


WEEK ENDING.....07/10/2022.....

SUBJECT...ENGLISH LANGUAGE

REFERENCE...SYLLABUS(CRDD,2007), ENGLISH LAN. FOR JHS

FORM.....BASIC 8.....WEEK.....4.....

<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>EVALUATION AND REMARKS</u>
MONDAY 03-10-2022 1:20PM – 2:40PM 80min	Aspect; GRAMMAR Topic; Compound Sentences Sub-Topic; Uses of Compound Sentences.	By the end of the lesson the Pupil will be able to; Use compound sentences in oral and written expressions. RPK Pupils have been taught examples of compound sentences.	Introduction Pupils brainstorm to state examples of compound sentences. Activities <ol style="list-style-type: none"> 1. Assist Pupils to write compound sentences. 2. Discuss the uses of Compound sentences with the Pupils. Closure Through questions and answers, conclude the lesson.	<ol style="list-style-type: none"> 1. Textbook 2. Word Chart 3. Sentence Card 	When should compound sentences be used? <ul style="list-style-type: none"> ▪ Use compound sentences to join tiny, choppy or repetitive sentences into a more sophisticated sentence. ▪ Use compound sentences to show equality of ideas or a pattern of equality. ▪ Use compound sentences using correlative conjunctions to force the reader to note the relationship 	Exercise; State 5 uses of Compound Sentences in Oral and written expressions.

					<p>between the ideas expressed.</p> <ul style="list-style-type: none"> ▪ Use a semicolon instead of a conjunction to add sophistication and variety to writing. ▪ Use compound sentences to add variety to the mix of sentences. 	
<p>TUESDAY</p> <p>04-10-2022</p> <p>8:00AM- 9:20AM</p> <p>80min</p>	<p>Aspect;</p> <p>COMPOSITION</p> <p>Topic;</p> <p>Exposition</p> <p>Sub-Topic;</p> <p>Using Landmarks to give direction.</p>	<p>Objective;</p> <p>By the end of the lesson the Pupil will be able to;</p> <p>use landmarks to give direction.</p> <p>RPK</p> <p>Pupils have been taught how to use appropriate words to describe directions to places.</p>	<p>Introduction</p> <p>Review Pupils knowledge on the previous lesson.</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Discuss how to give directions using landmarks with the Pupils. 2. Assist Pupils to give direction to places using landmarks. <p>Closure</p> <p>Through questions and answers, conclude the lesson.</p>	<ol style="list-style-type: none"> 1. Textbook 2. Word Chart 3. Sentence Card 	 <p>Giving directions</p> <ol style="list-style-type: none"> 1. Go past the cinema. (Pass the cinema.) 2. Go along this road. 3. Go straight on/ahead. (Stay on this road – don't turn.) 4. Go through the tunnel. 	<p>Exercise</p> <p>write a paragraph of about ten lines giving directing strangers to specific locations</p>

					<ol style="list-style-type: none"> 5. At the roundabout, take the first exit. 6. Turn left at the crossroads. 7. Take the second right. 8. It's on your left. 	
<p>THURSDAY 06-10-2022 12:00PM-1:20AM 80min</p>	<p>Aspect; READING</p> <p>Topic; Reading comprehension</p> <p>Sub-Topic; Making inferences and predictions</p>	<p>Objective; By the end of the lesson the Pupil will be able to;</p> <p>answer inferential and derivative questions</p> <p>RPK Pupils have been answering comprehension questions.</p>	<p>Introduction Assist Pupils to read a comprehension passage.</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Discuss with Pupils how to find answers to comprehension questions that goes beyond information directly Containedd in the text. 2. Assist make inferences and predictions based on some preliminary information. <p>Closure Through questions and answers, conclude the lesson.</p>	<ol style="list-style-type: none"> 1. Textbook 2. Word Chart 3. Sentence Card 	<p>Predicting Definition: Good readers think about what is going to happen and make predictions based on what they know and what they've read. Inferring Definition: Good readers use what they know (schema) and what they read in the text to make a conclusion (reading between lines).</p> <p>Inferring requires the reader to ask questions during reading. Predicting requires the reader to ask questions before and during reading. Making inferences/predictions are a way to check for understanding. Making inferences/predictions require the use of additional strategies to ensure comprehension</p>	<p>Exercise; Pupils to make inferences and predictions from texts read.</p>

<p>FRIDAY</p> <p>07-10-2022</p> <p>10:50AM-12:10pm 80min</p>	<p>Aspect;</p> <p>LITERATURE</p> <p>Topic;</p> <p>Poetry- simple poems:</p> <p>Sub-Topic; Non-African Stories</p>	<p>Objective; By the end of the lesson the Pupil will be able to;</p> <p>Tell non-African stories and answers questions about the stories.</p> <p>RPK Pupils are familiar to some Ghanaian and African stories.</p>	<p>Introduction Pupils brainstorm to give examples of Non-African stories.</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Pupils individually to tell a non-African story for the class to listen. 2. Assist Pupils to answer questions on the stories read. <p>Closure Through questions and answers, conclude the lesson.</p>	<ol style="list-style-type: none"> 1. Textbook 2. Word Chart 3. Sentence Card 	<p>Examples of Non-African Stories;</p> <ol style="list-style-type: none"> 1. The landing of the Pilgrims at Plymouth Rock. 2. Ponce De Leon and the Fountain of Youth 3. The legend of Robert Rogers' 400-foot slide 4. George Washington and the dollar thrown across a river 5. Mike Fink, the King of the River 6. Captain Stormalong was said to be thirty feet tall 	<p>Exercise; Write 5 examples of Non-African stories</p> <p>REMARKS</p>
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