NAME OF TEACHER: ISAAC DUKER PROF. DUKER - 0242830522 SUBJECT: ENGLISH LANGUAGE TERM: 2 CLASS: JHS 2

REFERENCE: ENGLISH SYLLABUS FOR JHS, THE READERS

DAY/	TOPIC/SUB-	OBJECTIVES/RPK		TEACHER	CORE POINTS	EVALUATTION AND
DURATION	TOPIC/ASPECT	ODJECTIVES/RIK	TEACHER ELARIVER ACTIVITIES	LEARNING	CORLIGIVIS	REMARKS
DOMINION	TOTIC/TISTECT			MAT.		
	ASPECT	OBJECTIVES	INTRODUCTION	PUPILS	SKILLS	Exercise
	READING	0202011 (20	- Guide pupils to discuss the source of	READER		Answer question 1 and
		By the end of the	kerosene.		Speaking	2 from reader.
		lesson the pupil	nerosene.		Listening	2 110111 1044011
		will be able to;	- Review pupils RPK through		Writing	
		, and the desire to,	questions and answers.		Reading	
		3.1.1	questions and answers		110uumg	
		read fluently	- Drill pupils on new words			
	TOPIC		2 m pupils on no w words			
	Looking for Oil					
		2.1.1	PRESENTATION		PUPILS	
		read given text for	- Do model reading		READER	
		specific	6		LOOKING FOR	
		information.	- Discuss passage as its being read.		OIL	
					PG 138	REMARKS
			- let pupils read silently and infer			
			information from text			
			CONCLUSION			
			- Assign pupils to exercise.			
		RPK				
		Pupils have been	- Mark and discuss corrections.			
		using kerosine				

5TH v	WEEK ENDING:	6TH _ 1	OTH 1	TINE 2022
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NAME OF TEACHER: ISAAC DUKER PROF. DUKER - 0242830522

SUBJE	ECT: ENGLISH LA	NGUAGE	CLASS: JHS 2 TERM: 2	2	PROF. DUKER - 0242830522	MC DORER
		SYLLABUS FOR JHS		T		1
DAY/	TOPIC/SUB-	OBJECTIVES/RPK		TEACHER	CORE POINTS	EVALUATT
DURATION	TOPIC/ASPECT		ACTIVITIES	LEARNING MAT.		ION AND REMARKS
	ASPECT	OBJECTIVES	INTRODUCTION	1417.11.	Reflexive pronouns are used to	Exercise
	GRAMMAR	0202011120		Chalkboard	show	Construct
		By the end of the	Revise pronouns. Students	illustration	that an action performed by the	two
		lesson the pupil	identify		subject (doer) in a sentence refers	sentences
		will be able to;	pronouns in given sentences.		back to the subject.	using
					OR	personal
			PRESENTATION		These are pronouns that show that	pronouns.
		2.9.2 use			the person who is doing the action is	
	TOPIC	possessive and	Assist students in pairs/groups		the same person who is affected by	
	REFLEXIVE	reflexive	write		it.	
	PRONOUN	pronouns	sentences using the two kinds of		P 1	
		appropriately in	pronouns.		Examples	
		speech and in writing.	Guide students read out sentences		i. The girl hurts herself.	
		wrung.	for		ii . The students praised themselves. iii. He solved it himself.	
			discussion.		iii. He solved it iiiiiseii.	
			discussion.		The reflexive pronouns are:	
		RPK	CONCLUSION		The regiexive pronouns are.	
		Pupils know	- Assign pupils to exercise.		Examples Singular Plural	
		personal pronouns			1 st Person Myself Ourselves	
			- Mark and discuss corrections.		2 nd Person Yourself Yourselves	
					3 rd Person Herself Themselves	REMARKS
					3 rd Person Himself Themselves	
					3 rd Person Itself Themselves	
					SKILLS	
					Speaking Listening	
					Writing Reading	

SUBJECT: ENGLISH LANGUAGE

22 NAME OF TEACHER: ISAAC DUKER CLASS: JHS 2 TERM: 2 PROF. DUKER - 0242830522

REFERENCE: ENGLISH SYLLABUS FOR JHS, Cockcrow

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATTION AND REMARKS
	ASPECT LITERATURE	OBJECTIVES	INTRODUCTION	The COCKCROW	SKILLS	Exercise
	BIT BIT OF CO	By the end of the lesson the pupil will be able to;	-Discuss the title of the story Drill pupils on new words	Comence	Speaking Listening Writing Reading	 Identify two characters in the story? State the theme of the poem.
	TOPIC A DAYS WAIT	5.3.1 state what the play is about. 5.3.2 read play fluently 5.3.3 identify characters and their roles in plays RPK Pupils have been sick before	READING STAGE - Guide pupils to read story with fluency - Assist pupils to differentiate the types of stories. - Guide pupils to identify the significance of the stories. CONCLUSION - Assign pupils to exercise		The COCKCROW A DAYS WAIT	REMARKS

 5^{TH} WEEK ENDING: 6^{TH} – 10^{TH} JUNE,2022 NAME OF TEACHER: ISAAC DUKER

SUBJECT: ENGLISH LANGUAGE CLASS: JHS 2 TERM: 2 PROF. DUKER - 0242830522

REFERENCE: ENGLISH SYLLABUS FOR JHS, Composition (Writing)

DAY/	TOPIC/SUB-	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER	CORE POINTS	EVALUATTION
DURATION	TOPIC/ASPECT			LEARNING		AND REMARKS
	ASPECT Composition TOPIC Writing Dialogue	OBJECTIVES By the end of the lesson the pupil will be able to; 1. Identify the features of a dialogue. 2. write dialogues involving two or three characters with three or four exchanges RPK Pupils can engage in dialogue	INTRODUCTION Ask pupils to engage in a dialogue in pairs. READING STAGE - Play a dialogue for pupils to listen and discuss the features. - Put pupils in groups and ask them to hold dialogues in given situations. - Introduce the point that direct statements in a dialogue are enclosed in inverted commas CONCLUSION Engage pupils to summarize salient points. APPLICATION: Pupils can engage in meaningful dialogues	MAT. Sample Dialogue music box	A dialogue allows the audience or readers to hear what the characters have to say about themselves and others. Features Of A Dialogue a. In a dialogue the speakers' exact words are closed in quotation marks. Eg: "I am going to school" b. The speakers are identified by words of saying Eg: "Said Patrick," c. When writing a dialogue, a new paragraph is started whenever the speaker changes. d. Direct speech and contracted forms of words are used in a dialogues.	Exercise 1. Write a brief dialogue between a customer and a shopkeeper. REMARKS

5TH WEEK ENDING: 6TH - 10TH JUNE,2022 SUBJECT: ENGLISH LANGUAGE C NAME OF TEACHER: ISAAC DUKER
TERM: 2 PROF. DUKER - 0242830522

REFERENCE: ENGLISH SYLLABUS FOR JHS, THE READERS

DAY/ DURATION	TOPIC/SUB- TOPIC/ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATTION AND REMARKS
	ASPECT READING	OBJECTIVES By the end of the lesson the pupil will be able to; 3.1.1 read and	INTRODUCTION - guide pupils to discuss the title of the story - Drill pupils on new words PRESENTATION - Do model reading	Pupils Reader	SKILLS Speaking Listening Writing Reading	Exercise Answer question 1 and 2 from pupils reader
	TOPIC ADOLESCENCE	recall simple facts and ideas. 3.1.2 answer inferential and derivative questions. RPK Pupils are in their adolescent stage	 discuss as passage is being read Guide pupils to recall facts let pupils read silently CONCLUSION Assign pupils to exercise. Mark and discuss corrections. 		Pupils Reader ADOLESCENCE Pg 176	REMARKS

CLASS: JHS 3

NAME OF TEACHER: ISAAC DUKER PROF. DUKER - 0242830522

SUBJECT: ENGLISH LANGUAGE CLASS: JHS 3 TERM: 2 PROF. DUKER - 0242830522 REFERENCE: ENGLISH SYLLABUS FOR JHS, THE GRAMMAR

DAY/	TOPIC/SUB-	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER	CORE POINTS	EVALUATTIO
DURATION	TOPIC/ASPECT	· · · · · · · · · · · · · · · · · · ·		LEARNING		N AND
				MAT.		REMARKS
	ASPECT	OBJECTIVES	INTRODUCTION	Chalk	Complex sentences are	Exercise
			- Guide students to provide pairs of	board	formed by joining two or	Construct two
	GRAMMAR	By the end of the	simple sentences.	illustration	more simple sentences with a	complex
		lesson the pupil			subordinating conjunction.	sentences.
		will be able to;	- Introduce pupils to subordinating		OR	
			Conjunctions and assist pupils to find		A complex sentence	
		2.6.1	more.		contains on main clause and	
		identify complex			one or more subordinate or	
		sentences			dependent clauses.	
	TOPIC		PRESENTATION		It is a combination of more	
		2.6.2	- Assist pupils to join their simple		than two simple sentence	
	COMPLEX	Construct complex	sentences using the conjunctions.		with the use of 'and', 'but'	
	SENTENCES	sentences.			or commas.	
			- Assist pupils to identify main clause			
		2.6.3	and dependent clause.		Example	
		use complex			Because, so, after, before,	
		sentences in			while, if, since, unless, until.	REMARKS
		Oral/written				
		expressions.	CONCLUSION		Simple sentence:	
			- Assign pupils to exercise.		E.g. Kofi arrived late.	
					He missed the bus.	
			- Mark and discuss corrections.			
					Complex sentence:	
		RPK			Kofi arrived late because he	
		Pupils can			had missed the bus.	
		construct simple				
		sentences.			He left the room.	
					The teacher arrived.	
					He left the room before the	
					teacher arrived.	

SUBJECT: ENGLISH LANGUAGE CLASS: JHS 3

TERM: 2

NAME OF TEACHER: ISAAC DUKER PROF. DUKER - 0242830522

REFERENCE: ENGLISH SYLLABUS FOR JHS, COCKCROW

		SYLLABUS FOR JHS	<u> </u>			
DAY/	TOPIC/SUB-	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER	CORE POINTS	EVALUATTION
DURATION	TOPIC/ASPECT			LEARNING		AND
				MAT.		REMARKS
	ASPECT	OBJECTIVES	INTRODUCTION		SKILLS	Exercise
			-Assist pupils to discuss the title	The Cockcrow		1. According to
	Literature	By the end of the			Speaking	the story what is
		lesson the pupil	- Let pupils discuss and guess the		Listening	maami's name?
		will be able to;	content of the story		Writing	
		,	,		Reading	2. What device
			READING STAGE			is being uused
		5.3.1	- guide pupils to identify characters in			in the in the
	TOPIC	state what the	the story		The Cockcrow	underlined
		story is about.	the story		The Girl Who	group of
	The Girl Who	story is about.	- assist pupils to read with fluency		Can	words" that is
	Can	5.3.2 read story	- assist pupils to read with flucincy		Pg 142	what shuts up
	Can	_	- assist pupils to identify characters in		1 g 142	maami for
		fluently	the story and the roles they story			
		522	the story and the roles they story			good"
		5.3.3				
		identify some	DOGE DE A DINIG GETA GE			
		devices used in	POST READING STAGE			
		the story.	-Assign pupils to exercise			
		RPK				REMARKS
		Pupils have seen a				
		lean child before.				

NAME OF TEACHER: ISAAC DUKER PROF. DUKER - 0242830522

SUBJECT: ENGLISH LANGUAGE CLASS: JHS 3 TERM: 2 PROF. DUKER - 0242830522

REFERENCE: ENGLISH SYLLABUS FOR JHS, Composition

DAY/	TOPIC/SUB-	OBJECTIVES/RPK	TEACHER LEARNER	TEACHER	CORE POINTS	EVALUATTI
DURATION	TOPIC/ASPECT		ACTIVITIES	LEARNING MAT.		ON AND REMARKS
	ASPECT	OBJECTIVES	INTRODUCTION	1417.11.	Features of Minutes:	Exercise
			- Ask learners to describe how	Sample of	i. Clear heading - Minutes must have	
	Composition	By the end of the	PTA meeting is carried out.	PTA	a clear heading. It includes the name of	1. Write
	-	lesson the pupil	_	meeting	the club or association holding the	minutes on
		will be able to;	READING STAGE	minutes	meeting, the venue and the date. This is underlined	class meeting.
			- Teacher reads a minute for with		example: Minutes of meeting of JHS	
		1. Identify features	listen.		Headmasters in Kumasi Metropolis,	
	TOPIC	of learners.			Held in G.N.A Hall, Kumasi, On 2 nd	
			- Ask pupils to point out the		<u>June,2022</u>	
	Writing	2. write minutes of	various features and illustrate		Time of Opening - The time for the	
	Minutes	and club/society	them		commencement of the meeting is also	
		meeting	- In groups, ask pupils to plan and		noted. If a prayer is said by any member before the start of the	
			write a minute.		meeting, it is recorded.	REMARKS
			write a minute.		Agenda - A list of subjects to be	KEWAKKS
			- Ask pupils to present their		considered at a meeting.	
		RPK	minutes to the class.		This includes	
		Pupils can describe			a) The reading of previous minutes. If	
		how a PTA			the meeting is being held for the first	
		meeting is held.	CONCLUSION		time no previous minutes are read.	
			- Summarize salient points		b) Starting the day's meeting	
					i. examination writingii. submission of exams questions for	
			- Assign pupils to exercise		typing	
					iii. date for the start of the exams	
			APPLICATION:		iv. time table / invigilators	
			Pupils can write minutes for a		c) Other matters	
			club/society meeting.		d) Next meeting's date	
					e) Closing	