

Semi-detailed lesson plan in english

[Education](#), [School](#)



I. OBJECTIVES; At the end of the lesson, the students should be able to; a. Define coordinating conjunctions b. Give examples of coordinating conjunctions c. Use coordinating conjunctions in a sentence II. SUBJECT MATTER Topic Coordinating conjunctions Reference Grade 7 learning Package Materials chalkboard III. PROCEDURE A. MOTIVATION I am pretty sure that you have already discussed coordinating conjunctions in your elementary days and this is just a review about coordinating conjunctions. B. PRESENTATION Present the topic about coordinating conjunctions. C. Discussion a.

Ask students what are coordinating conjunctions b. Allow students to give examples of coordinating conjunctions c. Allow students to use the examples of coordinating conjunction in a sentence. D. GENERALIZATION E. APPLICATION Ask students to match the sentence in column A with column B to form meaningful sentences. Use and, or, but, and for in coordinating the sentences. COLUMN A COLUMN B 1. Monkeys can be angry anywhere a. they peel it first. from just a few centimeters tall. b. they use them to communicate. . Monkeys never it a banana as it is. c. some pieces can grow more than a 3. When the monkey yawns it is tired. meter tall. 4. Monkey makes different voices, d. it is angry at something. facial expressions and body movements. IV. EVALUATION Allow students to supply the blanks with and, or and but to complete its thought. “ Animals In Mythology” (an adaptation) page 53 V. ASSIGNMENT; Make a composition with the use of conjunctions. You can make your own titles. DETAILED LESSON PLAN IN ENGLISH 1 I. OBJECTIVES At the end of the lesson, the students should be able to; . Differentiate active voice from passive voice b. Identify the voice of

verbs in the sentence c. Change the sentences from passive to active voice
 d. Appreciate the lessons by showing active participation of students towards the lesson. II. SUBJECT MATTER Topic verb (active voice and passive voice)
 Materials cartolina (strips of cartolina) Reference internet sources III. PROCEDURE
 TEACHER'S ACTIVITY STUDENTS' ACTIVITY A. MOTIVATION Class I want you to listen to a short scenario " John saw a pretty girl. He went to talk to her. His wife arrived.

The wife hit John right on the nose 1. What did the wife do? (active voice is used in answering) (answers may vary) 2. What happened to John? (Passive voice is used in answering) (answers may vary) B. PRESENTATION VOICE is the quality of verb that shows whether the subject is the doer of the action or the receiver of the action. C. DISCUSSION Active voice- is used to indicate that the subject of the sentence is the doer of the action. Passive voice- is created when the subject is the receiver of the action (the teacher gives sets of example about active and passive voice) D. APPLICATION Change the sentence below to the active voice 1. The bridge was built by the engineers. 2. The patient was examined by the doctors. 3. The decision was made by my boss. 4. The shell was collected by James. 5. Ninoy Aquino was admired by many people. IV. EVALUATION Identify the voice of the verb in the sentence. _____1. Raul presented an interesting report _____2. Baseball was played by Joseph. _____3. Martin removed the old paint. _____4. The national congress was approved. _____5. She cooked the breakfast. _____6. She submitted the a