

NAME OF TEACHER: .....

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

NUMBER ON ROLL: .....


SUBJECT...ENGLISH LANGUAGE


DURATION: .....

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

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

WEEK.....5.....

<b><u>DAY/DURATION</u></b>	<b><u>TOPIC/SUB-TOPIC/ASPECT</u></b>	<b><u>OBJECTIVES/R.P.K</u></b>	<b><u>TEACHER-LEARNER ACTIVITIES</u></b>	<b><u>T/L MATERIALS</u></b>	<b><u>CORE POINTS</u></b>	<b><u>SKILLS ACQUISITION</u></b>
<b>MONDAY</b>  <b>01-05-2023</b>	<b>Aspect:</b>  Grammar  <b>Topic;</b> Noun Phrases  <b>Sub-Topic;</b>  Components of Noun Phrase	By the end of the lesson the Pupil will be able;  i. Define noun phrase.  ii. Identify the components of noun phrase.  <b>RPK</b> Pupils can use noun phrases in sentences.	<b>Introduction;</b> Discuss examples of nouns phrases on Wordchart with the Pupils. <b>Activities;</b> 1. Assist Pupils to form examples of noun phrases. 2. Discuss the functions of noun phrases in sentences. 3. Pupils brainstorm to use noun phrases in sentences.  <b>Closure;</b> Through questions and answers, conclude the lesson.	1. Wordchart 2. Sentence cards 3. Dictionary	<b>Noun Phrase;</b> A noun phrase, or nominal, is a phrase that has a noun or pronoun as its head or performs the same grammatical function as a noun. Noun phrases are very common cross-linguistically, and they may be the most frequently occurring phrase type.  	<ul style="list-style-type: none"> <li>Vocabulary skills</li> <li>Oral skill</li> <li>Reading skills</li> <li>Listening skills</li> </ul>

					<div data-bbox="1464 191 1910 483"></div> <div data-bbox="1464 483 1910 518"><p><b>Examples of noun phrases include:</b></p></div> <div data-bbox="1514 518 1910 901"><ul style="list-style-type: none"><li>• a bird.</li><li>• the little boy.</li><li>• man of his word.</li><li>• lawyer with a kind smile.</li><li>• that happy puppy.</li><li>• running around the neighbourhood.</li><li>• my green gym socks.</li><li>• the building on the corner.</li></ul></div> <div data-bbox="1464 938 1910 973"><p><b>Components of a Noun Phrase</b></p></div> <div data-bbox="1464 1016 1910 1051"><p><b>A Noun</b></p></div> <div data-bbox="1464 1094 1910 1236"><p>A noun <u>phrase</u> must have a noun on which other modifiers are connected. A noun refers to the name of a person, thing, or place.</p></div> <div data-bbox="1610 1279 1910 1393"><ul style="list-style-type: none"><li>• <i>The <b>doctor</b> took the <b>drugs</b> to the <b>hospital</b>.</i></li></ul></div>	
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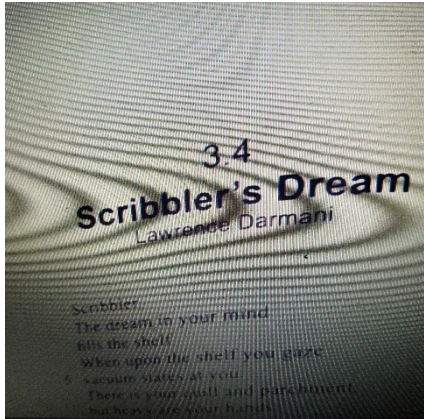
					<p>In this case, the nouns doctor, drugs, and hospital represent the names of a person, thing, and place, respectively.</p> <p><b>An Article (modifier)</b></p> <p>An <u>article</u> must be part of a noun phrase since it is usually connected to a noun. In modern English, articles include a, an, and the.</p> <ul style="list-style-type: none"> <li>• <i><b><u>The office</u></b> is always clean.</i></li> </ul> <p>In this noun phrase, there is an article “the,” which is joined to the noun “office.” The subject in this <u>sentence</u> is the office.</p> <p><b>An Adjective (modifier)</b></p> <p>An <u>adjective</u> refers to a word that describes a noun or pronoun.</p> <ul style="list-style-type: none"> <li>• <i><u>The handsome man</u> married today.</i></li> </ul> <p>In this case, the adjective is “handsome,” and it describes the “man” Both words form a noun phrase, and they are also the subject in the sentence.</p>	
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					<p><b>Prepositional Phrase (modifier)</b></p> <p>It refers to words that begin with a <u>preposition</u> but has an object at the end.</p> <ul style="list-style-type: none"> <li>• <i><u>The clothes</u> <b>in the dressing room</b> are gorgeous.</i></li> </ul> <p>The <u>prepositional phrase</u> in the sentence is " in the dressing room" It gives details about the location of the clothes and also modifies "clothes."</p> <p><b>Determiner</b></p> <p>A <u>determiner</u> clarifies/describes a noun. Examples include; those, these, that, this.</p> <ul style="list-style-type: none"> <li>• <i><b>These</b> girls are beautiful.</i></li> </ul> <p>The determiner "these" describes the noun and forms the noun phrase "these girls."</p> <p><b>Functions of Noun Phrases</b></p> <p>Noun phrases can be; a subject, direct object, indirect objects, complement, and object of a preposition.</p>	
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					<p><b>As a Subject</b></p> <p>A subject is a component of a clause or sentence that describes what the sentence/clause is about.</p> <ul style="list-style-type: none"><li>• <b><i>Very many broken cars remain in the garage.</i></b></li></ul> <p>The subject in this sentence is “very many broken cars” since the sentence wishes to describe the cars. It is also a noun phrase in the sentence.</p> <p><b>As a Direct Object</b></p> <p>A direct object refers to a noun phrase, noun, or pronoun that is a recipient of a direct action of a verb.</p> <ul style="list-style-type: none"><li>• <b><i>They bought books for <u>the whole class</u>.</i></b></li></ul> <p>The direct object is “book,” and it directly receives the action of the <u>verb</u> “bought” The phrase “for the whole class” also becomes part of the noun phrase.</p> <p><b>As an Indirect Object</b></p>	
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					<p>An indirect object identifies the person to whom or for whom a verb action is done.</p> <ul style="list-style-type: none"> <li>• <i>Mary cooked her <b>weak, sickly grandmother</b> some food.</i></li> </ul> <p>The indirect object is the noun phrase, in this case, is “weak, sickly grandmother,” and it receives the food. The food is the direct object since it gets the verb action “cooked.”</p> <p><b>As a Compliment</b></p> <p>A compliment gives details about a noun. A compliment follows verbs like; am, will, is, were, was, are.</p> <ul style="list-style-type: none"> <li>• <i>The best African clothes to wear are <b>colorful and gorgeous, Ankara.</b></i></li> </ul> <p>The noun phrase “colorful and gorgeous Ankara” is the compliment that gives more details about “the best African clothes to wear” It also complements the noun phrase” African clothes.”</p> <p><b>As an Object of the Preposition</b></p>	
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					<p>A prepositional object refers to a pronoun, noun, or noun phrase that precedes a preposition in a sentence.</p> <ul style="list-style-type: none"> <li>• <i>John drives to <b>a dirty home</b> daily.</i></li> </ul> <p>The noun phrase in the sentence is “a dirty home” The preposition is “to.”</p> <p>Noun phrases generally serve similar purposes as a noun. It comprises of a noun/ pronoun and other modifiers. It is impossible to have a noun phrase that doesn’t have a noun/ pronoun. Noun phrases can act as a subject, a direct object, an indirect object, a compliment, and a prepositional object. Noun phrases help one write descriptive information in a sentence without being <u>wordy</u>, and they also make sentences enjoyable</p>	
<b>TUESDAY</b>  <b>02-05-2023</b>	<b>Aspect:</b>  Reading  <b>Topic;</b> Reading Comprehension (Cockcrow, short story- Home	<b>Objective</b> By the end of the lesson the Pupil will be able to;  answer more complex comprehension questions on texts/passages	<b>Introduction</b> Select a model reader to read aloud a short story from the Cockcrow.  <b>Activities;</b> <ol style="list-style-type: none"> <li>1. Pupils to read in turns the short story.</li> </ol>		<b>Home Sweet Home</b> . Ken Saro Wiwa , Cockcrow short story.	<ol style="list-style-type: none"> <li>1. Oral skills</li> <li>2. Reading skills</li> <li>3. Vocabulary skills.</li> </ol>

	<p>Sweet home by <b>Ken Saro-Wiwa)</b></p> <p><b>Sub-Topic;</b></p>	<p><b>RPK</b> Pupils can read silently short passages.</p>	<ol style="list-style-type: none"> <li>Discuss key points in the passage with the Pupils.</li> <li>Pupils brainstorm to answer complex comprehension questions after reading the passage.</li> </ol> <p><b>Closure</b> Assist pupils to answer deductive questions from the reading passage</p>			
<p><b>WEDNESDAY</b></p> <p><b>03-05-2023</b></p>	<p><b>Aspect:</b>  Literature</p> <p><b>Topic;</b>  Poetry.</p> <p><b>Sub-Topic;</b>  Reciting a Poem</p>	<p><b>Objective;</b> By the end of the lesson the Pupil will be able to;</p> <ol style="list-style-type: none"> <li>Recite poem</li> <li>answer questions about the Poem.</li> </ol> <p><b>RPK</b> Learners can explain the meanings of keywords used in the Poem.</p>	<p><b>Introduction</b> Pupils brainstorm to explain keywords used in the poem.</p> <p><b>Activities;</b></p> <ol style="list-style-type: none"> <li>Individual Pupils brainstorm to recite Poem.</li> <li>Select a poem from the Cockcrow or any novel and assist Pupils to recite.</li> <li>Pupils brainstorm to answer questions based on the Poem recited.</li> </ol>		<p><b>Title of Poem;</b> Scribbler's Dream <b>Source;</b> Cockcrow <b>Writer;</b> Lawrence Darmani</p> 	<ul style="list-style-type: none"> <li>Oral skills</li> <li>Listening skills</li> <li>Vocabulary skills</li> <li>Reading skills</li> </ul>



			<b>Closure</b> Through questions and answers, conclude the lesson.			
<b>FRIDAY</b>  <b>05-05-2023</b>	<b>Aspect:</b>  Listening and Speaking  <b>Topic;</b>  Intonation  <b>Sub-Topic;</b> Tunes in Speaking.	<b>Objective;</b> By the end of the lesson, the Pupil will be able to;  i. Identify the tunes in speaking  ii. use the two basic tunes in speaking.  <b>RPK</b> Pupils can already identify sounds.	<b>Introduction</b> Review Learners knowledge on the previous lesson.  <b>Activities;</b> 1. Assist Pupils to identify tunes in speaking. 2. Through peer-to-Peer conversations, Pupils use the two basic tunes in their conversations. 3. Discuss the rules of intonation with the Pupils.  <b>Closure;</b> Through questions and answers, conclude the lesson.		Tunes in Speaking i. falling intonation ii. rising intonation.  <b>Examples of Rising Intonation: #1</b> Questions  We tend to use this rising intonation pattern when we're asking <b>questions</b> . So, the pitch of our voice tends to go up. So, for instance: <ul style="list-style-type: none"> <li>'When does the meeting start?' - '...start?' rises up, it comes up in the voice</li> <li>'Would you like a cup of tea?' - '...tea?' rises up</li> </ul> The question is a sort of way of sending out an invitation for some kind of	<ul style="list-style-type: none"> <li>Oral skills</li> <li>Listening Skills</li> <li>Vocabulary skills</li> </ul>

					<p>response from whoever you're speaking to.</p> <p>We do sometimes use a falling intonation, which I'll talk more about in a moment, for some sorts of questions, but typically speaking we tend to use this rising intonation for questions.</p> <p><b>Examples of Rising Intonation: #2 Lists</b></p> <p>Another instance in which we would use this upward or rising inflection would be on <b>lists</b>. So if I'm saying:</p> <ul style="list-style-type: none"><li>• 'I'd like some eggs, some milk, some cheese and some bread.'</li></ul> <p>Each item is spoken with a rising intonation, and we would use a falling</p>	
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					<p>intonation on ‘bread’ to say that we’ve finished the list.</p> <p>On lists and most questions we would use this rising intonation pattern.</p> <p><b>Examples of Falling Intonation: #1</b> <b>Statements and Exclamations</b></p> <p>A falling intonation or downward intonation pattern, would simply mean that the pitch of the voice drops down. Listen to the video. So I would say, for instance, if I’m making a <b>statement</b> or <b>exclamation</b>:</p> <ul style="list-style-type: none"><li>• ‘that’s wonderful’</li></ul> <p>...that’s one instance in which I would use a falling intonation.</p>	
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					<p><b>Examples of Falling Intonation:</b></p> <p><b>#2 Commands</b></p> <p>Commands is another situation, so I would say:</p> <ul style="list-style-type: none"><li>• ‘put that down!’</li><li>• ‘go over there’</li><li>• ‘stand against the wall’</li><li>• ‘put that over there’</li></ul> <p>...all of which would have falling intonation.</p> <p>Statements, commands and exclamations, those are the three instances in which we use this falling intonation.</p>	
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					<p><b>Examples of Falling Intonation: #3 Ends of Sentences</b></p> <p>And we also tend to use this downward inflection (as I said with lists) at the <b>end of our sentences</b>, at the end of our content.</p> <p>When we’re indicating that we’ve finished what it is that we want to say, again we tend to use this falling intonation.</p>	
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*Name of Teacher:*

*School:*

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