**JSS2 LESSON PLAN FOR WEEK 3 ENDING 19TH MAY, 2023.**

**Subject: English Studies**

**Topic: Grammatical Accuracy (Tenses)**

**Sub-Topic: Present Perfect and Past Perfect**

**Date: 19th May, 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 the meaning of Tense**
2. **Meaning of present perfect tense and past perfect tense**

**Rationale: To know when an action has, and had been concluded**

**Previous Knowledge: The Students have limited knowledge on 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**

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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** | **Meaning of tenses** | **Tenses is a form of verb that shows the time something happened, or is going to happen. It can also indicates that an action had gone in time past, which is no longer in duration or an action that has not happened, but will eventually happen. Tenses can also refer to the state of the verb.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Present Perfect Tense and past perfect tense** | **Present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g we have talked before).This tense informed by have/has the past participle.**  **Examples**   1. **Has lived: She has lived here all her life.** 2. **Have written: They have written three letters already** 3. **Has done: He has finished his home work** 4. **Have been: We have been to Canada** 5. **Has forgotten: She has forgotten her folder.**   **The past perfect**  **Expresses events and actions that occurred prior to another past action (usually expressed in the simple past**  **Examples:**   1. **I went there after I had completed the task.** 2. **She had come late to school.** 3. **They had gone out when you called.** 4. **By the time we come, she had finished the project.** | **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.**  **Give 4 examples of past perfect tense** | **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 y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Give 3 examples of present perfect tense.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



19th May, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 3 ENDING 19TH MAY, 2023.**

**Subject: English Studies**

**Topic: Poetry**

**Sub-Topic: Types of Poetry**

**Date: 19th May, 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. **Meaning of Ballad**
2. **Narrative Poetry**

**Rationale: To ensure that the students know the types of poetry**

**Previous Knowledge: The Students have knowledge of 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**

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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** | **Types of poetry: Ballad** | **Ballad: Tells a story like epic poems do. However, ballad poetry is often based on a legend or a folktale. It may take the form of songs or they may contain a moral or a lesson.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Types of Poetry: Narrative poetry** | **Narrative Poetry: Is a form that tells a story , often making the voices of a narrator and characters as well. The poem does not need rhymes. It tells a story through verse. Like a short story or novel.** | **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.**  **Mention two other types of poetry.** | **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 y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**   1. **Explain “Ballad” as poetry** 2. **What is narrative poetry?** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



19th May, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 3 ENDING 19TH MAY, 2023.**

**Subject: English Studies**

**Topic: Listening and Speaking**

**Sub-Topic: Types of intonation**

**Date: 18th May, 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. **Types of intonation**
2. **Examples of types of intonation**

**Rationale: So that the students can made proper adjustment on pitch level in the course of articulation.**

**Previous Knowledge: The student can detect when a person has speech impairment.**

**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** | **Types of intonation: The falling tone** | **The falling tone can be used on both statements and questions, and may signify extra resolution on the part of the speaker. It may also express thoughtfulness or intimacy; when used on a question, it might indicate doubt or suspicion. E.g I worked on Monday.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Types of intonation: the rising intonation** | **The rising intonation pattern would simply be a rise in the human voice; It would be a change in pitch; a glide in the pitch of our voice upwards. We use the rising tone when we like to check or confirm something or to signal doubt or uncertainty.** | **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.**  **Mention the types of intonation.** | **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 y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Explain the difference between the rising and falling tone.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



19th May, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 3 ENDING 19TH MAY, 2023.**

**Subject: English Studies**

**Topic: Writing Composition**

**Sub-Topic: Writing Speech or Listening (live or recorded)**

**Date: 16th May, 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. **Reading of passages**
2. **Identifying the main ideas**

**Rationale: Listen to speech on disc, phone, newspaper**

**Previous Knowledge: The students have heard speech 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** | **Made copies of the materials on speech by the guardian newspaper. He gives a copy to each students and encourage them to listen as he reads** | **Do listening** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **After reading the text, the teacher encourages the scholars to read and identify the main ideas.** | **The students identify the main ideas.** | **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 tone of the author?** | **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 y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **What message is in the first paragraph?** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



19th May, 2023

Deputy Head Instructor

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