**JSS2 LESSON PLAN FOR WEEK 2 ENDING 12TH MAY, 2023.**

**Subject: English Studies**

**Topic: Writing**

**Sub-Topic: Summary Writing on a Selected Passage**

**Date: 12th 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 and Importance of summary**
2. **Steps in Writing Summary**

**Rationale: To enable the students now how to break a passage in a concise form**

**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 and importance of summary writing** | **A summary is a short overview of the main points of an article or other source, written entirely in your own words, by paraphrasing the others ideas.**  **Importance**   1. **It is shorter than the page it summarizes.** 2. **It contains every essential facts or ideas that are in the longer passage** 3. **Omits fact or ideas that are in the longer passage are not important.** 4. **Adds no fact or idea that is not in the longer passage.** 5. **May use the same words as the passage or different words;** 6. **Its always written in complete, correct sentences.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to explain the steps involved in summary writing.** | 1. **Read the passage carefully to grasp the meaning of the text.** 2. **Underline the topic sentences and other main ideas.** 3. **Most topic sentences appears at the beginning of the paragraph.** 4. **Main ideas should be factual.** 5. **Do not include exampler/explanation.** 6. **Rewrite the main point in one paragraph.** 7. **Do not give your own opinion.** | **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 summary writing?** 2. **Mention 3 importance of summary writing.** | **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**  **List the steps in summary writing.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



12th May, 2023

Deputy Head Instructor

APPROVED!

**JSS2 LESSON PLAN FOR WEEK 1 ENDING 12TH MAY, 2023.**

**Subject: English Studies**

**Topic: Writing Grammatical Accuracy**

**Sub-Topic: Adverbial Clause**

**Date: 12th 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 and examples of adverbial clause**
2. **Adverbial Clause of Condition**

**Rationale: To know the difference between adverbial clause and other clauses.**

**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** | **Explain the meaning of adverbial clause** | **An adverbial clause is a dependent clause that functions as an adverb. That is, the entire clause modifies a verb, an adjective or another adverb. It also a group of words that functions as an adverb and that contains a subject and a verb. E.g When the sun rises, we will escape.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Explain adverbial clause of condition.** | **Adverbial clause of condition are introduced by the subordinating conjunction. If, whether, provides that so long as and unless e.g**   1. **You won’t pass unless you work hard.** 2. **That’s John unless I am mistaken.** 3. **You can take my car so long as you drive carefully.** 4. **She will take this medicine, whether she likes it or not.** 5. **I will forgive you on condition that you don’t do that again.** | **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 adverbial clause and give three examples.** | **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**  **Mention 5 examples of adverbial clause of condition.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



12th May, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 2 ENDING 12TH MAY, 2023.**

**Subject: English Studies**

**Topic: Listening and Speaking**

**Sub-Topic: Intonation**

**Date: 11th 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 and uses of intonation**
2. **Types of intonation pattern**

**Rationale: To know authors notion on the passage and give opinions**

**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** | **Guides the student on the meaning of intonation.** | **Intonation is about how we say things, rather than what we say. Without intonation, it is impossible to understand the expressions and thoughts that go with words. Intonation can also be seen as the tone, the melody, the music of speech. When a person speaks, he does not say every word on the same note. Those are changes of ‘Pitch’ there is rise and fall of voice. Intonation can be rising and falling tune.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student on the uses of intonation.** | **Uses of intonation:**   1. **For making request** 2. **For asking yes or no question** 3. **For making controversial statement** 4. **For listing things** 5. **Stressing the importance of something** 6. **Contrasting between things** 7. **Expressing feelings** | **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 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 make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Mention 5 uses of intonation.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



12th May, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 1 ENDING 12TH MAY, 2023.**

**Subject: English Studies**

**Topic: Prose**

**Sub-Topic: Kinds of Prose**

**Date: 9th 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 Prose**
2. **Kinds of Prose**

**Rationale: To know the differences between drama, prose and poetry**

**Previous Knowledge: The Students have 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** | **Explain the meaning of prose** | **Prose is an orderly narrative of events put in a sequential order of the events. Prose is either spoken as in everyday conversation written as stories of fictional or historical people, things or situations.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student on the kinds of prose.** | 1. **Narrative Prose: This prose tells a story as vividly and clearly as possible. It major function is to narrate events in the order in which they occurred.** 2. **Descriptive prose: This describes events. It is an ordered arrangement of details, from a definite point of view.** 3. **Expository Prose: This is orderly set out to expose to the reader a body of facts or beliefs unknown to him.** 4. **Argumentative Prose: It is a method of persuasion in which the writer/author seeks to change someone else ideas, beliefs or actions through the use of logical proofs.** | **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 prose.** | **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 kinds of prose.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



12th May, 2023

Deputy Head Instructor

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