**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

**Subject: English Studies**

**Topic: Writing**

**Sub-Topic: Writing an application for employment**

**Date: 10th January, 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. **Know the features of formal letter**
2. **Identify model application for employment**

**Rationale: For the Student to be able to know the differences between the formal and informal letter.**

**Previous Knowledge: The Students have written various kinds of letter**

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

**Reference Material: 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 Activities** | **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** | **Guides the students to explain the differences between the two kinds of letter writing and state the features of formal letter.** | **State the features of formal letter.**   1. **Use two addresses** 2. **Write the designation of the recipient on top of the second address.** 3. **Punctuate both addresses well. No date after the second address.** 4. **Open with ‘Sir’, ‘Madam.** 5. **Give a heading to four letters and underline.** 6. **No exchange of greetings** 7. **Be official, no short forms** 8. **Close with yours faithfulness** 9. **Write your Signature** 10. **Write your full names** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to explain the features stated above and refers them to the model of formal letter page 145** | **Students open to the page 145 to see how a formal letter is written.** | **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.**   1. **What is formal letter** 2. **Explain the features of a formal letter.** | **Respond to the teacher’s questions one after the other according 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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**   1. **List the features of formal letter** 2. **Explain 3 features of formal letter** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



13th January, 2023

Deputy Head Instructor Admin

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**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

**Subject: English Studies**

**Topic: listening and speaking**

**Sub-Topic: Introducing diphthongs**

**Date: 12th January, 2023**

**Time: 1:20 – 2pm**

**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 diphthongs**

**2. Identify words with /eI/ in sentence**

**3. Know the description of /eI/ sounds**

**Rationale: For the Student to be able to know the differences between monothongs and diphthongs.**

**Previous Knowledge: The Students have learnt about other types of diphthongs**

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

**Reference Material: 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** | **Guides the students to define diphthongs and identify the kinds of diphthongs: /а**I/,ˠu/, **/а**u./,,uˠ/ etc. | **Define diphthongs**  **Diphthongs are a sequence of two vowels. A diphthongs has two sounds which are joined together as they are pronounced. To produce a diphthongs the tongue moves or glides from the position of one simple vowel into the position of another vowel.**  **Play, stay, rate, train, crate, rain, display, weight, make, bake, hay** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to describes how /eI/ is pronounced. To pronounced /eI/, the movement or glide is from /e/ to /I/. To /eI/ is showed and underlined in the following utterance.**   1. **Ngozi is late today** 2. **Stay away from me** | **The Students pay attention and observe the position of the lips in the course of producing the sound.** | **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.**  **Identify where /eI/ is heard in the following.**   1. **Eight other girls were waiting at the gate.** 2. **It’s too late for the sailing.** 3. **The teacher told us to stay away from the rain.** | **Respond to the teacher’s questions one after the other according 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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Explain the meaning of diphthongs and give 3 examples of diphthongs.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



13th January, 2023

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**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

**Subject: English Studies**

**Topic: Grammatical Accuracy / Structure**

**Sub-Topic: Conjunctions (Correlative Conjunctions)**

**Date: 13th January, 2023**

**Time: 10:15 – 10: 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 Conjunctions**

**2. Know examples of conjunctions**

**3. Explain correlative conjunctions**

**Rationale: Students have limited knowledge on the topic**

**Previous Knowledge: The Students are familiar with some examples of conjunction**

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

**Reference Material: audio tape, Internet, complete English Course.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **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** | **Guides the students to define conjunction and give examples** | **Define Conjunction**  **Conjunction is a word used to connect words, phrases or clauses. It is used to give phrases and clauses (dependent and Independent. .**  **Examples of Conjunction: Because, although, whereas, but, besides, unlike, therefore, provided, unless, since, so, if, yet.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to give examples of correlative conjunction** | **Explain correlative conjunction.**  **Correlative conjunction work in pairs.**   1. **Both…..And = both the boy and girl.** 2. **Either…..or = either the boy is here or the girl is here now** 3. **Neither……Nor = the boy nor the girl is here.** | **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.**   1. **What is conjunction?** 2. **Make a sentence with but, since, if, so, unless.** | **Respond to the teacher’s questions one after the other according to 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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Explain correlative conjunction and give examples.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



13th January, 2023

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**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

**Subject: English Studies**

**Topic: Literature**

**Sub-Topic: Myths and legends**

**Date: 12th January, 2023**

**Time: 12:00 – 12: 30**

**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. **Know about popular myths and legends.**
2. **Tell myths and legends from their own communities**

**Rationale: To acquaint the students with myths and legends from other communities.**

**Previous Knowledge: The Students are familiar with other communities**

**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 Activities** | **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** | **Guides the students and tell them the story of “King Jaja of Opobo” and “Queen Amina of Zazau” as a legend.** | **They listen and enjoy the stories.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to lists some myths common among Nigerians.** | **Some popular myths common among Nigerians.**   1. **Whistling at night invites demons.** 2. **Beating a boy with a stick of broom or a turning stick could shrink the size of the penis.** 3. **Someone walking over your legs could have a child like you.** 4. **When your hand itches you, it means money** | **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.**   1. **Give 3 common popular myths among Nigerians** 2. **Mention 2 legends in Nigeria.** | **Respond to the teacher’s questions one after the other according 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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**   1. **Mention 3 popular legends in your community** 2. **Explain the story of “The King Jaja of Opobo”.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



13th January, 2023

Deputy Head Instructor Admin

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