

# EaD Comprehensive Lesson Plans



or



**0248043888**

<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>• Listening Comprehension</li><li>• Comprehension</li><li>• Punctuation and Capitalization</li><li>• Text Types and Purposes</li></ul>
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<https://www.TeachersAvenue.net>  
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**BASIC 9**

**WEEKLY LESSON PLAN – WEEK 11**

<b>Content Standard:</b>	B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information ( <b>Oral language</b> ) B9.2.1.2: Read, comprehend, and analyze varieties of texts ( <b>Reading</b> ) B9.3.1.1: Demonstrate mastery of capitalization and punctuation in communication ( <b>Grammar Usage</b> ) B9.4.2. 2:Apply writing skills to specific life situations ( <b>Writing</b> )				
<b>Indicator (s)</b>	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures ( <b>Oral language</b> ) B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts /passages ( <b>Reading</b> ) B9.3.1.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context ( <b>Grammar Usage</b> ) B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format ( <b>Writing</b> )				
<b>Week Ending</b>	22-11-2024				
<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>	Word Chart, Sentence Cards, Poster, Dictionary, Audio Set		<b>Core Competencies:</b>	Communication and Collaboration • Critical Thinking and Problem Solving	
<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- Listening Comprehension</b>  Discuss examples of audio-visual texts with the Learners.	1. Assist Learners to identify the components of audio-visual texts. 2. Engage Learners in listening to, and watching audio-visuals for about 200 words per 2 minutes and write key information (message, theme, tone, mood, character) from them. 3. Learners brainstorm to make inferences and simple connections to real life and personal experiences.		Through questions and answers, conclude the lesson.	

	Audio	Visual
Verbal	Words heard	Words read
Non-verbal	Music + special effects	The picture Photography

Examples of audio -visual texts include:

- o Films
- o Television programmes
- o Documentaries
- o Recordings
- o Radio programmes
- o Music videos
- o Dramas

**TUESDAY**

**Strand: Reading**

**Sub-Strand- Comprehension.**

Engage learners in a spelling and dictation of keywords or vocabularies in a selected reading passage.

1. Assist Learners to read the reading passage silently for about 10 minutes.
2. Discuss with the Learners about the types of reading.
3. Learners brainstorm to apply the types of reading a text.

#### **Reading modes**

There are different reading modes and each of them has its own peculiarities. Those are scanning, skimming eyes, extensive reading and intensive reading. Also, reading modes are classified by the degree of involvement — active and passive.

#### **Scanning**

This reading mode is aimed only at finding the necessary information in the text. It does not mean a complete immersion in the text and a deep comprehension of the facts, analysis of grammatical constructions. Often in this mode, the text is viewed for the presence of unfamiliar words, so that after their translation it will be more easy to read the text fully. This type of reading is also called «diagonal reading».

#### **Skimming**

This reading mode is used to get to know and understand

Assist Learners to answers comprehension questions about the reading passage.

		<p>if this information is useful to you (you are viewing a book in a store or a magazine on the shelf before buying it). In this case, the text is also viewed quickly, but not as carefully as in the previous case. The goal is not to search for specific facts, but to evaluate the text for complexity, interest and a general storyline.</p> <p><b>Extensive reading</b> The purpose of this type of reading is to get acquainted with new information. In this mode, people read art or scientific literature, without being distracted by new, unfamiliar words, if their meaning can be approximately understood from the context.</p> <p>This type of reading implies the mastering of the general image and the receipt of new, unfamiliar information. It will be necessary to form and express your opinion about what you read or answer the questions.</p> <p><b>Intensive reading</b> Typically, this type of reading is used in the study of English in order to intensively parse the proposed short, teaching text. With this type of reading, grammatical constructions, unfamiliar words and phrases are intensively examined.</p>	
<b>THURSDAY</b>	<p><b>Strand: Grammar Usage</b></p> <p><b>Sub-Strand:</b> Punctuation and Capitalization</p> <p>Assist Learners to explain “Punctuation marks”.</p>	<ol style="list-style-type: none"> <li>1. Learners brainstorm to identify examples of Punctuation marks.</li> <li>2. Discuss with the Learners about the functions of Punctuation marks.</li> <li>3. Assist Learners to use Punctuation marks in sentences.</li> </ol> <p><b>HYPHEN</b></p> <hr/> <p><b>A hyphen ( - )</b> is used to link parts of a compound word. This includes most dual heritages (Mexican-American), and all words in a compound modifier except "very" and adverbs that end in "ly." (The Broncos scored a first-quarter touchdown.)</p> <ul style="list-style-type: none"> <li>• Use a hyphen to form a single idea from two or more words (socio-economic), and whenever its</li> </ul>	Learners in small groups to discuss and form sentences involving Punctuation marks.

- omission would change the meaning of a phrase:  
President Dunn will speak to small-businessmen.
- A hyphen can also be used to avoid duplicated vowels and tripled consonants (anti-oppression, pre-empt, hill-like).
  - Use a hyphen, not a slash, to illustrate joint entity or ownership (faculty-staff newsletter).

**Never use a hyphen in place of a colon or dash for emphasis or to denote a break or pause.**

**Do not use a hyphen in place of "to" or "through," except in dates.**

- Incorrect: Fall 2014 - summer II 2015
- Correct: Sept. 2-10; Sept. 2-Aug. 21

#### DASH

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**A dash** is expressed as an "em dash" ( — ) in printing, is expressed in plain text as two hyphens ( -- ) and is used in place of a comma, colon or semicolon for greater emphasis. It denotes a major break or pause and should not be overused.

- President Dunn introduced the plan—the first of its kind—at a public forum.
- He defined core values—inclusiveness, sustainability, responsibility and respect.

Traditionally, a dash is preceded and followed by a space, but more recently, spaces have been omitted. **For consistency in University writing do not include spaces.**

#### EM DASH AND EN DASH

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**An em dash** is the width of the letter "m" in the font and type size being used, and should never be used in place of an en dash or hyphen.

To create an em-dash on a Windows computer, hold down the [Alt] key and type 0151 on the numeric keypad.

		<p>To create an em-dash on a Mac computer, hold down the shift and option/alt and type -.</p> <p><b>An en dash</b> is the width of the letter "n" and is expressed in plain text as a hyphen ( - ). A traditional use of the en dash is in dates (2012-13), but since it is largely indistinguishable from a hyphen, the en dash is no longer in common use. <b>Use a hyphen.</b></p>	
<b>FRIDAY</b>	<p><b>Strand: Writing</b></p> <p><b>Sub-Strand- Text Types and Purposes</b></p> <p>Show Learners a sample of a formal report writing eg. (business letters, email, minutes, programme agenda reports)</p>	<ol style="list-style-type: none"> <li>1. Discuss with the Learners about the structure of a formal letter.</li> <li>2. Assist Learners to use appropriate text features to write various formal letters on a variety of themes.</li> <li>3. Demonstrate on how to provide information, explain situations and express points of view in formal letters.</li> </ol> <p><b>Structure Of A Letter Of Complaint:</b></p> <p><b>Introduction:</b> Paragraph 1 – reason for writing</p> <p><b>Main Body:</b> Paragraphs 2-3 – complaint(s) and justification</p> <p><b>Conclusion:</b> Final Paragraph – suggested action to be taken, Closing remarks</p> <p><i>Write your full name after the closing remarks.</i></p> <p><b>Useful Language And Expressions For Formal Letters Of Complaint</b></p> <p><b>Opening Remarks:</b></p> <ul style="list-style-type: none"> <li>• I am writing to complain about/regarding/on account of/because of/on the subject of...</li> <li>• I am writing to express my strong dissatisfaction with...</li> <li>• I am afraid to say I have numbers of complaints about...</li> <li>• I regret to tell you I was very disappointed with...</li> <li>• I feel I must protest/complain about...</li> </ul> <p><b>Useful phrases:</b></p>	Through questions and answers, conclude the lesson.

- To make matters worse...
- I was very disappointed to find that...
- I would be grateful if you could...
- I should have been informed that...
- The first problem was... Another problem was... The most visible problem...
- I hope you will understand that I was very dissatisfied...
- I believe you can appreciate how disappointed I was when...

***Linking words:***

- Even though
- However
- Furthermore
- Firstly
- Finally
- ...

***Closing Remarks:***

- I would therefore be grateful if you could give me a full refund...
- I am not satisfied with...
- I trust the situation will improve...
- I hope the matter will be resolved...
- I look forward to hearing from you in your earliest convenience to offer me a complete refund
- I feel I am entitled to a partial refund in addition to an apology for the inconvenience caused
- I hope that I will not be forced to take further action as taking the case to court.
- I look forward to receiving a prompt reply

Name of Teacher:

School:

District: