

# EaD Comprehensive Lesson Plans



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<b>Strand:</b>	<ul style="list-style-type: none"><li>• Oral language (listening and speaking)</li><li>• Reading</li><li>• Grammar Usage</li><li>• Writing</li></ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Conversation/everyday discourse</li><li>• Comprehension</li><li>• Grammar</li><li>• Production and Distribution of Writing</li></ul>
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**BASIC 9**

**WEEKLY LESSON PLAN – WEEK 6**

<b>Content Standard:</b>	B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations ( <b>Oral Language</b> ) B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.( <b>Reading</b> ) B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication( <b>Grammar usage</b> ) B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts ( <b>Writing</b> )				
<b>Indicator (s)</b>	B9.1.1.1.4. Give opinions and advice on a range of everyday issues and situations clearly( <b>Oral Language</b> ) B9.1.1.1.5. Demonstrate appropriate turn taking and use techniques for effective argument (debating)( <b>Oral Language</b> ) B9.2.1.1.4. Expand various ideas and perspectives in texts( <b>Reading</b> ) B9.3.1.2.2. Use defining and non-defining relative clauses appropriately in speech and writing( <b>Grammar Usage</b> ) B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood.( <b>Writing</b> )				
<b>Week Ending</b>	18-10-2024				
<b>Class</b>	B.S.9	<b>Class Size:</b>		<b>Duration:</b>	
<b>Subject</b>	English Language				
<b>Reference</b>	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
<b>Teaching / Learning Resources</b>	Reading Book, Poster, Pictures, Word Chart, Sentence Cards		<b>Core Competencies:</b>	<ul style="list-style-type: none"> <li>Communication and Presentation</li> </ul>	
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>		<b>PHASE 3: REFLECTION</b>	
<b>MONDAY</b>	<b>Strand: Oral Language – Listening and speaking</b> <b>Sub-Strand- Conversation/Everyday Discourse</b> Discuss with the Learners on appropriate ways of expressing one’s opinion on issues.	1. Assist Learners to identify a range of everyday issues. 2. Learners in small groups to discuss and raise opinions on an identified issue in the nation. 3. Give Learners advice on making right choices in life. 4. Engage Learners in a debate on an immersing issue in the nation.		Through questions and answers, conclude the lesson. <b>Skills Acquisition;</b> <ul style="list-style-type: none"> <li>i. Oral Skills</li> <li>ii. Listening Skills</li> <li>iii. Vocabulary Skills</li> </ul>	

		<p><b>Expressing Opinion and Giving Advice;</b></p> <p><b>Layla:</b> Thanks for meeting with me during your lunch hour. <b>I appreciate it.</b></p> <p><b>Monica:</b> <b>No problem. I’m happy to help..</b> What’s going on?</p> <p><b>Layla:</b> Oh you know, the usual. <b>Should I take this new job?</b> Or do I stick with my current one?</p> <p><b>Monica:</b> <b>Well, I think it’s time for a change, don’t you?</b> They pay you late and you are unhappy.</p> <p><b>Layla:</b> <b>Do you really think so?</b></p> <p><b>Monica:</b> <b>I know so.</b> And I’ve been listening to you complain for over a year now. <b>Trust me.</b> Take the job. What do you have to lose?</p> <p>Language notes:</p> <ul style="list-style-type: none"><li>• In formal conversation, giving advice is often suggested through modals: <i>ought to / should / could / If I were you</i>. In informal conversations, people tend to use words such as <i>I think that / I feel that / in my opinion</i>.</li><li>• Listen for the emphasis on <b>I know so</b> and <b>Trust me</b>. These common phrases can be used to convey both positive and negative emotions. “I know so” conveys a deep belief or certainty. “To know” shows more certainty than “to think.”</li><li>• Notice the use of command forms: <i>Take the job. / Trust me. / Go for it!</i> The command form can</li></ul>	iv. Reading Skills
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		be used to gently persuade someone.	
<b>TUESDAY</b>	<p><b>Strand: Reading</b></p> <p><b>Sub-Strand- Comprehension.</b></p> <p>Select a reading text from the reading textbook on “debate” to be read by the Learners</p>	<ol style="list-style-type: none"> <li>1. Through pair-reading, Learners brainstorm to read their parts in the reading either for or against the motion.</li> <li>2. Discuss with the Learners on effective debating techniques.</li> <li>3. Learners in small groups to discuss and report to the class on ways of constructing compelling arguments in debate competition.</li> </ol> <p><b>Debating tips and techniques;</b></p> <ol style="list-style-type: none"> <li>1. Preparation of your topic</li> <li>2. Stay on topic</li> <li>3. Speak slowly, clearly, and charismatically</li> <li>4. Be confident with your topic</li> <li>5. Think about your body language and what it’s saying to your audience</li> <li>6. Listen and take notes</li> <li>7. Anticipate your opponent’s questions before they’re uttered</li> <li>8. Tell a story or give an illustration with an example to make your point</li> <li>9. Use a strong conclusion</li> <li>10. Don’t take cheap shots at your opponents</li> </ol>	<p>Engage Learners in a debate competition on a given topic.</p> <p><b>Skills Acquisition;</b></p> <ol style="list-style-type: none"> <li>i. Reading Skills</li> <li>ii. Oral skills</li> <li>iii. Listening Skills</li> <li>iv. Vocabulary Skills</li> <li>v. brainstorming</li> </ol>

## Sub-Strand- Grammar

Review Learners knowledge on the previous lesson.

1. Discuss with the Learners on the meaning of relative clauses.
2. Learners brainstorm to identify examples of relative clauses.
3. Assist Learners to categorize relative clauses into types.
4. Demonstrate on how to use defining and non-defining relative clauses in conversations.

## DEFINING VS NON-DEFINING RELATIVE CLAUSES

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DEFINING	NON-DEFINING
<p style="text-align: center; border: 1px solid red; background-color: #fff9e6; margin: 5px 0;">NO COMMAS</p> <p>NECESSARY INFORMATION. Essential to distinguish which thing or person we are talking about.</p> <p><i>I called my brother <b>who lives in Ontario</b>.</i></p> <p>(=I have more than one brother and I called the one that lives in Ontario)</p>	<p style="text-align: center; border: 1px solid blue; background-color: #e0f0ff; margin: 5px 0;">BETWEEN COMMAS</p> <p>EXTRA INFORMATION. Not necessary to distinguish which thing or person we are talking about.</p> <p><i>My brother, <b>who lives in Ontario</b>, is older.</i></p> <p>(=I have only one brother and I'm just mentioning that he lives in Ontario)</p>
<p style="text-align: center; border: 1px solid red; background-color: #fff9e6; margin: 5px 0;">WE CAN USE THAT</p> <p>We CAN use THAT instead of WHO/WHICH.</p> <p><i>That's the mug <b>WHICH/THAT</b> I bought in Paris.</i></p> <p><i>I didn't know the man <b>WHO/THAT</b> was there.</i></p>	<p style="text-align: center; border: 1px solid blue; background-color: #e0f0ff; margin: 5px 0;">WE CANNOT USE THAT</p> <p>We CANNOT use THAT instead of WHO/WHICH.</p> <p><i>These bikes, <b>WHICH</b> cost a fortune, are made in Japan. (NOT <del>that-cost-a-fortune</del>)</i></p>
<p style="text-align: center; border: 1px solid red; background-color: #fff9e6; margin: 5px 0;">RELATIVE PRONOUNS CAN BE OMITTED</p> <p>We CAN omit WHO/WHICH/THAT when they are followed by SUBJECT + VERB</p> <p><i>Do you like the song (<b>WHICH/THAT</b>) I wrote?</i></p> <p><i>That's the man (<b>WHO/THAT</b>) I like.</i></p>	<p style="text-align: center; border: 1px solid blue; background-color: #e0f0ff; margin: 5px 0;">RELATIVE PRONOUNS CANNOT BE OMITTED</p> <p>We CANNOT omit WHO/WHICH</p> <p><i>They introduced me to John, <b>who</b> I liked immediately. (NOT <del>John; I-liked-immediately</del>)</i></p>

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**who, which and whose**

We can use *who* to talk about people, *which* to talk about things and *whose* to refer to the person or thing that

Engage Learners to use defining and non-defining relative clauses in constructing sentences.

## Skills Acquisition;

- i. Brainstorming
- ii. Oral skills
- iii. Writing skills
- iv. Reading skills
- v. Identification

		<p>something belongs to.</p> <p><i>Yesterday I met my new boss, <b>who</b> was very nice.</i>  <i>The house, <b>which</b> is very big, is also very cold!</i>  <i>My next-door neighbour, <b>whose</b> children go to school with ours, has just bought a new car.</i>  <i>After the port there is a row of fishermen's houses, <b>whose</b> lights can be seen from across the bay.</i></p> <p><b>Places and times</b></p> <p>We can use <i>which</i> with a preposition to talk about places and times. In these cases it's more common to use <i>where</i> or <i>when</i> instead of <i>which</i> and the preposition.</p> <p><i>City Park, <b>which</b> we used to go to, has been closed down.</i>  <i>City Park, <b>where</b> we used to go, has been closed down.</i>  <i>December, <b>which</b> Christmas is celebrated in, is a summer month for the southern hemisphere.</i>  <i>December, <b>when</b> Christmas is celebrated, is a summer month for the southern hemisphere.</i></p> <p>However, when we use <i>which</i> without a preposition, we can't use <i>where</i> or <i>when</i>.</p> <p><i>Centre Park, <b>which</b> we love, is always really busy on Saturdays.</i>  <i>February, <b>which</b> is my favourite month, lasts 29 days this year.</i></p>	
<b>FRIDAY</b>	<p><b>Strand: Writing</b></p> <p><b>Sub-Strand- Production and distribution Writing</b></p> <p>Assist Learners to identify examples of descriptive sentences.</p>	<ol style="list-style-type: none"> <li>1. Write a paragraph or two paragraphs from a novel, drama or a play.</li> <li>2. Learners brainstorm to identify descriptive sentences used in the paragraph that describes the character in novel, drama or play.</li> <li>3. Assist Learners to write descriptive essays using the multiple, powerful adjectives for effect or sentence structure for effect.</li> </ol>	<p>Encourage Learners to make selective use of detail for effect when describing a character.</p> <p><b>Skills Acquisition;</b></p> <ol style="list-style-type: none"> <li>i. Writing Skills</li> <li>ii. Brainstorming</li> <li>iii. Descriptive techniques</li> </ol>

		<p><b>Writing Descriptive Sentences;</b></p> <ol style="list-style-type: none"><li>1. <b>Cut out obvious descriptions.</b> One of the most common traps that new writers fall into is using predictable words to describe something—for instance, writing a sentence like, “The blue sky was dotted with white, fluffy clouds.” For the most part, when someone hears the word “sky,” they’ll picture it blue, and when they picture clouds, they’ll picture them “white” and “fluffy.” Adjectives like these are unnecessary and can bog down your writing. Simply cut those descriptive words out of the sentence. “The sky was dotted with clouds” conjures the exact same image and is shorter and more focused.</li><li>2. <b>Use surprising words.</b> Once your sentences are free of any obvious descriptive details, you have the space to pepper in some more interesting words. Pushing your descriptions in new and surprising directions will help your sentences be memorable for readers.</li><li>3. <b>Remember sensory details.</b> A common adage for good descriptive writing is “show, don’t tell”—and sensory information is a great way to make that happen. Sprinkling in specific details that appeal to readers’ five senses (sight, hearing, taste, touch, and smell) will bring your scenes to life and make them feel richer and more interesting.</li><li>4. <b>Make use of figurative language.</b> One of the most powerful literary devices that writers have is figurative language, which goes beyond literal definitions in order to describe things in a more interesting way.</li><li>5. <b>Think about who is doing the describing.</b> In most points of view, you’ll be writing from a character’s perspective—either using “I” and “me” in first-person or “they” and “them” in third-person.</li><li>6. <b>Be wary of over-description.</b> To create effective descriptive writing, less is more. Try to limit yourself</li></ol>	
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		<p>to one or two interesting details the first time you introduce a character or setting, and readers will fill in the rest.</p> <p>7. <b>Read good examples of descriptive writing.</b> If you start to feel stuck when trying to write vivid description, look up a few of your favorite books or short stories and see how other writers do it.</p> <hr/>	
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School:

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