

EaD Comprehensive Lesson Plans



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zing

es and purposes

e, drama and poetry

BASIC 7

WEEKLY LESSON PLAN – WEEK 4

Content Standard:	B7.2.2.1: Demonstrate an understanding in summarizing B7.3.1.6: Demonstrate mastery of use of active and passive voice B7.4.2.2: Apply writing skills to specific life situations B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				
Indicator (s)	B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts B7.3.1.6.1. Use passive sentences for a range of function B7.4.2. 2.4 Write articles on given issues for publication in class and club magazines. B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)				
Week Ending	24-05-2024				
Class	B.S.7	Class Size:		Duration:	
Subject	English Language				
Reference	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	Reading Textbook, Poster, Pictures, Word Chart, Sentence Cards, Cockcrow	Core Competencies:		• Communication and Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY 24-04-2023	Strand: Reading Sub-Strand: Summarizing Select a reading text from the English Language Reading Textbook for the Learners to read. Discuss the meanings of keywords or vocabularies with the Learners.	1. In turns, Learners brainstorm to read the passage aloud to the class. 2. Assist Learners to identify the main ideas in the passage. 3. Learners in small groups to discuss and write summary of the passage. 4. A representative from each group to read to the class the group's summary. A Summary of Shakespeare's "Hamlet" "One way of discovering the overall pattern of a piece of writing is to summarize it in your own words. The act of summarizing is much like stating the <u>plot</u> of a play. For instance, if you were asked to summarize the story			Learners brainstorm to answer comprehension questions.

		of <u>Shakespeare's 'Hamlet,'</u> you might say: <i>It's the story of a young prince of Denmark who discovers that his uncle and his mother have killed his father, the former king. He plots to get revenge, but in his obsession with revenge he drives his sweetheart to madness and suicide, kills her innocent father, and in the final scene poisons and is poisoned by her brother in a duel, causes his mother's death, and kills the guilty king, his uncle.</i> This summary contains a number of dramatic elements: a cast of <u>characters</u> (the prince; his uncle, mother, and father; his sweetheart; her father, and so on), a scene (Elsinore Castle in Denmark), instruments (poisons, swords), and actions (discovery, dueling, killing)." - Richard E. Young, Alton L. Becker, and Kenneth L. Pike.	
WEDNESDAY 26-04-2023	Strand: Grammar Usage Sub-Strand: Grammar Learners brainstorm to differentiate between active and passive voice.	1. Assist Learners to use passive voice to describe processes. 2. Learners brainstorm to use passive voice to write about past actions. 3. Discuss with Learners on how to use passive voice to write reports and other formal texts. 4. Learners in small groups to discuss and construct sentences in the active voice. Passive voice Functions of the passive voice The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence. Examples • The passive voice is used frequently. (= we are interested in the passive voice, not in who uses it.) • The house was built in 1654. (= we are	Through questions and answers, conclude the lesson. Exercise; State 5 examples of passive sentences.

		interested in the house, not in who built it.) • The road is being repaired. (= we are interested in the road, not in the people who are doing the repairs.) Sometimes we use the passive voice because we don't know or do not want to express who performed the action. Examples • I noticed that a window had been left open. • Every year thousands of people are killed on our roads. • All the cookies have been eaten. • My car has been stolen! Sometimes we use the passive voice because we don't know or do not want to express who performed the action. Examples • I noticed that a window had been left open. • Every year thousands of people are killed on our roads. • All the cookies have been eaten. • My car has been stolen!	
THURSDAY 27-04-2023	Strand: Writing Sub-Strand: Text types and purpose Learners brainstorm to explain Article writing.	1. Discuss the structure of writing an article for publication in a Magazine. 2. Assist Learners to identify the topic, purpose, and audience for article writing. 3. Learners in small groups to generate ideas about more challenging topics and identify those most appropriate for the purpose. 4. Learners brainstorm to write an article on a given	Reflect on how to generate ideas on challenging topics.

topic.

What is an Article

- It is a piece of writing usually intended for publication in a newspaper, magazine or journal.
- It is written for a wide audience, so it is essential to attract and retain the readers' attention.
- It may include amusing stories, reported speech and descriptions.
- It can be formal or informal, depending on the target audience.
- It should be written in an interesting or entertaining manner.
- It should give opinions and thoughts, as well as facts.
- It is in a less formal style than a report.



How to Publish an Article in a Magazine;

1. Choose a topic you're passionate about. Before you can see your by line in a magazine publication or website, you'll need to come up with a great article idea.
2. Research and write.
3. Edit your article.
4. Determine which publications to submit to.
5. Submit your article.

FRIDAY 28-04-2023	Strand: Literature Sub-Strand: Narrative, drama and poetry Review Learners knowledge on the previous lesson.	1. Assist Learners to identify literary devices use in poetry. 2. Discuss the meaning of “Anaphora” with the Learners. 3. Learners brainstorm to identify 5 examples of Anaphora poetic devices. Definition of Anaphora Anaphora is a rhetorical device that features the repetition of a word or phrase at the beginning of successive sentences, phrases, or clauses. Anaphora works as a literary device to allow writers to convey, emphasize, and reinforce meaning. This word repetition at the beginning of each phrase in a group of sentences or clauses is a stylized technique that can be very effective in speeches, lyrics, poetry, and prose. Conversational Anaphora Examples Anaphora is used in a conversational way to express emotion and as a means of emphasizing or affirming a point or idea. Here are some examples of conversational anaphora: • “Go big or go home.” • “Be bold. Be brief. Be gone.” • “Get busy living or get busy dying.” • “Give me liberty or give me death.” • “You’re damned if you do and you’re damned if you don’t.” • “Stay safe. Stay well. Stay happy.” • “So many places, so little time.” • “I wish I may; I wish I might.” • “Ask not what your country can do for you – ask what you can do for your country.” • “Give much, give often, give freely.” • “Fool me once, shame on you. Fool me twice, shame on me.” • “Run far, run fast.” • “Monkey see, monkey do.” • “Open heart, open mind.”	Learners in small groups to discuss and report to the class on the difference between anaphora and repetition. Exercise; 1. State 5 Literary devices used in Poetry. 2. Explain Anaphora Poetic device. 3. Write 3 examples of Anaphora Poetic devices.
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		• “Great haste makes great waste.” Examples of Anaphora in Speech and Writing When it comes to speech and writing, anaphora can provide a rhythm to words and phrases. This can have a strong effect on an audience by appealing to emotions, inspiration, motivation, and even memory. Such a pattern of repetition at the beginning of phrases or sentences is particularly useful in political speech and writing as a means of engaging an audience. Anaphora holds their attention and creates a lasting impression. Here are some examples of anaphora from well-known speeches and writings: • “We came, we saw, we conquered.” (translated from Latin, attributed to Julius Caesar in a letter to the Roman senate) • “It’s not the size of the dog in the fight; it’s the size of the fight in the dog.” (Mark Twain) • “Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.” (Martin Luther King Jr.) • “Indifference elicits no response. Indifference is not a response. Indifference is not a beginning; it is an end. And, therefore, indifference is always the friend of the enemy, for it benefits the aggressor—never his victim, whose pain is magnified when he or she feels forgotten.” (Elie Wiesel)	
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School:

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