**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Seven Ending**

**24th February 2023**

**Term:** 2nd

**Week:** Seven

**Date:** 20th February 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Adjunct

**Sub-topic:** Adjunct of Manner

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Define adjunct.
2. Explain the meaning of adjunct of reason.
3. Identify adjuncts of reason.

**Rationale:** To ensure that the students learn about adjunct of reasons in detail.

**Previous knowledge:** The students have come across the usage of adjuncts unknowingly.

**Instructional resources:** Charts showing adjuncts of reasons Reference

**Materials:** Contemporary English grammar by J. D. Murthy, internet source, etc.

**LESSON DEVELOPMENT**

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| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins the lesson by asking the students to define adjunct. | The students give the definition of adjuncts base on their knowledge of the concept. | To ascertain what they know about the topic. |
| **Step I** | The teacher defines adjunct as stated below;  An adjunct is a word, phrase or clause that can be removed from a sentence without making it grammatically incorrect. An adjunct is used to add extra information to a sentence, which creates an extra meaning and makes the sentence more specific. | The students participate in the definition. | This is to ensure that the students understand the concept and definition of adjunct. |
| **Step II** | *The teacher gives some examples of adjunct;*  Here are some examples of adjuncts:  **Word** :In the example: 'We went shopping yesterday, the word' yesterday 'is the adjunct'.  **Phrase:**In the example: 'We went shopping last night, the phrase' last night 'is an adjunct'.  **Clause:**In the example: 'We went shopping after we ate dinner, the clause 'after we ate dinner' is an adjunct'. In each case, the phrase 'We went shopping' remains grammatically correct. The removal of the word, phrase, or clause does not create any grammatical errors. Thus, they are adjuncts.  Adjuncts have many functional purposes, but the primary attribute of an adjunct is it is used to modify another form, word, phrase or clause. Its purpose as a modifier is to add specificity or meaning to a sentence. Although it may not be necessary to include in a sentence, the descriptive functions of adjuncts can add heightened understanding or context to a sentence. | The students rapt attention to the teacher. | For clarity and understanding of key terms. |
| **Step III** | The teacher throws more light on adverbial adjuncts. **Adverbial adjuncts:** Typically, an adjunct is an adverb or adverbial phrase that modifies a verb/action. An adverbial adjunct is not always an adverb, but it is a modifying phrase that establishes the context in which the action described by the verb takes place. Adverbial adjuncts can have different functional meanings that they contribute to a phrase or sentence. When used for this purpose, an adjunct can indicate place, time, manner, degree, frequency, or reason. We will go through each of these and provide examples to explain why they are used to modify the verb in a sentence:**Place:**Place adjuncts can provide context as to where something being described in a sentence is occurring. Examples of adjuncts of place:[phone](https://www.studysmarter.us/explanations/english/phonetics/phone/) Could you charge my over there?  They were sightseeing around the city.  Wherever it is, I plan to visit.  **Time:** Time adjuncts can provide context about when something being described in a sentence is occurring. Examples of adjuncts of time:  Yesterday we flew to France.  I walk to the bus stop at 8 am.  I got up to leave when the bell rang.  **Manner:**Manner adjuncts can provide context about how something being described in a sentence is occurring. Examples of adjuncts of manner:  He slowly placed the book on the counter.  John's arms were strong like a wrestler's.  Angrily, I threw my bag at him.  **Degree:**Degree adjuncts can provide context about the extent of an action or event. Examples of adjuncts of degree:  The professor is as strong as she is brave.  She was not as lonely as she could have been.  As smart as she was, she was not prepared for the exam.  **Frequency:** Frequency adjuncts can provide context as to **how frequently**something being described in a sentence is occurring. It differs from a Time adjunct, which measures when something being described in a sentence is occurring! Examples of adjuncts of frequency:  We go swimming every weekend.  I went to France seven times last year.  Last night I dreamed you came back.  There are two frequency adjuncts here - 'seven times' and 'last year.'  **Reason:**Reason adjuncts can provide context as to why something being described in a sentence is occurring. Examples of adjuncts of reason:   1. You can leave early because the teacher is off sick. 2. As it is my birthday, I will be buying myself a watch. 3. Sam will be punished because of what he did. | The students listen to the teacher’s explanation. | To enable the students understand the lesson. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | The teacher evaluates the students by giving them the following classwork.   1. What is an adjunct? 2. State the meaning of adjunct of reason. 3. Give examples of adjunct of reason. | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Read more on adjuncts | They take note of the instruction. | To enhance the spirit of research in the scholars. |

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**21/3/2023**

**Principal Head Instructor**

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Seven (2) Ending**

**24th February 2023**

**Term:** 2nd

**Week:** Seven

**Date:** 21st February 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Word Groupings and Usage

**Sub-topic:** Antonyms

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Define antonyms.
2. Give antonyms of words.

**Rationale:** To ensure that the students learn about antonyms in detail.

**Previous knowledge:** The students have been taught adjunct before now.

**Instructional resources:** Charts showing antonyms

**Reference Materials:** Contemporary English grammar by J. D. Murthy, internet source, etc.

**LESSON DEVELOPMENT**

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| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins the lesson by asking the students to define antonyms. | The students give the definition of antonyms base on their knowledge of the concept. | To ascertain what they know about the topic. |
| **Step I** | The teacher defines antonyms as stated below;  An antonym is a word that means the opposite of another word. For example, *hot*and *cold* are antonyms, as are *good* and *bad*. Antonyms can be all types of words: [verbs](https://www.grammarly.com/blog/verbs/), [nouns](https://www.grammarly.com/blog/nouns/), [adjectives](https://www.grammarly.com/blog/adjective/), [adverbs](https://www.grammarly.com/blog/adverb/), and even [prepositions](https://www.grammarly.com/blog/prepositions/).  Knowing how to use antonyms can improve your [writing](https://www.grammarly.com/writing) and English skills, but some details need to be explained. Below we answer the question, What are antonyms? We go into full detail and explain the different types and when to use them. | The students participate in the definition. | This is to ensure that the students understand the concept and definition of antonyms |
| **Step II** | The teacher states the purposes of using antonyms as shown below.  **What’s the purpose of antonyms?**  Antonyms play an important role in writing by making your words more effective. Placing opposites together highlights their differences and makes the individual words stronger. Specifically, you can use the power of opposites in three ways. **1** Comparisons Antonyms are great for comparing two separate things and drawing attention to what makes them different. If you’re writing a [research paper](https://www.grammarly.com/blog/how-to-write-a-research-paper/) that compares two topics, using pairs of antonyms can better communicate what sets them apart.  For example, let’s say you’re discussing life in urban areas versus life in rural areas. Instead of just listing facts about each, you can use antonym pairs to communicate the differences more clearly. So you could call rural life “quiet” and urban life “noisy” or say that there are “few” people in rural areas and “many” people in urban areas. **2** Description Sometimes the best way to describe something is to explain what it isn’t. Using antonyms with a negative can add new dimensions to your descriptions and improve your writing’s [word choice](https://www.grammarly.com/blog/word-choice/).  For example, you might describe someone who is arrogant as “not modest” or “not humble.” Because *modest* and *humble* are antonyms of *arrogant*, you’re saying the same thing. However, using the antonyms draws attention to the fact that the person chooses not to be modest or humble, which adds a little more characterization than simply calling them “arrogant.”  Keep in mind that positive descriptions are usually better than negative descriptions, so antonyms are not recommended for descriptions all the time. Still, they work well when you’re playing with the reader’s expectations. For example, bugs are usually small, so when you mention a “giant bug,” the contrast makes the phrase stronger.  In this way, antonyms can enhance your [persuasive writing](https://www.grammarly.com/blog/persuasive-writing/) by strengthening your descriptive words and challenging your reader’s expectations. **3** Antithesis Antithesis is a [literary device](https://www.grammarly.com/blog/literary-devices/) that directly harnesses the power of opposites by placing them next to or near each other. As mentioned above, antonyms draw attention to what makes things different, making each word seem stronger. Antithesis takes this to the next level by putting antonyms together. Always look for opportunities to use antithesis when you [revise](https://www.grammarly.com/blog/revise/) your writing.  One of the most famous examples of antithesis is Neil Armstrong’s real-life quote when landing on the moon:  *That’s one small step for man, one giant leap for mankind.*  There are two different pairs of antonyms here: *small* and *giant*, and *step* and *leap*. By putting the opposite concepts of “small step” and “giant leap” together in the same sentence, his statement makes each of them seem more significant. If Neil’s first words on the moon were “I took a small step” and nothing more, his quote wouldn’t be nearly as popular! | The students rapt attention to the teacher. | For clarity and understanding of the purposes for the use of antonyms. |
| **Step III** | The teacher states the types of antonyms to be;  **TYPES OF ANTONYMS**  When we say antonyms are opposites, that’s a bit general. There are different types of opposites and so different types of antonyms. Complementary antonyms Also known as **binary antonyms** or **contradictory antonyms**, complementary antonyms are word pairs where the positive use of one means the negative use of the other. In other words, they have an either-or relationship: Something can be either one or the other but never both at the same time.  **Complementary antonym examples:**  on — *off real* — *fake alive — dead* Gradable antonyms Also known as **polar antonyms**, **gradable antonyms** are opposite amounts of the same quality. For example, *far*and *near* are gradable antonyms because they are opposite amounts of distance. However, these qualities are relative: The mall may be far from your home, but compared to the middle of the Pacific Ocean, it’s near your home.  **Gradable antonym examples:**  new — *old hot* — *cold long* — *short* Relational antonyms Also known as **converse antonyms**, **relational antonyms** play opposite roles in a mutual relationship. For example, *teacher* and *student* are relational antonyms: Neither can exist without the other, and yet their roles are completely different.  **Relational antonym examples:**  buy — *sell left* — *right parent — child* | The students listen to the teacher’s explanation. | To enable the students to understand the lesson. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | The teacher evaluates the students by giving them the following classwork.   1. What is antonyms? 2. Give five words and their antonyms. | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Read more on antonyms. | They take note of the instruction. | To enhance the spirit of research in the scholars. |

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**21/3/2023**

**Principal Head Instructor**

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Seven (2) Ending**

**24th February 2023**

**Term:** 2nd

**Week:** Seven

**Date:** 22nd February 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Vocabulary Development

**Sub-topic:** Directional Words

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Define directional Word.
2. Give uses of directional words.
3. Give examples of directional words.

**Rationale:** To ensure that the students learn about directional words in detail.

**Previous knowledge:** The students have been taught antonyms before now.

**Instructional resources:** Charts showing directional words

**Reference Materials:** Contemporary English grammar by J. D. Murthy, internet source, etc.

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins the lesson by explaining the meaning of directional words in English.  Directions provide assistance in pointing out the proper route. Position defines placement or arrangement in an order (e.g. first, second, third). The position of an object is also referred to as [ordinal numbers](https://www.sightwordsgame.com/ordinal-numbers/). | The students pay attention to the teacher. | To begin the lesson. |
| **Step I** | The teacher posits that knowledge about directional or positional words as well as ordinal numbers enhances a child’s ability to give and follow directions as well as to speak precisely. One of the skills a child should master in kindergarten is the ability to describe the location of an object using positional or directional words. Our kindergarten teachers recommended working on the following words: | The students participate in the lesson. | This is to ensure that the students understand the concept and definition of directional words. |
| **Step II** | **Giving Directions** students often find themselves in new places. Because of this, it's important to know how to ask for and understand directions. The vocabulary and activities in the lesson can give your students the confidence they need to navigate around a building or city.  **Vocabulary**  Let's look at some common vocabulary terms that students will need to give directions:   * Left * Right * Turn * North * South * East * West * Next to * Near * Beyond * Before * Over * Behind * Close to * Straight  **Helpful Phrases** These common phrases will be helpful when asking for help finding a place:   * I'm looking for… * Where is the…? * I can't find… * Do you know where…? * Can you help me find…?   It's considered to begin these requests with **excuse/pardon me** and to end with a **thank you**. Also, they shouldn't be worried about asking for clarification. | The students rapt attention to the teacher. | For clarity and understanding of the purposes for the use of directional words. |
| **Step III** | The teacher initiate an activity calledMy **House** In this activity, students draw a blueprint displaying the layout of their house or apartment.  Give students approximately 10 minutes to draw a blueprint of their home. Artistic skill is not required, as long as the drawing makes sense spatially. After the blueprints are complete, pair students up. Have one student describe their blueprint to their partner. The partner draws the blueprint based on the oral directions. For example, the student might say, *When you go in the front door you can see the living room on the left and a closet on the right. The kitchen is straight ahead. ...* After a few minutes, the students switch roles.  An alternative way to play the game is to have one student volunteer to describe their home to the entire class. After the description is complete, the volunteer can go around the room and reward the student with the most accurate drawing. | The students listen to the teacher’s explanation and participate in the activity. | To enable the students to understand the lesson. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | 1. The teacher evaluates the students by giving them the following classwork.   Give four directional words that you have been taught. | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Read more on directional words. | They take note of the instruction. | To enhance the spirit of research in the scholars. |

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**21/3/2023**

**Principal Head Instructor**

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Seven (2) Ending**

**24th February 2023**

**Term:** 2nd

**Week:** Seven

**Date:** 24th February 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Reading Comprehension

**Sub-topic:** Reading to answer questions from a Passage

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Define Reading.
2. Read a Passage fluently.
3. Identify the types of reading and reading defaults.

**Rationale:** To ensure that the students learn about reading.

**Previous knowledge:** The students have been taught directional words before now.

**Instructional resources:** Course book, etc.

**Reference Materials:** Contemporary English grammar by J. D. Murthy, internet source, etc.

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher explains reading.  It is READING! It is a thing one feels happy about and can easily boast of to the world. We say it proudly many times that we can read the face-hands-fortune of someone. We often try to ‘read between the lines’ and prove that we are near to the intended message. Reading remains, apart from the sophisticated activity, a skill that millions have mastered and many have failed to. Many of us doubt whether it possible to perform well in reading too, as it seems something which remains ‘least screened’.  One reads to oneself and the world remains unaware of it. The joy of reading is known to the reader alone. We try to document our understanding in examinations and on various other platforms, yet a good reader is able to tell it what Reading Comprehension is. In an age when less is spoken and more is 'typed and posted' on our social networking profile 'walls', we need to see the gaps we leave. These gaps are in the 'Thought and Expression' of the writer. Ultimately, the writing affects reading and the intended message is not comprehended. To be a better writer, one needs to see through the eyes of a reader who attempts to understand while reading the words and sentences.  Reading comes after Listening in the order of Receptive Communication Skills (LSRW). Thus we shall be knowing 'Listening' as well.  Comprehension Skills are generally divided into two: Listening Comprehension and Reading Comprehension. We have already discussed the former. Let us know more about the well know-less practised skills of reading.  Before we start with reading, we need to know various aspects and dimensions it relates to. We should understand that Reading and Studying mean different according to their usage domains and objectives. It is the functional attributes that make them altogether different yet, completely interrelated. Academically, we need to study and appear for evaluation for the ‘comprehension’ we have gained. The reading speaks more of personal reading where the accountability rests less with the reader and an evaluation of the reader’s understanding of the text is not mandatory. We are more concerned with the Studying aspect of reading here. We shall discuss the ‘Reading of Self’ also.  Reading, activity characterized by the translation of symbols or letters, into words and sentences that have meaning to the individual. The ultimate goal of reading is to be able to understand written material, to evaluate it, and to use it for one's needs.  Microsoft ® Encarta ® 2009. © 1993-2008 Microsoft Corporation.  Reading is divided into two types based on the way it functions and the level of attention it requires:   1. ****Extensive Reading**** 2. ****Intensive Reading****   Extensive Reading:  This means reading for pleasure and relaxation. A reader can take any topic of interest and get indulged in self-appeasement. The purpose is to enjoy. Since our childhood, we have been reading comic books, stories, tales, novels and now general studies or specific interest books or other publications. There is no binding on us to read them and appear in some examination. This type of reading does not carry any accountability on the part of the reader and doesn’t invade his pleasure of reading.  Intensive Reading:  As the term, itself states, Intensive is ‘in depth'. This type of reading is careful reading with the utmost concern for the understanding of the text at hand. This is related more to the academic reading that we talk of today and consider as the primary goal of a student. One reads for details and for the collection of information. It is for ‘knowledge’. Specialisation happens through this type of reading. Research Papers, Term Papers. Oral Reports or Project Assignments are prepared and submitted through this reading.  There are a few techniques or methods that are being used for Intensive Reading. Along with the methods, several types of Intensive Reading are also there.   1. **Scanning** 2. **2. Skimming** 3. **Exploratory Reading**   **4. Study Reading**  **5. Analytical Reading**  **6. Critical Reading**  **7. Developmental Reading**  are a few of them.  We shall have a snapshot look at these Techniques of Reading and Types of Reading:  ****Scanning**** is considered as a helping hand in reading texts that are heavy and need to be searched upon. This works like the Ctrl+F command and is assisted by the keywords to be searched in the given text. Scanning is Rapid Reading with importance in research and preparing reviews. For students, it works as a ‘bullet way’ to locate answers to specific questions. Scanning, basically, works to find answers to the-Wh Questions like What-When-Where-Who and Why.  It is simple to understand the meaning of the term itself. It attempts to get specific information and scans through the available texts.  ****Skimming****: Creating a Condensed Understanding of the given text. This is also rapid reading which focuses on the text Title, Headings, Topical Sentences, Tables and Charts, Figures and Diagrams etc.  While making a decision to purchase a particular issue of a magazine, we tend to look at the content page and quickly ‘travel through’ the pages, reading headings or looking at the images to make a decision. We get an ‘overall idea’ of the publication and it is not like scanning. We take a comprehensive look and skimming takes us back to read the text from tip to toe if the skimmed understanding is impressive. That is why, writing headings, putting titles in academic writings are considered essential. | The students pay attention to the teacher. | To begin the lesson. |
| **Step I** | The teacher speaks on bad reading habits as;  Bad reading habits are never a good thing when you are trying to sit down and absorb information of any kind. They will end up costing you valuable time. They will also ensure that you will not truly comprehend what you are trying to read, leading to miscommunication and misinformation.  Listed below are a variety of bad reading habits and solutions to these problems. ****The goal:**** Turn them into good reading habits and improve your speed and apprehension. 5 Bad Reading Habits and How to Fix Them1. Reading one word at a time Most people are actually competent readers and can read at a good pace just from the techniques they first learned when they were children. Using your index finger to pace beneath each line is one method you might still apply now and then. However, as we are required to become more specific with our information people start to read much slower, focusing specifically on one word at a time as they believe this will improve their comprehension rates.  Interestingly, the brain is more than capable of processing short phrases and groups of words incredibly quickly! When you consider that on average, half of your material consists of the most common 100 words in the English language, this lessens the need for slow reading even further!  ****The solution?**** Quite simply, next time you are going through a text do it a little quicker and try [reading groups of words](https://www.speedreadinglounge.com/reading-groups-of-words" \o "How to read chunks of words - A tutorial" \t "https://www.speedreadinglounge.com/_blank) as opposed to individual words. This will reinforce a faster pace and train your eyes and mind to capture key information precisely! However, it may take some time and practice to fully master this technique. 2. Reading everything at the same pace Surely, reading at the same pace is beneficial. Well, not exactly, though this may initially sound a little odd. However, text you find incredibly easy to comprehend is not worth wasting excess time over, especially if it is information you already know. Likewise, for trickier sections, slowing down a little means you will not have to re-read the text later, which (*regression*) is one of the most time-wasting bad reading habits many have.  ****Solution:**** Try slowing down for tricky sections and speeding up for easy ones the next time you read. You will be surprised at just how much more information will sink in! Furthermore, apply proven methods such as [skimming and scanning](https://www.speedreadinglounge.com/skimming-and-scanning" \o "8 Tips to skim and scan reading material efficiently" \t "https://www.speedreadinglounge.com/_blank) if you only need an overview of the material. 3. Vocalization and subvocalization What is meant by vocalization? This is when you start pronouncing words out loud as you read. [Subvocalization](https://www.speedreadinglounge.com/subvocalization" \o "Subvocalization – 6 Tips To Stop It" \t "https://www.speedreadinglounge.com/_blank) is the same idea but pronouncing words in your head. It is certainly one of the more controversial bad reading habits. Many developed it as they believe it helps their memory retention if they hear information and read it. In reality, it is slowing your reading down considerably.  ****The fix?**** Stop doing it by focusing upon groups of words instead of individual ones! It can take time to stop doing this “bad reading habit” and actively thinking about not vocalizing the text can reduce your focus on your material.  Within a short space of time, however, you should find the process much easier, which will only help your literacy abilities considerably. A proven trick is to hum a melody while flying over the words. It works for me. You may also learn how to visualize what you read to overcome this bad reading habit. 4. Regression – Skipping back and general re-reading Having to repeat yourself when speaking is frustrating, and it is the same case when reading. Often, even if you have fully understood the sentence, you will find yourself getting to the end of a page and re-reading it out of habit, which is a huge waste of time. This is called regression.  ****The solution**** here is somewhat simple. Do not reread sections of text unless you failed to comprehend any of them. This point will be further discussed later, but by reading sentences just once you will show less tendency to develop bad reading habits. And if you require further reading? Try another text on the same subject. This will improve your perspective of the subject and will more than likely throw up additional interesting information! 5. Information overloading and lack of preparation Leaving things to the last minute is never ideal, and with reading, this is no different. Often when reading is left last minute, you find yourself trying to cram as much information as possible into your brain. Even when not left to the last minute, this is something many people do anyway. This can lead to misinformation and improper communication between the text and you, meaning that what you read and what you actually comprehend can vary drastically.  ****Solution:**** A good technique to start using is pre-reading preparation, especially if you can undertake it a day or so before. Briefly skim the text and the internet for key points on the topic, and you will be surprised at just how much information you can gather. If this initial information is reinforced by your reading?  Then that is great! And if not, then simply reread another piece of text to gain another perspective and not become stressed. Information overloading is one of those bad reading habits that can be overcome quickest. | The students participate in the lesson. | This is to ensure that the students understand the concept and definition of directional words. |
| **Step II** | Reading is an intellectual activity directed towards extraction of meaning from a written piece. It is the act of giving meaningful interpretation to printed words. The student view it as a tedious task, which must be “done” in order to pass their examinations. “Reading” in Nigeria has posed many problems to secondary school students because of the bad reading habits they display. Many of them were never introduced to formal instructions in reading.  The purpose of this lesson therefore, is to identify some bad reading habits among Nigerian students and to propound some solutions to eradicate or at least minimize them. | The students rapt attention to the teacher. | For clarity and understanding of the concept reading. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | The teacher evaluates the students by giving them the following classwork.   1. What is reading? 2. Identify two reading defaults. | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Read more on language skills. | They take note of the instruction. | To enhance the spirit of research in the scholars. |

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**21/3/2023**

**Principal Head Instructor**