**JSS2 LESSON PLAN FOR WEEK 7 ENDING 23RD JUNE, 2023.**

**Subject: English Studies**

**Topic: Listening and Speaking**

**Sub-Topic: More difficult Cases of question tag**

**Date: 8th June, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS2**

**No. In Class: 12**

**Average Age: 12**

**Specific Objectives: By the end of the lesson, the student should be able to :**

1. **Explain by examples some difficult cases of question tag**

**Rationale: To ensure that the students have the knowledge on question tag**

**Previous Knowledge: The students can comfortably respond to pleasantries**

**Instructional Resources: Students course book, white board**

**Reference Material: Internet, new Oxford Secondary English Course for Junior Secondary**

**Schools 2 by Ayo Banjo et. al.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Acti vities** | **Learning Point** |
| **Introduction** | **Introduces the lesson and asks the students questions based on the previous lesson.** | **Listen attentively to the teacher and answer questions.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The teacher explains the complications there favoring a structural tag** | **More difficult case**   1. **Have**   **You have a bath once in a week, don’t you?**  **Here, “have” has the meaning of “take”.**   1. **Let: The question is asked with “shall”.** 2. **Dare: You daren’t do it, dare you? You dared him to do it, didn’t you?** 3. **Need: I needn’t eat it, need I?** 4. **Use to: She used to come more regularly, didn’t she?** 5. **Had better: She had better do the work, hadn’t she?** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **More examples** | **The students participate in giving more examples.** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by reviewing the major points in the lesson.** | **Listening attentively to the teacher and asks questions for a better understanding.** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions.**  **State 5 complicating instances of the question tag.** | **Respond to the teacher’s questions one after the other ac went cording to the best of their knowledge.** | **To ascertain the students knowledge of the lesson.** |
| **Conclusion** | **Round up the lesson by checking the work done by the students make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **List 4 examples of WH Questions.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



23rd June, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 7 ENDING 23RD JUNE, 2023.**

**Subject: English Studies**

**Topic: Grammatical Accuracy**

**Sub-Topic: Qualifiers (Adjectives)**

**Date: 16th June, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS2**

**No. In Class: 12**

**Average Age: 12**

**Specific Objectives: By the end of the lesson, the student should be able to :**

1. **Define Adjective**
2. **Explain the properties of an adjective**

**Rationale: To know how to use adjective expressly in a sentences**

**Previous Knowledge: The students are familiar with the topic**

**Instructional Resources: Students course book, white board**

**Reference Material: Internet, new Oxford Secondary English Course for Junior Secondary**

**Schools 2 by Ayo Banjo et. al.**

**Lesson development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Acti vities** | **Learning Point** |
| **Introduction** | **Introduces the lesson and asks the students questions based on the previous lesson.** | **Listen attentively to the teacher and answer questions.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **Define adjective** | **“Adjective” as a word which modifies or describes a noun or pronoun or another adjective, by supplying descriptive or specific details. In short, adjective tells us about what is modifying.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Examples of adjective** | 1. **Adolescents are stubborn children.** 2. **Ada brought in a full bucket and an empty basin.** 3. **He is a rich man.**   **Properties of adjective**  **Many adjectives have typical adjective ending.**  **Ish- foolish, youngish, small.**  **Ful- wonder, hope, truth**  **Less- sense, time, care**  **Like- child, business, life**  **Ous- poisnous, ruin,porous**  **Able- read, drink, love**  **Ible- sense, possible, edible** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by reviewing the major points in the lesson.** | **Listening attentively to the teacher and asks questions for a better understanding.** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions.**  **Explain the meaning of adjective** | **Respond to the teacher’s questions one after the other ac went cording to the best of their knowledge.** | **To ascertain the students knowledge of the lesson.** |
| **Conclusion** | **Round up the lesson by checking the work done by the students make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **List 4 examples of an adjective** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



23rd June, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 5 ENDING 23RD JUNE, 2023.**

**Subject: English Studies**

**Topic: Literature-in-English**

**Sub-Topic: Reading drama text (the pen and the People)**

**Date: 16th June, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS2**

**No. In Class: 12**

**Average Age: 12**

**Specific Objectives: By the end of the lesson, the student should be able to :**

1. **Read the drama text correctly**
2. **Identify the characters in act 1, scene 1 and explain the conversation between the major and the minor character.**

**Rationale: To ensure that the student reading and analysing from their text**

**Previous Knowledge: The students have being reading before**

**Instructional Resources: Students course book, white board**

**Reference Material: Internet, new Oxford Secondary English Course for Junior Secondary**

**Schools 2 by Ayo Banjo et. al.**

**Lesson development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Acti vities** | **Learning Point** |
| **Introduction** | **Introduces the lesson and asks the students questions based on the previous lesson.** | **Listen attentively to the teacher and answer questions.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The Teacher read the text with the students** | **Explain the synopsis of the drama text.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Mention the names of the characters** | **Mention the names of the characters in act.**  **The characters are:**   1. **Sandra** 2. **Ujumwa** 3. **REV. FR. AOYSIUS** 4. **Onyeoriri** 5. **Mallam Shehu** 6. **Ugidu** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by reviewing the major points in the lesson.** | **Listening attentively to the teacher and asks questions for a better understanding.** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions.**  **What is the relationship between Sandra and Ujumwa?** | **Respond to the1, schene 1. teacher’s questions one after the other ac went cording to the best of their knowledge.** | **To ascertain the students knowledge of the lesson.** |
| **Conclusion** | **Round up the lesson by checking the work done by the students make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Who is the major character?** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



23rd June, 2023

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**JSS2 LESSON PLAN FOR WEEK 7 ENDING 23RD JUNE, 2023.**

**Subject: English Studies**

**Topic: Writing composition**

**Sub-Topic: Why I choose to become a docto**

**Date: 23rd June, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS2**

**No. In Class: 12**

**Average Age: 12**

**Specific Objectives: By the end of the lesson, the student should be able to :**

1. **Say what a doctor is?**
2. **See an essay sample on the topic**

**Rationale: To imbibe the act of writing in the Students**

**Previous Knowledge: The students have being writing various kinds of essay**

**Instructional Resources: Students course book, white board**

**Reference Material: Internet, new Oxford Secondary English Course for Junior Secondary**

**Schools 2 by Ayo Banjo et. al.**

**Lesson development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Acti vities** | **Learning Point** |
| **Introduction** | **Introduces the lesson and asks the students questions based on the previous lesson.** | **Listen attentively to the teacher and answer questions.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **Meaning of a doctor** | **A doctor is a person who diagnoses and treat illnesses. Doctor examines patients and arrive upon diagnosis, perform surgeries prescribe medications and educate on health.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Composition on “Why I choose to be a doctor”** | **Why I choose to be a doctor**  **My aim in life is to become a doctor, the life of a doctor is a noble life. The doctor is a saver of life and they can help the people who needs them when they feel sick.**  **The service of doctor is a valuable service to the sufferings humanity. He shows the hope and joy to the people.**  **By being a doctor, you take away the pain and sufferings of others by giving them medical treatment and healthcare. As a doctor, you are a continuous source of happiness for many people and their families. When you give happiness to others, you become the happiest person of the moment as a doctor, I want to be relied on for safety. I want to give hope to the hopeless, and help the continuity of human race.** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by reviewing the major points in the lesson.** | **Listening attentively to the teacher and asks questions for a better understanding.** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions.**  **Explain the duties of a doctor** | **Respond to the teacher’s questions one after the other ac went cording to the best of their knowledge.** | **To ascertain the students knowledge of the lesson.** |
| **Conclusion** | **Round up the lesson by checking the work done by the students make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **What are the qualities of a doctor?** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



23rd June, 2023

Deputy Head Instructor

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