliary verb		auxiliary verb	main verb		+	I	had		been	working.		+	You	had		been	playing	tennis .	-	It	had	not	been	working	well.	
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					<p>Contraction with Past Perfect Continuous</p> <p>When we use the Past Perfect Continuous in speaking, we often contract the subject and the first auxiliary verb. We also sometimes do this in informal writing.</p> <table><tr><td>I had been</td><td>I'd been</td></tr><tr><td>you had been</td><td>you'd been</td></tr><tr><td>he had been she had been it had been</td><td>he'd been she'd been it'd been</td></tr></table>	I had been	I'd been	you had been	you'd been	he had been she had been it had been	he'd been she'd been it'd been																
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FRIDAY 21-04-2023	TOPIC LISTENING AND SPEAKING Sub-Topic Weak Forms	Objectives By the end of the lesson, pupils will be able to; Differentiate between week forms and strong from in phonetics. RPK Pupils can identify examples of week forms.	Introduction; Assist Pupils to differentiate between week forms and strong forms. Activities; <ol style="list-style-type: none">1. Pupils brainstorm to give examples each of weak forms and strong forms.2. Discuss with Pupils sentences involving week and strong forms.3. Pupils brainstorm to form	Examples of Week and strong forms; I am French (strong form) → I'm French (weak form) But usually there is no change of spelling, only the pronunciation is different: But → strong form: /bʌt/ weak form: /bət/ Tell him to go → strong forms /hɪm/ /tu:/ weak form: /tel əm tə ɡəʊ/ As you can see, the grammatical words "him" and "to" are unstressed and have a weak form when pronounced inside a sentence. another example: I would like some fish and chips strong forms → /aɪ wʊd laɪk sʌm fɪʃ ænd tʃɪps/ This version sounds unnatural and, believe it or not, more difficult to understand for a native speaker. weak forms → /ə wəd laɪk səm fɪʃ ən tʃɪps/ and we can use weaker forms sometimes: /əd laɪk səm fɪʃ ən tʃɪps/ so we can see that the auxiliary verb "would" has two weak forms /wəd/ and /d/	<ol style="list-style-type: none">1. Oral skills2. Listening skills3. Vocabulary skills4. Identification					

			<div>sentences involving week and strong .</div> <div>Closure; Summarize the lesson.</div>			
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School:

District: