

EaD Comprehensive Lesson Plans



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NAME OF TEACHER:

WEEK ENDING...19-05-2023.....

NUMBER ON ROLL:

SUBJECT...ENGLISH LANGUAGE

DURATION:


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

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

WEEK.....7.....

<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 15-05-2023	Aspect: Grammar Topic; Subject-Verb Agreement Sub-Topic; Writing sentences With either, neither, nobody, each of us, each of them, not one of them, and everybody.	By the end of the lesson the Pupil will be able; write sentences using either, neither, nobody, each of us, each of them, not one of them, and everybody. RPK Pupils can explain the meaning of "Pronouns".	Introduction; Review Learners knowledge on the meaning of "Pronouns" Activities; <ol style="list-style-type: none"> 1. Assist Pupils to write examples of sentences using either, neither, nobody, each of us, each of them, not one of them and everybody . 2. Pupils brainstorm to explain the function of 	<ul style="list-style-type: none"> • Word chart • Sentence Cards • Poster 	Either/or and neither/nor explained Either and neither can be used in various ways. They can be used as adverbs, adjectives, determiners, pronouns, or correlative conjunctions. For example: <ul style="list-style-type: none"> • "Do either of you speak Spanish?" In this sentence, either is a pronoun. <ul style="list-style-type: none"> • "Neither shirt fits me properly." 	1.Vocabulary skills 2. Oral skills 3. discussion 4. Identification.

			<p>Pronoun in sentences.</p> <p>3. Pupils brainstorm to underline Pronouns in sentences.</p> <p>Closure;</p> <p>Through questions and answers, conclude the lesson.</p>		<p>In this sentence, neither is an adjective.</p> <p>“Either” is used in the same sentence as “or” to show two or more possibilities or choices. For example:</p> <ul style="list-style-type: none"> • “You can choose either the red car or the blue car.” <p>“Neither” is used in the same sentence as “nor” to show something is not true or doesn’t happen out of two or more people, actions, things, ideas, or qualities. For example:</p> <ul style="list-style-type: none"> • “Neither Mr Smith nor Mrs Jones came to the meeting.” <p>Pro tip: When using either/or and neither/nor use a singular verb in the sentence if both the subjects (nouns) are singular, for example, “either my mother or my father is coming”. “Is” is the singular verb in this sentence. But, if either of the subjects is plural, you have to use a plural verb. For example, “Either my mother or my sisters are coming.” “Are” is the plural verb in this sentence.</p>	
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<p>TUESDAY</p> <p>16-05-2023</p>	<p>Aspect: Literature</p> <p>Topic; Poetry</p> <p>Sub-Topic; Figure of Speech.</p>	<p>Objective By the end of the lesson the Pupil will be able to;</p> <ol style="list-style-type: none"> Explain the meaning of “figure of speech”. Identify the significance of “figure of speech” <p>RPK Pupils have already been taught features of poem.</p>	<p>Introduction Using a Word chart bearing the definition of “Figure of Speech” explain the concept.</p> <p>Activities;</p> <ol style="list-style-type: none"> Discuss significance of “figure of speech” with the Pupils. Assist Pupils to identify examples of Figure of Speech. Pupils brainstorm to form sentences using Figures of speech. <p>Closure</p>	<p>Significance of Figure of Speech;</p> <ul style="list-style-type: none"> Make descriptions of people, places, and things more interesting and engaging (e.g., <i>The ocean stretched out like an endless blue-green carpet.</i>) Emphasize an emotion (e.g., <i>Her sadness was a supervolcano, ready to erupt at any moment.</i>) Add a sense of urgency or excitement (e.g., <i>Bang! Pop! The barn crumpled to the ground as the flames enveloped the last wooden posts holding it up.</i>) Draw comparisons between different subjects (e.g., <i>The puppy hurtled into the waves, but the old dog just watched, stiller than a petrified tree in the forest.</i>) 	<ol style="list-style-type: none"> 1.Oral Skills 2. Listening Skills 3. Vocabulary Skills.
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			Pupils in small groups discuss about the functions of Figures of speech in Poems and report to the class.			
WEDNESDAY 17-05-2023	Aspect: Writing Topic; Writing Minutes Sub-Topic; Types of Minutes	Objective By the end of the lesson, the Pupil will be able to; Identify the types of Minutes. RPK Pupils were taught lessons on Minutes in basic 7	Introduction Review Pupils knowledge on the previous lesson. Activities; <ol style="list-style-type: none"> 1. Assist Pupils to identify the writing minutes. 2. Discuss the meanings of the types of Minutes with the Pupils. 3. Pupils brainstorm to identify 		Different Types of Minutes <ul style="list-style-type: none"> • Action minutes. • Discussion minutes. • Verbatim minutes. <p>❖ Action minutes record the decisions reached and the actions to be taken, though not recording the discussion that went into making the decisions. This is the most common form of minutes used. They include a report of actions taken since the last meeting as well as planned actions. It is important to note who is responsible for upcoming actions. The secretary should save any handouts included with a presentation.</p> <p>❖ Discussion minutes are lengthy and may include information which is not essential to the focus of the meeting. It may be necessary to keep discussion minutes in a situation where the process</p>	<ol style="list-style-type: none"> 1. Writing Skills 2. Discussion 3. Brainstorming 4. Vocabulary skills

			<p>the feature s of each type of Minute.</p> <p>Closure Through questions and answers, conclude the lesson.</p>		<p>behind the decisions may be in question later. Discussion minutes contain everything action minutes do as well as the discussion which lead to the actions decided upon. Do not include discussion which does not pertain to the topic at hand. Be sure to record the speaker and the focus of the presentation as it concerns the topic.</p> <p>❖ Verbatim minutes, like transcripts, are a record of every single word said at a meeting. They are often long and can be difficult to skim for a particular piece of information. With the exception of courtroom proceedings and Congress, a verbatim record of a meeting is rarely necessary. Verbatim minutes will not always follow the agenda.</p>	
<p>FRIDAY</p> <p>19-05-2023</p>	<p>Aspect:</p> <p>Listening and Speaking</p> <p>Topic;</p> <p>Intonation</p> <p>Sub-Topic;</p>	<p>By the end of the lesson the Pupil will be able;</p> <p>Identify 5 features of intonation.</p> <p>RPK</p>	<p>Introduction;</p> <p>Review Pupils knowledge on the previous lesson.</p> <p>Activities;</p> <p>1. Discuss with Pupils about</p>		<p>Structure of English intonation patterns</p> <p>As it's been stated before, there are three prosodic components of intonation: pitch, loudness and tempo, which serve to actualize syntagms and sentences. They are interdependent and form the</p>	<p>1. Oral skills</p> <p>2. Listening skills</p> <p>3. Vocabulary skill</p>

	Features of intonation.	Pupils have already been taught about the meaning of intonation.	feature s of Intonati on 2. Pupils brainst orm to explain the structur e and elemen ts of intonati on Closure; Through questions and answers, conclude the lesson		structure of an into- nation pattern. <div>Functions of Intonation<ul style="list-style-type: none">• grammatical -> difference between statements and questions• attitudinal -> indicating interest, surprise, boredom, etc. (*high or low involvement*)• discoursal -> contrasting new information with already known information</div>	
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School:

District: