**LESSON PLAN FOR WEEK FOUR ENDING 3RD FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: STRESS

SUB TOPIC: WORDS OF FOUR SYLLABLES STRESSED ON 1,2, AND 3 SYLLABLE

DATE: 2ND FEBRUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 7

AVERAGE AGE: 14

SEX: MIXED

**Learning Objectives**: By the end of the lesson,the students should be able to;

I Define Stress.

Ii. State the rules that govern the placement of stress in words of four syllables.

Iii. Identify the stressed syllable in words of four syllables.

**Rationale/Importance**: To enable the students gain more knowledge of stress, especially words of four syllables.

**Previous Knowledge:** they have been placing stress while pronouncing words before now.

**Instructional Resources:** duster, marker, white board, etc.

**Reference Materials:** Contemporary English Grammar by J. D. Murthy, Internet Sources, Etc.

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher defines stress to be;  Word stress is the emphasis we place in a specific syllable of a word when pronouncing it. In English words that have more than one syllable, we usually don’t pronounce every syllable with the same weight, so each syllable in a word can be stressed or unstressed.  Stressed syllables are louder than the others - i.e. air comes out of our lungs with more power; but they might also be longer, or pronounced with higher or lower in pitch. Syllables that are not pronounced with such emphasis are usually referred to as unstressed syllables, and they are usually not pronounced as clearly as the others.  Some longer words may have more than one ‘strong syllables’, but one of them tends to stand out more than the other. They are referred to as primary and secondary stress, the former being the strongest.  Stress is usually represented in the [phonemic chart](http://www.whatiselt.com/single-post/2018/07/29/What-is-the-Phonemic-Chart" \t "https://www.whatiselt.com/single-post/2018/08/03/_blank) and transcription by the symbol /ˈ/ placed before the stresses syllable. In words that have secondary stress, we include the symbol /ˌ/ before the appropriate syllable (e.g. everybody: /ˈev.riˌbɒd.i/).  Unlike [sentence stress,](http://www.whatiselt.com/single-post/2017/09/08/What-is-sentence-stress" \t "https://www.whatiselt.com/single-post/2018/08/03/_blank) that frequently changes position according to the speakers’ intention, word stress tends to be fairly invariable. As a result, even when we want to emphasise a word over all others in an utterance, we tend to stick to the usual word stress pattern, making the stressed syllable even longer, louder or more high-pitched.  Because of this relative invariability, mistakes in word stress may lead to more problems with intelligibility than other errors related to pronunciation, so it is crucial that students are made aware of how the word is usually pronounced. Luckily, the same regularity makes stress patterns fairly easy to teach, and it helps students recognise words with less effort. | They pay rapt attention to the teacher. | To enable the students know the meaning of the concept. |
| Step 2 | Stress is an important feature of spoken English. Clear, accurate pronunciation of all English words relies on correct articulation and placement of stress.  Additionally, listeners rely on stress as a way to identify words. For instance, if you say “A**ra**bic” instead of the correct “**A**rabic,” listeners might hear “a **ra**bbit.” What is stress? Stress is a quality of vowel sounds. It has three primary characteristics:   1. Length ↔ 2. Volume IMG_256 3. Pitch ↑   Stressed vowel sounds are **longer**, **louder**, and/or **higher** in pitch than vowel sounds without stress. You can use just one of these features, or any combination of these features at the same time. Overall, stressed sounds are “stronger” than unstressed sounds. How do I use stress? Stress and syllables are closely related. Almost all syllables in English contain a vowel sound; therefore, we usually say that *syllables* are stressed or unstressed. Every multi-syllable English word contains at least one stressed syllable. For example:  A****ma****zing Dis****card**** A****ppre****ciated  When you learn new vocabulary words, it’s important to learn stress placement. Listeners depend on stress as a cue to recognize words. | They listen the more to the teacher. | To know the role of stress in pronunciation of English words. |
| Step 3 | The teacher gives explanation on the rules governing stress placement in English as shown below.**RULES OF WORD STRESS: Essential Guide for Improving English Pronunciation** Learning the rules of word stress in English can be both fun and challenging. The English language, unlike any other language, has complicated rules especially when it comes to pronunciation particularly word stress.  For some people, learning the different rules of word stress is not quite a necessity but it is otherwise. Technically, not being able to correctly stress a particular word can result in a very unnatural and reprehensible rhythm of the English language.  For example, when you hear your friend saying****BA****nana or bana****NA**** as opposed to saying banana sounds laughable and very unpleasant, right?  Generally, learning the rules of word stress in English can be a little stressful especially to those who are still new learners of the English language but learning the basic yet completely useful tips can surely hasten your progress in English. **How are syllables and word stress connected?** Where you put the stress on the word banana? Is it on the first, second, or third syllable?  Well, you got it right, neither banana nor ****ba****na****na**** is right. Because this fruit name which I think we all love is pronounced ba****na****na. /bəˈnæn.ə/  *As you noticed, the stress of the word is in the second syllable, it’s in the middle.*  By simply, considering the example word we have there, we can conclude that syllable and stress are related to each other in a sense that we out the stress of the word on the syllable. This sounds like a piece of very first-grader information but surprisingly, several people don’t know the true relationship between these two.  To segue, always remember that a syllable in English has only one vowel sound and one or more consonant sounds.  ****For example:****  How many syllables are there in the word pen? There’s only 1.  The word pen has only 1 syllable  The word teacher has 2 syllables: tea-cher;  Afternoon has 3: Af-ter-noon;  Presentation has 4: Pre-sen-ta-tion **But how are syllables and stress connected?** Think about the word banana. Do you pronounce all the syllables the same? Do you say BA-NA-NA? Definitely NOT! We can hear that one syllable is stronger and more emphasized, right? ba-NA-na. That’s what we call WORD STRESS in English!  ❌  BA- NA – NA  ✔ ba – NA – na **Benefits of learning the rules of word stress** In linguistics,  STRESS is referred to as the relative emphasis that may be given to certain syllables in a word, or certain words in a phrase or sentence. Stress is typically signaled by such properties as increased loudness and vowel length, full articulation of the vowel, and changes in pitch.  Pronouncing words with the correct stress can make a big difference to your English. Your English will immediately sound clearer and more natural.  The great news is that there are simple rules that will help you pronounce these words correctly when you use them in spoken English. Simple English rules!  Learning the rules word stress in English can greatly help you to sound more like a native English speaker. When you learn to properly stress the word will help you:  ****(1) To emphasize the words that need emphasis****  ****(2)**** ****To be understood easily and quickly****  ****(3)**** ****And also; it gives English its rhythm.****  So, when we speak, we speak those words more clearly. They’re the important words, they must be heard for the sentence to be understood.  Moreover, if you use the wrong word stress in English, you could pronounce a completely different word than the one you mean to, and that can be pretty confusing to someone you are listening to.  And when you’re listening to a native English speaker, recognizing what words are stressed will help you understand the meaning more easily too. | They ask questions . | To further their understanding of the lesson. |
| Step 4 | **Stress Rule for words ending in –tion and -sion** We are done talking about words containing two syllables but what about words that have 3 or more syllables? Or words with varying suffixes?  *****Let’s check out these words.*****  education amalgamation cooperation decision conclusion vision  What suffix do you see in the examples above? Can you tell me where the stress in the following words?  You’re right, we have -tion and -sion. But did you know that there’s s a specific word stress rule with words ending in -tion and -sion regardless of how many syllables they contain?  For words ending with these suffixes, we put the stress on the second from the last syllable.  education amalgamation cooperation decision conclusion vision  ****This is the THIRD RULE we have in word stress.*****Words ending in -sion and -tion have stress on the penultimate, that is in the 2nd from the last syllable.* **For Words ending in -ety, -ity, ify, ical and –ive** Besides the suffixes -tion and -sion, another group of suffixes also follows a definite rule in word stress. These are the words ending in -ety, -ity, ify, ical and –ive.  *****Let’s take a look at our sample words.*****  society sobriety probability identity clarify intensify critical clerical decisive intensive  ***Can you spot the suffixes we have in the words we have on the list?***  We have -ety in Society and Sobriety;  -ity in Probability and Identity;  -ify in Clarify and Intensify;  -ical in Critical and Clerical;  And last, we have -ive in Decisive and Intensive.  ***Now, let’s consider the words we have below.***  Society Sobriety Probability Identity Clarify Intensify Critical Clerical Decisive Intensive  But on which syllable do we stress when we read words ending with these suffixes? First? Second? Third? Or fourth?  Notice that when I read the words, I emphasize the syllable before the suffixes -ety, -ity, ify, ical and -ive. As in soCIety, probaBIlity, claRIfy, CRItical and deCIsive.  ****The FOURTH RULE on WORD STRESS is this.*****Words ending in -ity, -ety, -ify, -ical, -ive have stress on the syllable immediately before these.* **For Words ending in –ate** Another common rule we have in WORD STRESS is the rule that applies to the words ending in the suffix -ate.  Sometimes, non-native English speakers would put the stress on words ending in –ate on the last syllable. But do you think that’s right? Well, I bet may you are not that sure as well.  ***So, what is the stress rule to pronounce words ending in -ate?***  ****The FIFTH RULE is THIS.**** *Words ending in -ate are stressed on the antepenultimate, that is the 3rd from the last syllable.*  Now, listen carefully while I pronounce the words correctly.  estimate separate conjugate cultivate dedicate  ****When we count in reverse, we can say:****  mate – ti – ES = EStimate rate – pa – SE = SEparate gate – ju – CON = CONjugate vate – ti – CUL = CULtivate cate – di – DE = DEdicate  Again, the stress in on the antepenultimate or the third is****FROM**** the last syllable. **The Rule for Nouns containing 3 or more syllables** Finally, the last essential rule there is about word stress is for most nouns containing 3 or more syllables.  My question to you is this: *WHERE DO WE PUT THE STRESS on words, PARTICULARLY NOUNS containing 3 or more syllables, do you have any idea?*  *Well, the safest answer would be this:******There is NO DEFINITE RULE.*****  ****IMPORTANT REMINDER:**** Unlike grammar, pronunciation sometimes has no definite rules because its nature is developing and changing.  I repeat, there is no definite rule because unlike grammar. That’s simply because it’s the nature of the English language – it’s complicated, it’s developing from time to time, and it’s constantly changing.  ****However, the SIXTH RULE will also be essential for you. And the rule is THIS.**** *In SOME cases, most nouns containing 3 or more syllables often are stressed on the antepenultimate or the 3rd from the last syllable.* ****Example words with 3 or more syllables Nouns**** Next time, you can read nouns containing 3 or more syllables like this.  Note: The colored syllable receives the stress in the word.  photography democracy photosynthesis accident metamorphosis borderline syllable **The Bottom line** Now, you might ask me, do I need to learn all these? Well, my honest would be this. If you want to bring your English communication skills to a whole new level, ****THIS IS A MUST.**** And I understand that spoken English can be quite challenging to master but trust me, what you will get if you start learning and practicing what you have learned is life-changing.  Regardless of how knowledgeable you are in grammar or how excellent you are in constructing sentences in English, if you don’t know how to distinguish and stress the words correctly, and then you become unclear to the people you are talking with because they may get something a little different from what you mean.  ****IMPORTANT REMINDER:**** *If you don’t know how to distinguish and stress the words correctly, you become unclear to the people. And you don’t want that to happen. That is not the goal of why you are learning English. Also, you want people to understand you and what you’re trying to say.*  So, if you want to sound like a native English speaker, you must learn THIS and practice what you have learned. | They take note of the rules governing placement of stress in English words. | For more understanding of the lesson. |
| Summary | Summarizes lesson with the key points. | Copy down lesson in their note books | For reference point while studying. |
| Evaluation | 1. What is stress? 2. State four rules of stress placement in English. | The students responds positively to the question. | To ensure proper understanding of the topic. |
| Conclusion | The teacher goes round to check their notes, to mark and to make corrections where need be. | They effects the corrections made by the teacher. | For appropriateness of work. |
| Assignment | Read more about stress and syllabification in English language. | They take note of the instruction for appropriate action. | For more understanding of the topic. |

**LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: ADJUNCTS

SUB TOPIC: ADJUNNCT OF PLACE AND TIME

DATE: 3RD FEBRUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 7

AVERAGE AGE: 14

SEX: MIXED

**Learning Objectives**: By the end of the lesson,the students should be able to;

I Define Adjunct.

Ii. List the examples of adjunct.

Iii. Identify the types of adjuncts.

**Rationale/Importance**: To enable the students gain more knowledge of adjunct of place and time.

**Previous Knowledge:** they have been taught stress in four syllabic words.

**Instructional Resources:** course book, etc.

**Reference Materials:** contemporary English Grammar by J. D. Murthy, internet sources, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher gives the definition of the term adjunct as shown below.  An adjunct is any [adverb](https://byjus.com/english/adverbs/), [adverbial clause](https://byjus.com/english/adverb-clauses/), [adverbial phrase](https://byjus.com/english/adverbial-phrase/) or [prepositional phrase](https://byjus.com/english/prepositional-phrase/) that gives more information primarily about the action in the sentence. However, it can also qualify another [adjective](https://byjus.com/english/adjectives/), an adverb or even a [complement](https://byjus.com/english/complement/).  The Oxford Learner’s Dictionary defines an adjunct as “an adverb or a [phrase](https://byjus.com/english/phrases/) that adds meaning to the [verb](https://byjus.com/english/verbs/) in a sentence or part of a sentence”, and according to the Cambridge Dictionary, an adjunct is “an adverb or phrase that gives extra information in a sentence”. The Collins Dictionary defines an adjunct as “a word or group of words which indicates the circumstances of an action, event, or situation. An adjunct is usually a prepositional phrase or an adverb group.”  The Merriam-Webster Dictionary provides us with two definitions of an adjunct, also giving us a hint of its functions as well. According to them, an adjunct is “a word or word group that qualifies or completes the meaning of another word or other words and is not itself a main structural element in its sentence”, and “an adverb or adverbial phrase (such as heartily in “They ate heartily” or at noon in “We left at noon”) attached to the verb of a clause especially to express a relation of time, place, frequency, degree, or manner”. | They pay rapt attention to the teacher. | To enable the students know the meaning of the concept adjunct. |
| Step 2 | The teacher states When, Where and Why Use Adjuncts in a Sentence? An adjunct is used in a sentence when you want to convey some extra information about the action taking place in the sentence. Furthermore, it can be used to provide information about when, where, why, how and how often an action is happening. It can also let the reader/listener know extra information about a quality by answering the question – to what extent.  Unlike the subject, verb and object, adjuncts do not have to stick to a particular position in a sentence. It can be placed anywhere in the sentence – the beginning, middle or end according to the kind of information it provides.  Another fact that you should know about adjuncts is that there can be any number of adjuncts in a sentence. This is why there can be [sentence structures](https://byjus.com/english/sentence-structure/) like ASVA, SVOAA, ASVOA, SVAA and so on. Take a look at the following sentence examples to understand how adjuncts are used to form the different sentence structures. | They listen the more to the teacher. | To know the place for the use of adjuncts as the case may be. |
| Step 3 | The teacher gives examples of adjuncts answering various questions;Examples of Adjuncts Here are a few examples of sentence structures with adjuncts for your reference. Examples of Adjuncts Answering the Question ‘Why’  * They were not able to make it in time ****due to the heavy rains.**** * Ritu could not complete her science project ****as she was sick.**** * We decided to take a cab to the railway station ****since we had some extra luggage.**** * He said he wanted to take a rest ****because he was exhausted.**** * ****Due to the sudden rise in COVID cases,****all schools and colleges were asked to conduct online classes.  Examples of Adjuncts Answering the Question ‘Where’  * There was an unknown vehicle parked ****in front of our house.**** * We will be meeting our school friends ****at the new Chinese restaurant.**** * The environment club will be performing a street play ****near the food court.**** * You will be able to find a stationery store ****opposite the bus stand.**** * Deborah found her daughter hiding ****under the dining table.****  Examples of Adjuncts Answering the Question ‘When’  * ****Last year****, I was the Vice President of the Youth Association. * We have planned to visit our grandparents ****next month.**** * ****Yesterday,**** we had pasta for dinner. * We will be reaching the airport ****in half an hour.**** * ****When the clock strikes twelve,****we will shout ‘Happy birthday’.  Examples of Adjuncts Answering the Question ‘How’  * The little boy ran ****quickly**** on seeing the dog. * Seena****lazily****picked up one paper at a time. * It is ****too****cold here. * Brittany danced ****gracefully**** at the show today. * Naveen spoke ****so emotionally**** that everyone in the audience had tears rolling down their cheeks.  Examples of Adjuncts Answering the Question ‘How Often’  * ****Every once in a while****, we make it a point to take a trip. * The school releases a newsletter ****every two months.**** * The teachers were asked to wear the uniform saree ****every Monday.**** * ****On Wednesdays,**** there are many offers and pocket-friendly combos at KFC. * The review team comes to work ****only on alternate days.****  Examples of Sentences Containing Multiple Adjuncts  * We get together ****every month**** and go on a picnic ****in order to relieve our stress.****   (Every month – adjunct answering the question ‘how often’ and in order to relieve our stress – adjunct answering the question ‘why’)   * The students were asked to gather ****in the auditorium around 11 a.m.****   (In the auditorium – adjunct answering the question ‘where’ and around 11 a.m.– adjunct answering the question ‘when’)   * Have you ever been ****to Paris**** ****in the fall****?   (To Paris – adjunct answering the question ‘where’ and in the fall – adjunct answering the question ‘when’)   * ****As soon as we reach Coimbatore****, we will be leaving ****for Coonnoor****together.   (As soon as we reach Coimbatore – adjunct answering the question ‘when’ and for Coonnoor – adjunct answering the question ‘where)   * On Tuesday, at eight ‘o’ clock, the team has to be ready with their presentations.   (On Tuesday and at eight ‘o’ clock – adjuncts answering the question ‘when’) | They ask questions . | To further their understanding of the lesson. |
|  |  |  |  |
| Summary | Summarizes lesson with the key points. | Copy down lesson in their note books | For reference point while studying. |
| Evaluation | Check Your Understanding of Adjuncts Go through the following sentences and identify the adjuncts.  1. As soon as you come home, make sure you remind me about the things you need.  2. Check out the notice that is put on the board for more information about the audition.  3. Immediately after the event, we will be leaving for Mumbai.  4. She wrote very legibly.  5. Harini is always very focussed on what she wants to do.  6. Nobody knew anything about the boy from India.  7. During the summer vacation, we will be visiting our grandparents’ house.  8. They could not attend the meeting because of the heavy workload.  9. Ann sang beautifully at her brother’s wedding reception.  10. My mother took me to the hospital as I was very sick.    Now, check the answers given below to see if you have identified the adjuncts correctly.  1. ****As soon as you come home,**** make sure you remind me about the things you need.  2. Check out the notice that is put ****on the board**for more information about the audition**.  3. ****Immediately after the event****, we will be leaving ****for Mumbai.****  4. She wrote **very**legibly.****  5. Harini is **always**very****focussed on what she wants to do.  6. Nobody knew anything about the boy who left****for India.****  7. ****During the summer vacation,**** we will be visiting our grandparents’ house.  8. They could not attend the meeting ****because of the heavy workload****.  9. Ann sang **beautifully**at her brother’s wedding reception.****  10. My mother took me **to the hospital **as I was very sick.**** | The students responds positively to the question. | To ensure proper understanding of the topic. |
| Conclusion | The teacher goes round to check their notes, to mark and to make corrections where need be. | They effects the corrections made by the teacher. | For appropriateness of work. |
| Assignment | Read more about the novel “Second Class Citizen” by Buchi Emecheta. | They take note of the instruction for appropriate action. | For more understanding of the topic. |

**LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: READING COMPREHENSION

SUB TOPIC: READING TO IDENTIFY SPEAKER’S MOOD AND TONE

DATE: 1ST FEBRUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 7

AVERAGE AGE: 14

SEX: MIXED

**Learning Objectives**: By the end of the lesson,the students should be able to;

I Define reading.

Ii. Identify the mood and tone of a speaker in any given comprehension passage.

Iii. Differentiate between tone and mood.

**Rationale/Importance**: To enable the students identify the mood and tone of a speaker in any given passage.

**Previous Knowledge:** they have been taught adjunct before now.

**Instructional Resources:** course book, etc.

**Reference Materials:** contemporary English Grammar by J. D. Murthy, internet sources, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher gives the definition of the term.  Mood is a temporary state of mind or feeling. It is the authors or poets state of mind as at the time of writing.  An author will create mood through language. He does not tell the reader what to think rather,  he utilize the elements of writing to create a particular and specific feelings for the reader.  Mood is derived from setting, tone and diction. The mood could be joyous,  happy,  excited, defiance, pathos, depressed, sullen, angry etc. In terms of language use, the mood of the author at the time of writing tends to influence his choice of language if for instance, the writer is depressed, he tends to use harsh and bitter words but when the writer is happy or excited, the reverse becomes the case.                    Tone is the attitude of the writer towards the subject or an object (work) or the way an author expresses his attitude through his writing or speech.                     The tone can be formal or informal, serious, comic, sarcastic, sad, cheerful, joyful, threatening etc. Or it may be any other existing attitude. Your tone in writing will be reflective of your mood as you are writing or reading.                      While purpose is the reason for which something is done, created,  existed, made, used, etc. An intended or desired result. Or The aim of an author for writing a particular text. | They pay rapt attention to the teacher. | To enable the students know the meaning of the concept adjunct. |
| Step 2 | ****RELATIONSHIP BETWEEN PURPOSE,  TONE AND MEANING.****  The relationship between purpose tone and meaning is that : Purpose is the aim/goal for writing a passage. Tone is the manner in which those words are expressed. While meaning is all about the information. | They listen the more to the teacher. | To know the relationship between purpose, tone and meaning. |
| Step 3 | ****DESCRIPTION OF HOW MOOD CAN AFFECT TONE.****  In terms of language use, the mood of an author at the time of writing tends to influence the choice of language. If for instance, the writer is depressed, he tends to use harsh and bitter words. But when the writer is happy or excited (that is his mood) the reverse becomes the case. He tone will be interesting and appealing.    ****HOW TO IDENTIFY MOOD AND TONE FROM A GIVEN PASSAGE.****  Mood and tone can be identified in a passage by looking at the setting, characters, details and word choices.                Identification of the authors mood and tone helps the reader to find the meaning in the passage and also feel more connected to the writer.  From the passage we read from ****New Concept English For Senior Secondary Schools bk1,****the purpose of the author for writing the passage is to let the readers know that know that no matter the obstacles we face in life, we must not relent effort, we should put our trust in God.                The author was in an angry mood.  He hated the way he was treated by his father’s siblings when his father died. His education would have ended if not for one woman that helped him. While narrating his ordeal to the audience, he used sad tone to express his grievances over his aunts behavior towards him that led to his suffering. | They ask questions . | To further their understanding of the lesson. |
|  |  |  |  |
| Summary | Summarizes lesson with the key points. | Copy down lesson in their note books | For reference point while studying. |
| Evaluation | 1. What is mood? 2. What is tone? | The students responds positively to the question. | To ensure proper understanding of the topic. |
| Conclusion | The teacher goes round to check their notes, to mark and to make corrections where need be. | They effects the corrections made by the teacher. | For appropriateness of work. |
| Assignment | Read more on tone and mood and how it affects the overall meaning of a passage. | They take note of the instruction for appropriate action. | For more understanding of the topic. |

**LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: CONTINUOUS WRITING

SUB TOPIC: INFORMAL LETTER.

DATE: 30th JANUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 7

AVERAGE AGE: 14

SEX: MIXED

**Learning Objectives**: By the end of the lesson,the students should be able to;

I Say what a letter is.

Ii. Identify the various features of an informal letter.

Iii. Write an informal letter well.

**Rationale/Importance**: To enable the students identify the meaning of letter, the types of letter, the features of an informal letter and how to write an informal letter.

**Previous Knowledge:** they have been taught reading to identify the mood and tone of a speaker.

**Instructional Resources:** course book, etc.

**Reference Materials:** contemporary English Grammar by J. D. Murthy, internet sources, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher posits that before the advent of modern technology made [communication](https://www.toppr.com/guides/business-studies/directing/communication/) so easy, the art of writing a letter was considered an important requirement. Even today a letter is an important [means of communication](https://www.toppr.com/guides/business-studies/directing/communication/) in both the workspace as well as our personal lives. So let us educate ourselves with the nuances of letter writing.  Letters date back to the time when ancient Egyptians wrote to the dead asking for help. People separated by distance had only one way of communication back when paper and pen were the only means. And that gave birth to the graceful art of letter writing. It became commonplace in the 18th century and more contemporaneously faced a cultural shift which created a dent in its importance but the impact remains the same, if not more.  Although it doesn’t make you much of a Shakespeare or a Lincoln, writing letters helps to put your essential self and the chain of your thoughts on a piece of paper whether you mean it or not. | They pay rapt attention to the teacher. | To arouse the interest of the students towards the lesson. |
| Step 2 | According to the teacher, a letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties.  Now that E-mails ([Advantages and disadvantages](https://www.toppr.com/guides/business-communication-and-ethics/e-correspondence/advantages-and-disadvantages-of-email/)) and texts and other such forms have become the norm for communication, the art of letter writing has taken a backseat. However, even today a lot of our communication, especially the [formal kind](https://www.toppr.com/guides/english/writing/formal-letters/), is done via letters. Whether it is a cover letter for a job, or the bank sending you a reminder or a college acceptance letter, letters are still an important mode of communication. Which is why it is important that we know the intricacies of letter writing.  Letter Writing is simply '**The way or method of writing a Letter**'. Letter Writing is an Art, one, which not all of us are proficient in or appropriate as per conventional wisdom. Before, we focus our attention to Letter Writing, let us understand what a Letter is? **A Letter is a written message**, **request for assistance** or **employment** or **admission to a school**. Letters have played and are still playing an important role in communication throughout the world. Paper Letters have been in existence from the time of ancient India, ancient Egypt and Sumer, through Rome, Greece and China, up to the modern times. Paper letters were once the most and at times the only reliable means of communication between two people in different locations. Its format and importance has changed with evolution of technology, especially with advent of email. | They listen the more to the teacher. | To know the meaning of letter writing. |
| Step 3 | ****Types of Letters**** There are various kinds of letters like Address Change Letter, Business Letter, Cover Letter, Farewell Letter, Get Well Letter and so on. These different types of letters are different in their subject, occasion and purpose. They have various criteria like format, length, vocabulary, language and other essentials which need to be followed.  **The most widely acceptable types of letters are:** ****Formal Letters**** Formal letters are those letters which follow certain styles of writing a letter. They are known as formal letters because they are written in accordance with certain established practices. Such letters are mostly used in working environments like various offices and businesses and have very meagre emotional language. Formal letters are mostly written by officials and businessmen. ****Informal Letters**** Informal letters are those letters which are written with minimalistic rules, thus the term informal letters. Informal letters are personal correspondences and that is why they do not require as much of a rule observance as compared to the formal letters. Informal letters are mostly written by relatives, friends, peers etc. of the recipient. The purpose of writing informal letters is socialisation and information exchange. | They ask questions . | To further their understanding of the lesson. |
| Step 4 | **Meaning and Features of an Informal Letter** Informal letters are letters containing personal information which are sent to friends, acquaintances, family members or anyone with whom there exists an unprofessional or official relationship.  **Informal letters have the following features:**  **1. Language**: Informal letters are written in a simple, unofficial manner. There need not be any strict adherence to protocols; even slangs could be used, or languages, symbols known to both parties (the sender and the recipient).  **2. Format:** A format is the way and mode of which a particular thing is being structured. Format here, refers to the skeleton of the informal letter.  The format includes the address, the date, salutation, and body of the letter. The body of the letter could be further sub- grouped to include the greetings, reason for writing the letter, and conclusion. Then there is the signature of the sender/ writer.  **3. Address of the Sender**: In informal letter, unlike the formal letter, only one address is stated in the letter, and it is that of the sender. This address is usually placed on the top right of the letter.  The importance of this letter is to aid the recipient is determining the identity of the writer of the letter and his/ her location. The location becomes important especially when the sender intends to the reply the letter so as to be certain of the location to send the letter.  **4. Date**: This is the date the letter was written. It is usually situated directly below the address and it includes the particular day, month and year.  There are two ways of writing the date. The first is the British mode. Here, the date is positioned thus; day, month and year. An example is ‘06/12/2020’.  The American mode is the second. It places the month first, day and lastly, the year. So it is written thus, ‘**12/06/2020**’.  **5. Salutation:** This is the immediately after the date, but is placed by the left side of the page. Unlike in formal letters where the salutation is usually ‘**dear sir/ ma’**, here the salutation is informal. Hence, the person’s name could be included. An example is, ‘**dear aunty Ovu**’, or ‘**dear Ada**’.  **6. Body of the Letter**: This is where the message of the letter is contained. It is divided into three main parts, namely; the greetings, reason for writing the letter and the conclusion. These three parts would be further explained below.  **7. Greetings**: This is the part of the body of the letter and could contain a paragraph or two. It usually serves as an introduction, and it’s a forum where the writer asks about the well- being and welfare of the recipient, including that of his/ her family and their mutual friends (where they have mutual friends). It is also used to catch up on old times. Example, “**did you hear Adaku is now the president of her club, I was surprised when I heard it…**”  **8. Reason for writing the letter**: This comes in the paragraph directly after the greetings. It could be short or long, unlike in formal letters where the reason should be direct and straight to the point. The writer could even include other comments and topics which could be termed as very remotely connected to the reason for writing the letter.  **9. Conclusion:** This is otherwise known as closing sentence, and is used to end the letter. Examples are, “**looking forward to seeing you”** or “**send my regards to your husband”.**  **10. Signature:** This is located at the left side of the letter, directly after the closing sentence. It is usually the last thing on the letter. Usually, in informal letter, the signature states the relationship between the writer and the recipient and the writer’s  full name.  There is really no need for an actual signature. | They pay attention as ther explain what an informal letter looks like. | For understanding and differentiation. |
| Summary | Summarizes lesson with the key points. | Copy down lesson in their note books | For reference point while studying. |
| Evaluation | 1. What is an informal letter? 2. List four features of an informal letter. | The students responds positively to the question. | To ensure proper understanding of the topic. |
| Conclusion | The teacher goes round to check their notes, to mark and to make corrections where need be. | They effects the corrections made by the teacher. | For appropriateness of work. |
| Assignment | Read more on letter writing. | They take note of the instruction for appropriate action. | For more understanding of the topic. |



3/2/2023

Principal Head Instructor