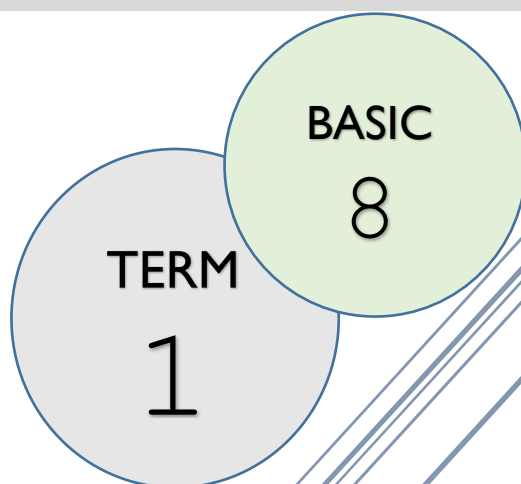


# LESSON PLANS FOR JUNIOR HIGH SCHOOLS

## ENGLISH LANGUAGE



- Weekly forecast
- Detailed lesson plans



ONE VISION EXAMINATIONS CENTER (OVEC)

[onevisionexams@gmail.com](mailto:onevisionexams@gmail.com)

0241487330 / 0248482827

Kumasi

# FIRST TERM ENGLISH LANGUAGE LESSON NOTES – BASIC 8

## SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Oral language	Conversation	B8.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
2	Oral language	Conversation	B8.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
3	Reading	Comprehension	B8.2.1.1.1	
4	Reading	Comprehension	B8.2.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
5	Grammar	Grammar Usage	B8.3.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card
6	Grammar	Grammar Usage	B8.3.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card
7	Writing	Use of cohesive devices	B8.4.1.2.1	Word cards, sentence cards, letter cards, handwriting on a manila card
8	Writing	Production and distribution of writing	B8.4.1.2.1	Word cards, sentence cards, letter cards, handwriting on a manila card
9	Literature	Narrative, Drama and Poetry	B8.5.1.1.5	Word cards, sentence cards, letter cards, handwriting on a manila card



<b>10</b>	Literature	Narrative, Drama and Poetry	B8.5.1.1.5	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>11</b>	Literature	The Beacon of Light	B8.5.1.1.5	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>12</b>	Literature	The Beacon of Light	B8.5.1.1.5	Word cards, sentence cards, letter cards, handwriting on a manila card



## WEEK 1

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B8.1.1.1: Demonstrate use of appropriate language orally in specific situations		<b>Indicator:</b> B8.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use appropriate register in everyday communication		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 38			
<b>Keywords:</b>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Sing a song containing lyrics both formal and informal</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary</p> <p>Introduce the topic and share performance indicators with learners.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standards for work, school and public offices and business settings.</p> <p>Use appropriate language to participate in formal interactions. (No slang/jargon).</p> <p>Identify informal conversations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, different situations in the classroom etc.</p> <p>Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc.</p> <p>NB: Examples of informal language include; slang words, jargon, contracted forms and non-verbal communication.</p> <p><u>Assessment</u> Learners in groups role play scenarios using formal language on themes of their choice. Give feedback to guide them.</p>		
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>		



<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	<b>Indicator:</b> B8.1.1.1.2 Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can ask relevant questions to find out the opinion of others about a given topic		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 38			
<b>Keywords:</b> story, informal, communication			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Demonstrate the activity using a familiar topic. Learners ask and answer questions for clarification about what other learners say on a given topic.  Revise the activity on a popular talk show on TV. Learners give examples of some vocabulary used to ask questions.  Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions.  Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions.  Have the group respond to the questions to give further clarifications  Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.  Encourage learners to ask and answer questions for clarification about key details.  Ensure appropriate vocabulary use by dropping hints and showing word cards	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



## WEEK 2

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B8.1.1.1: Demonstrate use of appropriate language orally in specific situations		<b>Indicator:</b> B8.1.1.1.3. Use appropriate language orally to describe familiar places and events	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use appropriate language orally to describe familiar places and events		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 39			
<b>Keywords:</b> story, informal, communication			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to identify and use descriptive language. E.g. adjectives and words that appeal to the senses (foggy, creepy, tingling, piercing, tantalizing, stale, bumpy, staggering), figurative language (simile, metaphor, etc.) and adverbs.</p> <p>Drill learners for correct pronunciation and meaning of the key words. Teach the meaning of the words in context.</p> <p>Demonstrate the activity by describing a classroom object. • Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on).</p> <p>Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc.</p> <p>Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy).</p> <p>Provide a map of Ghana and assist learners to identify important places and talk about them. Have learners locate these places on the map</p> <p><u>Assessment</u> Ask learners to describe familiar places and events they have been to. E.g. a tourist site, a durbar of a festival.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	



<b>PHASE 3:</b> <b>REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	
--------------------------------------	---	--



<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	<b>Indicator:</b> B8.1.1.1.4. Listen to and give accurate directions of complex routes to different locations	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can listen to and give accurate directions of complex routes to different locations		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 39			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Have learners listen to and identify vocabulary and expressions used in giving accurate directions to complex locations e.g. street names, complex prepositions (in between, etc.), quite a distance, a day's journey, etc.  Learners use relatively permanent landmarks as guides to specific locations e.g. high-rises, supermarkets avenues churches, mosques, schools, hospital, etc.  Guide learners to use these in giving directions to complex locations e.g. from the airport to the Jubilee House	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	<b>Indicator:</b> B8.1.1.1.3. Use appropriate language orally to describe familiar places and events	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can use appropriate language orally to describe familiar places and events		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 39			
<b>Keywords:</b> story, informal, communication			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to identify and use descriptive language. E.g. adjectives and words that appeal to the senses (foggy, creepy, tingling, piercing, tantalizing, stale, bumpy, staggering), figurative language (simile, metaphor, etc.) and adverbs.  Drill learners for correct pronunciation and meaning of the key words. Teach the meaning of the words in context.  Demonstrate the activity by describing a classroom object. Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on).  Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc.  Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy).  Provide a map of Ghana and assist learners to identify important places and talk about them. Have learners locate these places on the map  <u>Assessment</u> Ask learners to describe familiar places and events they have been to. E.g. a tourist site, a durbar of a festival.	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



## WEEK 3

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension	
<b>Content Standard:</b> B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.		<b>Indicator:</b> B8.2.1.1.1. Use monitoring and mental visualization to engage and understand non-fictional texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use monitoring and mental visualization to engage and understand non-fictional texts		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 8			
<b>Keywords:</b>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Invite learners to share some past experiences they will never forget with the whole class.		
	Introduce the topic and share performance indicators with learners		
<b>PHASE 2: NEW LEARNING</b>	Learners are engaged in narrative texts to create mental pictures to aid understanding.	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Have learners to read fluently to build confidence.		
	Learners are engaged in meaningful interaction with text and peers.		
	Monitor for understanding and self-correct where necessary.		
	Let learners make connections with what is read to own experiences.		
	<u>Assessment</u> Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts		
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.		
	Take feedback from learners and summarize the lesson.		



<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension	
<b>Content Standard:</b> B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	<b>Indicator:</b> B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can use prediction to assess and improve engagement and understanding of non-fiction texts		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 8			
<b>Keywords:</b> interaction, necessary, connections			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Make connections with your prior knowledge and experiences.  Think critically ahead and ask own questions.  Re-read/ skim portions of the text to better understand or to recall facts about events.  Restate the gist/main idea and key details. Monitor your understanding of the text.  Explain and support personal response to text.  Develop own experience using textual evidence. Generate thought-provoking questions	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



## WEEK 4

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension	
<b>Content Standard:</b> B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	<b>Indicator:</b> B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 45			
<b>Keywords:</b> interaction, necessary, connections			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
PHASE 2: <b>NEW LEARNING</b>	Have a specified purpose for your reading  Read the text closely for interpretation. Think actively as you read and monitor for comprehension.  Make connections between texts and your prior experience to build confidence.  Think about the sequence of events in the text.  Identify and restate the key words in the questions and relate to the text. Generate relevant answers to different types of questions. <ul style="list-style-type: none"> <li>• Right there questions</li> <li>• Think and search questions</li> <li>• Author and you questions</li> <li>• On your own questions</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: <b>REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	<b>Indicator:</b> B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use prediction to assess and improve engagement and understanding of non-fiction texts		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 8		
<b>Keywords:</b> interaction, necessary, connections		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Through relevant questions, have learners make personal connections with a text read. E.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather.  Have learners relate two or more ideas within the text or from different texts.  Make connections with your prior knowledge and experiences.  Think critically ahead and ask own questions.  Re-read/ skim portions of the text to better understand or to recall facts about events.  Restate the gist/main idea and key details. Monitor your understanding of the text.  Explain and support personal response to text.  Develop own experience using textual evidence. Generate thought-provoking questions	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	



## WEEK 5

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Plural Forms Of Nouns	
<b>Content Standard:</b> B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	<b>Indicator:</b> B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use plural forms of compound nouns correctly and appropriately in sentences.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 50			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as:</p> <p>What did you eat this morning? Where do you come from? What is the name of your pet?</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce the topic through a short story.</p> <p>Learners read the story aloud in pairs/groups, taking turns, a sentence each.</p> <p>Let learners identify and underline the nouns in the story.</p> <p>Guide learners to Identify noun types (common, proper, countable and uncountable, concrete) from passages.</p> <p>Let learners construct sentences using noun types.</p> <p>Engage learners Categorize plural noun forms (emphasis on irregular nouns) in passages E.g. mouse – mice, child – children, sheep – sheep, half – halves.</p> <p>Use plural noun forms in paragraphs.</p> <p>Identify and use plural forms of compound nouns correctly in a variety of communication.</p> <p><u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
<b>PHASE 3: REFLECTION</b>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>		



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar Usage	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Grammar	
<b>Content Standard:</b> B8.3.1.1: Apply the knowledge of word classes and their functions in Communication		<b>Indicator:</b> B8.3.1.1.2 Demonstrate use of relative pronouns correctly in speaking and writing	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use relative pronouns correctly in speaking and writing.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 50			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as:  What did you eat this morning? Where do you come from? What is the name of your pet?		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to construct sentences with relative pronouns that relate to human beings (who/whose/that). E.g. The boy (who/that) won the competition is Kwame. The girl whose picture you sent me is now our prefect.  Guide learners to construct sentences with relative pronouns that relate to non- human entities (which/that). The car (which/that) is sprayed dark brown is for Bashiru.  Learners use relative pronouns to join two independent clauses together. E.g. I like friends. They are helpful. I like friends that are helpful	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.  Teacher leads a discussion to provide responses to learners' questions.		



## WEEK 6

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar Usage	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Grammar	
<b>Content Standard:</b> B8.3.1.1: Apply the knowledge of word classes and their functions in Communication		<b>Indicator:</b> B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate command of the use of adjectives in discourse		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 50			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Use adjectives to provide vivid descriptions of participants: o opposing sides in a football match E.g. The team captain arrived wearing bushy hair.  o settings (urban, rural, environment) E.g.: The hotel is situated in a serene environment.  o materials (textile/cloth) o objects etc.	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.  Teacher leads a discussion to provide responses to learners' questions.		



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar Usage	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Grammar	
<b>Content Standard:</b> B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	<b>Indicator:</b> B8.3.1.1.5. Demonstrate command of the knowledge of adverbs.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate command of the knowledge of adverbs		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 50			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as:  What did you eat this morning? Where do you come from? What is the name of your pet?		
<b>PHASE 2: NEW LEARNING</b>	Use adverbs to modify adjectives e.g. That was a very funny comedian.  Use adverbs to pre-modify another adverb. E.g.: I saw many very fast-moving vehicles on the road.  Use adverbs to pre-modify prepositions or prepositional phrases. E.g.: The bullet went right through the shooter. o Use adverbs to pre-modify: - Indefinite pronouns, e.g. Nearly everybody bought the same vehicle. - Pre-determiners, e.g. I paid more than three thousand Ghana Cedis for the laptop. - Cardinal numerals, e.g. We will stay for about three weeks.	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.  Teacher leads a discussion to provide responses to learners' questions.		



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar Usage	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Grammar	
<b>Content Standard:</b> B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	<b>Indicator:</b> B8.3.1.1.7. Demonstrate command of the use of reported speech.	<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can demonstrate command of the use of reported speech.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 50			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Call two learners to the front of the class. Ask one of them to whisper something into the ears of the other.</p> <p>Ask them to tell the class what they said.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce the direct speech with several examples of sentences. E.g. "We saw an eagle," said Aba. "Esi is tired," said Mum. "Joe has become rich," said Atongo.</p> <p>Lead learners, with examples, to change direct speech into reported speech by:</p> <p>i. Introducing a reporting clause E.g. a. Aba said that ..... b. Mum said that..... c. Atongo said that.....</p> <p>ii. Introducing "that" and completing the sentences. E.g. a. Aba said that they had seen an eagle.</p> <p>iii. Removing the quotation marks. E.g. b. Mum said that Esi was tired.</p> <p>Put learners in pairs. Let one produce direct speech and let the other change it into reported speech. Let them change over after some time</p> <p><u>Assessment</u> Learners in groups compose news reports.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>		



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar Usage
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Grammar
<b>Content Standard:</b> B8.3.1.1: Show understanding and use of question tags in communication	<b>Indicator:</b> B8.3.1.1.8. Demonstrate command of question tags	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate command of question tags.		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 53		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Engage learners in a discussion about questions and statements in English. Ask them to give examples of questions and statements they use in their daily conversations.  Write the following sentence on the board: "You're coming to the party, aren't you?"  Explain that a question tag is a short phrase added to the end of a statement to turn it into a question or to seek confirmation or agreement.  Break down the sentence into two parts: the statement and the question tag. Explain that the statement expresses an assumption or belief, while the question tag seeks confirmation or agreement.  Highlight that in question tags, the subject and auxiliary verb in the statement are usually inverted or reversed in the question tag.  Give examples of positive and negative question tags using different auxiliary verbs and tenses. For example: <ul style="list-style-type: none"> <li>• Positive statement: "She is a doctor."</li> <li>• Positive question tag: "She is a doctor, isn't she?"</li> <li>• Negative statement: "You don't like coffee."</li> <li>• Negative question tag: "You don't like coffee, do you?"</li> <li>• Positive statement: "They have finished their homework."</li> <li>• Positive question tag: "They have finished their homework, haven't they?"</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card



	<p>Explain that when the statement is negative, the question tag is usually positive, and vice versa. Reinforce the use of the auxiliary verb in the question tag.</p> <p>Encourage learners to practice forming question tags using different statements and question tags. Provide prompts or allow them to create their own examples.</p> <p>Ask for volunteers to share their examples and provide feedback on the correctness and appropriateness of the question tags.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. He's coming to the party, isn't he?</li> <li>2. You don't like chocolate, do you?</li> <li>3. She hasn't finished her homework yet, has she?</li> <li>4. They won't be late, will they?</li> <li>5. We should go for a walk, shouldn't we?</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	



## WEEK 7

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b>		<b>Strand:</b> Writing	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Use of cohesive devices	
<b>Content Standard:</b> B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing		<b>Indicator:</b> B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices	
<b>Performance Indicator:</b> Learners can use cohesive devices appropriate in writing.		<b>Lesson:</b> 1 of 1	
<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,			
<b>Reference:</b> English Language Pg. 56			
<b>Keywords:</b> appropriate, advertisement			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Ask learners to mimic a popular TV or radio advert they know.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Use logical connectors to create a cohesive paragraph.  Use repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning).  Use defining and non-defining relative clauses to expand sentences.  Use noun phrases, adjectival phrases and adverbial phrases to expand sentences. Communication	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



## WEEK 8

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Use of cohesive devices
<b>Content Standard:</b> B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	<b>Indicator:</b> B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use different techniques to capture the reader's attention in paragraphs		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 57		
<b>Keywords:</b> appropriate, advertisement		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
PHASE 1: <b>STARTER</b>	Ask learners to mimic a popular TV or radio advert they know.  Share performance indicators and introduce the lesson.	
PHASE 2: <b>NEW LEARNING</b>	Guide learners to write paragraphs using different techniques to capture the reader's attention in introductory paragraphs, e.g. using anecdotes, facts etc.  Have learners rite introductory paragraphs showing how the sentences are organized in a logical sequence to create a coherence appropriate for the text type.  Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> <li>• Contrast: however, nevertheless, although, though, on the other hand, etc.</li> <li>• Cause/effect: because, therefore, as a result, consequently, etc.</li> <li>• Conditions: if, provided that, unless, etc.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: <b>REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	



## WEEK 9

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Characters In Texts	
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B8.5.1.1.1. Analyze the types of characters in texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can analyze the types of characters in texts		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.		
	Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to examine the different types of characters (round/dynamic and flat/static) in texts.	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Guide learners to compare different types of characters in two texts.		
	Create texts to illustrate different types of characters.		
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.		
	Take feedback from learners and summarize the lesson.		



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Types Of Poems	
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B8.5.1.1.2. Examine the features of different types of poems	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can examine the features of different types of poems		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 67			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to identify and recognize the types of poems (sonnet, acrostic, haiku etc.).  Have learners compose different types of poems (sonnet, acrostic, haiku etc.).  In groups, let learners perform different types of poems	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



## WEEK 10

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Drama	
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can examine the features of different types of poems		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners for the meaning of monologues and dialogues in texts <ul style="list-style-type: none"> <li>• Monologue is a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme.</li> <li>• Dialogue is a written or spoken conversational exchange between two or more people.</li> </ul> <p>Guide learners to identify monologues and dialogues in texts.</p> <p>Guide learners to create dialogue and monologue using appropriate punctuation</p> <p><u>Assessment</u> Learners in pairs Create dialogue and monologue using appropriate punctuation</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



## WEEK 11

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Prose	
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B8.5.1.1.3. read prose fluently and with understanding	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read prose fluently and with understanding		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Have learners take turns to read aloud parts of the prose. Example: Forest Gold  Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.  Ensure learners use correct stress and intonation in reading.  Let learners read again, parts of the prose which were not well read.  In groups, learners read a story silently and answer questions posed by teacher	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



**FIRST TERM**  
**WEEKLY LESSON NOTES – B8**  
**WEEK 12**

