**LESSON PLAN FOR WEEK 3 ENDING 27TH FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: WRITING

SUB TOPIC: DEBATE

DATE: 25TH FEBRUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 5

AVERAGE AGE: 15

SEX: MIXED

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

I Define Essay.

Ii. List the types of essay.

Iii. Explain the various types of essay.

**Rationale/Importance**: To enable the students gain more knowledge of the novel with specific reference to characterization and character development.

**Previous Knowledge:** they have been taught setting, plot, style, etc.

**Instructional Resources:** a copy of the novel “ second class citizen by Buchi Emecheta, etc.

**Reference Materials:** Exam Focus Literature by …

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher asks ;did you know the word ‘essay’ is derived from a Latin word ‘exagium’, which roughly translates to presenting one’s case? So essays are a short piece of writing representing one’s side of the argument or one’s experiences, stories, etc. Essays are very personalized. So let us learn about types of essays, format, and tips for essay-writing.  An essay is generally a short piece of writing outlining the [writer’s perspective or story](https://www.toppr.com/guides/english/writing/story/). It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. We will be focusing on informal essays which are more personal and often have humorous elements. | They pay rapt attention to the teacher. | To enable the students know the meaning of the concept essay. |
| Step 2 | **Types of Essays** The type of essay will depend on what the writer wants to convey to his reader. There are broadly four types of essays. Let us see.   1. ****Narrative Essays:**** This is when the writer is narrating an incident or story through the essay. So these are in the first person. The aim when writing narrative essays is to involve the reader in them as if they were right there when it was happening. So make them as vivid and real as possible. One way to make this possible is to follow the principle of ‘show, don’t tell’. So you must involve the reader in the story. 2. ****Descriptive Essays****: Here the writer will describe a place, an object, an event or maybe even a memory. But it is not just plainly describing things. The writer must paint a picture through his words. One clever way to do that is to evoke the senses of the reader. Do not only rely on sight but also involve the other [senses of smell, touch, sound](https://www.toppr.com/guides/evs/super-senses/sense-organs/) etc. A [descriptive essay](https://www.toppr.com/guides/english/writing/descriptive-essay/) when done well will make the reader feel the emotions the writer was feeling at the moment. 3. ****Expository Essays:**** In such an essay a writer presents a balanced study of a topic. To write such an essay, the writer must have real and extensive knowledge about the subject. There is no scope for the writer’s feelings or emotions in an expository essay. It is completely based on facts, statistics, examples etc. There are sub-types here like contrast essays, cause and effect essays etc. 4. ****Persuasive Essays****: Here the purpose of the essay is to get the reader to your side of the argument. A persuasive essay is not just a presentation of facts but an attempt to convince the reader of the writer’s point of view. Both sides of the argument have to presented in these essays. But the ultimate aim is to persuade the readers that the writer’s argument carries more weight. | They listen the more to the teacher. | To know the role of the minor characters in the novel. |
| Step 3 | **Format of an Essay** Now there is no rigid format of an essay. It is a creative process so it should not be confined within boundaries. However, there is a basic structure that is generally followed while writing essays. So let us take a look at the general structure of an essay. **Introduction** This is the first paragraph of your essay. This is where the writer introduces his topic for the very first time. You can give a very brief synopsis of your essay in the introductory paragraph. Some [paragraph writing skills](https://www.toppr.com/guides/english/writing/paragraph/) can be a help here. Generally, it is not very long, about 4-6 lines.  There is plenty of scopes to get creative in the introduction of essays. This will ensure that you hook the reader, i.e. draw and keep his attention. So to do so you can start with a quote or a [proverb](https://www.toppr.com/guides/business-communication-and-ethics/essential-of-good-english/proverbs/). Sometimes you can even start with a definition. Another interesting strategy to engage with your reader is to start with a question. **Body** This is the main crux of your essays. The body is the meat of your essay sandwiched between the introduction and the conclusion. So the most vital and important content of the essay will be here. This need not be confined to one paragraph. It can extend to two or more paragraphs according to the content.  Usually, we have a lot of information to provide in the body. And the mistakes writers generally make is to go about it in a haphazard manner which leaves the reader confused. So it is important to organize your thoughts and content. Write the information in a systematic flow so that the reader can comprehend. So, for example, you were [narrating an incident](https://www.toppr.com/guides/business-correspondence-and-reporting/introduction-to-basic-writing/styles-of-writing/). The best manner to do this would be to go in a chronological order.  Learn more about [Story Writing here in detail](https://www.toppr.com/guides/english/writing/story/" \t "https://www.toppr.com/guides/english/writing/essay/_blank). **Conclusion** This is the last paragraph of the essay. Sometimes a conclusion will just mirror the introductory paragraph but make sure the words and syntax are different. A conclusion is also a great place to sum up a story or an argument. You can round up your essay by providing some moral or wrapping up a story. Make sure you complete your essays with the conclusion, leave no hanging threads. **Tips for Essay Writing**  * Give your essays an interesting and appropriate title. It will help draw the attention of the reader and pique their curiosity * Keep it between 300-500 words. This is the ideal length, you can take creative license to increase or decrease it * Keep your language simple and crisp. Unnecessary complicated and difficult words break the flow of the sentence. * Do not make [grammar mistakes](https://www.toppr.com/bytes/common-grammar-mistakes/), use correct [punctuation and spellings](https://www.toppr.com/guides/business-communication-and-ethics/essential-of-good-english/spelling-and-pronunciation/). If this is not done it will distract the reader from the content * Before beginning the essay organize your thought and plot a [rough draft](https://maps.google.com/url?sa=t&url=https://lifetrrends.com/). This way you can ensure the story will flow and not be an unorganized mess. | They ask questions . | To further their understanding of the lesson. |
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| Summary | Summarizes lesson with the key points. | Copy down lesson in their note books | For reference point while studying. |
| Evaluation | 1. What is an essay? 2. State the four types of essay you have been taught. | 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. |



27/01/2023

Principal Head Instructor

**LESSON PLAN FOR WEEK 3 ENDING 27TH FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: LITERARY APPRECIATION

SUB TOPIC: FIGURES OF SPEECH

DATE: 25TH FEBRUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 5

AVERAGE AGE: 15

SEX: MIXED

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

I Define figures of speech.

Ii. List the examples of figures of speech.

Iii. Explain the various examples and use them in sentences.

**Rationale/Importance**: To enable the students gain more knowledge of the use of figures of speech.

**Previous Knowledge:** they have been taught essay writing.

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

**Reference Materials:** Exam Focus Literature by …

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | A figure of speech is a word or phrase that possesses a separate meaning from its literal definition. It can be a metaphor or simile designed to make a comparison. It can be the repetition of alliteration or the exaggeration of hyperbole to provide a dramatic effect. There are a wealth of these literary tools in the English language. **Examples of Figures of Speech** Figures of speech lend themselves particularly well to literature and poetry. They also pack a punch in speeches and movie lines. Indeed, these tools abound in nearly every corner of life. Let's start with one of the more lyrical devices — alliteration. **Alliteration Examples** [Alliteration](https://examples.yourdictionary.com/alliteration-examples.html) is the repetition of the beginning sounds of neighboring words. Examples include:   * ****Sh****e ****s****ells ****s****ea****sh****ells. * ****W****alter ****w****ondered ****w****here ****W****innie ****w****as. * ****B****lue ****b****aby ****b****onnets ****b****obbed through the ****b****ayou. * ****N****ick ****n****eeded ****n****ew****n****otebooks. * ****F****red ****f****ried ****f****rogs' legs on ****F****riday. | They pay rapt attention to the teacher. | To enable the students know the meaning of the concept essay. |
| Step 2 | **types of figures of speech****1 Alliteration** [Alliteration](https://www.grammarly.com/blog/alliteration/) is the repeating of consonant sounds right next to each other, which creates a memorable or melodic effect.  Example: She sells seashells by the seashore. **2 Antithesis** [Antithesis](https://www.grammarly.com/blog/antithesis/) is a literary technique that places opposite things or ideas next to one another in order to draw out their contrast.  Example: “It was the best of times, it was the worst of times . . .” —Charles Dickens, *A Tale of Two Cities* **3  Apostrophe** Apostrophe as a figure of speech is when a character addresses someone or something that isn’t present or cannot respond. The character might speak to someone deceased, an inanimate object, or a concept.  Example: “O Romeo, Romeo, wherefore art thou Romeo?” *—*William Shakespeare,*Romeo and Juliet* **4  Circumlocution** Circumlocution is the use of a purposely wordy description. You can think of it as talking in circles.  Example: In the *Harry Potter* series, most characters don’t say Lord Voldemort’s name; instead, they use this circumlocution: “He Who Must Not Be Named.” **5 Epigram** An epigram is a clever and memorable statement. You will find epigrams in [speeches](https://www.grammarly.com/blog/how-to-write-a-speech/), [poetry](https://www.grammarly.com/blog/poetry-quotes/), and at the front of a book.  Example: “No one can make you feel inferior without your consent.” —Eleanor Roosevelt **6 Euphemism** A [euphemism](https://www.grammarly.com/blog/euphemism/) is a way to say something in an understated manner, often to avoid difficult topics—like money, death, or sex.  Example: Death can be an uncomfortable subject, so we’ve developed many euphemisms to avoid confronting it head-on. Rather than telling a friend that a relative died, you might say they “kicked the bucket,” “passed away,” or are “no longer with us.” **7 Hyperbole** [Hyperbole](https://www.grammarly.com/blog/hyperbole/) is a deliberate exaggeration that adds emphasis, urgency, or excitement to a statement.  Example: If I don’t eat soon, I’m going to die of hunger. **8  Irony** [Irony](https://www.grammarly.com/blog/what-is-irony/) is a situation that subverts a reader’s expectations.  Example: One of the characters in your story is a hypochondriac, always convinced that they have an exotic and uncurable disease. An ironic ending for that character would be if they died of a common cold. **9 Litotes** Litotes use a double negative to create a positive.  Example: You’re not wrong. **10 Metaphor** A[metaphor](https://www.grammarly.com/blog/metaphor/) is the direct comparison of dissimilar things to create more vivid imagery or understanding.  Example: He was an onion; to understand him, she had to peel back the layers. **11 Metonymy** Metonymy is a literary device in which a word or object stands in for a closely related word or object. Metonymy gives a writer more variability with descriptions.  Example: I thought his movies were better when they weren’t so Hollywood. **12 Onomatopoeia** [Onomatopoeia](https://www.grammarly.com/blog/onomatopoeia/) is a word that sounds like what it means.  Example: When a character is exasperated, they might exclaim, “Sheesh!” That’s both a word to show exasperation and a sound that happens when you sigh loudly. **13 Oxymoron** An [oxymoron](https://www.grammarly.com/blog/oxymoron/) is a phrase that uses two contradictory words to create a new meaning.  Example: That strawberry cake was awfully good. **14 Paradox** A paradox is a statement that appears to contradict itself but contains some truth, theme, or humor.  Example: “All animals are equal, but some animals are more equal than others.” —George Orwell, *Animal Farm* **15 Personification** [Personification](https://www.grammarly.com/blog/personification/) is assigning human attributes to nonhuman things.  Example: The floorboards groaned under the weight of each step. **16 Pleonasm** Pleonasm is the use of more words than necessary to convey meaning. A writer might use pleonasm for humor or emphasis, or they might not realize they’re using extra words at all.  Example: The burning fire warmed the whole house. **17 Pun** A [pun](https://www.grammarly.com/blog/puns/) is a form of wordplay that purposely substitutes words that sound similar but have different meanings.  Example: “‘Mine is a long and a sad tale!’ said the Mouse, turning to Alice and sighing. ‘It is a long tail, certainly,’ said Alice, looking down with wonder at the Mouse’s tail; ‘but why do you call it sad?’” —Lewis Carroll, *Alice’s Adventures in Wonderland* **18 Simile** A [simile](https://www.grammarly.com/blog/simile/) compares two dissimilar things using “like” or “as.” The goal of simile is to give the reader a more vivid understanding of something.  Example: It was the first real day of summer, and by the time she came back indoors, she was as red as a tomato. **19  Synecdoche** Synecdoche is when a smaller unit is used to signify a larger unit or vice versa.  Example: New England won the game by a touchdown. (Here, New England means New England’s football team.) **20 Understatement** Understatement is the intentional downplaying of a situation. This can create a humorous or deadpan effect in writing.  Example: “I have to have this operation. It isn’t very serious. I have this tiny little tumor on the brain.” —J.D. Salinger, *The Catcher in the Rye* | They listen the more to the teacher. | To know the role of the minor characters in the novel. |
| Step 3 | **Figures of speech examples in literature** Figures of speech are around us all the time (and that’s not hyperbole!), but it’s the deliberate deployment of them that makes writing stand out (did you catch that alliteration?). Below are examples of figures of speech in literature and poetry. **Metaphor in “Caged Bird” by Maya Angelou** *The caged bird sings*  *with a fearful trill*  *of things unknown*  *but longed for still*  *and his tune is heard*  *on the distant hill*  *for the caged bird*  *sings of freedom*  In her poem “Caged Bird,” Maya Angelou uses the extended **metaphor** of caged and free birds to display the difference between Black and White Americans. **Antithesis in *Beloved*by Toni Morrison** *“Sethe,” he says, “me and you, we got more yesterday than anybody. We need some kind of tomorrow.”*  In this passage, Paul D. speaks to Sethe and insists she quit dwelling on her past. Morrison uses **antithesis**to contrast yesterday and tomorrow, which is much more effective than simply saying Sethe should stop focusing on the past. **Personification in “Because I Could Not Stop for Death” by Emily Dickinson** *Because I could not stop for Death*  *He kindly stopped for me.*  By writing that death “kindly stopped” for her, Emily Dickinson uses **personification**to make the concept of death more vivid and tangible. The thought of death stopping by gives it an ominous but cordial tone, as if Dickinson treats it as an acquaintance. | 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 figure of speech? 2. Give examples. | 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. |