**LESSON PLAN FOR WEEK 5 ENDING 10TH FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: LISTENING COMPREHENSION

SUB TOPIC: LISTENING TO GRASP MAIN POINTS

DATE: 9TH FEBRUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 7

AVERAGE AGE: 14

SEX: MIXED

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

I Define Listening.

Ii. State the rules that govern the placement of stress in words of four syllables.

Iii. Identify the stressed syllable in words of four syllables.

**Rationale/Importance**: To enable the students gain more knowledge of stress, especially words of four syllables.

**Previous Knowledge:** they have been placing stress while pronouncing words before now.

**Instructional Resources:** duster, marker, white board, etc.

**Reference Materials:** Contemporary English Grammar by J. D. Murthy, Internet Sources, Etc.

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher opines that;  Listening for the main point of a conversation is a critical skill when attempting to learn a foreign language or grasp a difficult concept. Learn how to identify the main point using word chains and other strategies, and practice how to employ these skills even when listening to two or more speakers conversing. | They pay rapt attention to the teacher. | To enable the students know the meaning of the concept. |
| Step 2 | The teacher states the main point about listening to grasp the main point as shown below.**The Main Point** Whether you're having a conversation in real life or listening to a passage on a test, knowing how to listen for the main point is key to actually understanding what the other person is trying to say. The **main point** is the most important concept or argument of the passage as a whole. Once you understand the main point, all the details will fall into place, but without the main point, nothing really makes sense.  Many students struggle with this because they think they need to understand every single word and detail to know what a speaker is saying. Then, they get so nervous and frantic about remembering every little thing that they completely lose sight of the main point. In this lesson, you'll get some tips for avoiding this problem so you can stay focused on the main point. **Word Chains** One tool you can use when you're trying to listen for the main point is **word chains**, sequences of similar or related words repeated throughout the conversation. This is especially true when you're listening to something that the speaker has prepared in advance, like a lecture for a class. Here's an example:  PROFESSOR: 'Good morning, class. Today we're talking about King Cyrus: specifically what kind of a leader is he? At some points, we see Cyrus talking to his generals and discussing what to do, which is what we think of as good leadership, but we also see him bribing his subordinates and tricking them into doing things. So, what kind of leadership is this? Is this the way we would expect a king to behave? Or, is it okay because Cyrus is a military commander in the middle of a war?'  In this passage, you can hear that 'leadership,' 'leader,' and related words are repeated several times. The same thing happens with the name 'Cyrus.' This creates a kind of chain of words, linking everything together; this is a passage about King Cyrus and leadership.  Listening for these word chains is a great way to identify the overall **topic** of a passage, or what the whole passage is about. If you've really identified the topic, you should be able to find related words scattered all throughout the passage, not just in one section or another.  Once you've identified the topic, you can ask yourself: 'what is the speaker saying about the topic?' The answer to this question will be: The main point of the passage. In this case, the professor is introducing some questions about King Cyrus and leadership. | They listen the more to the teacher. | To know the main point about listening to grasp the main point. |
| Summary | Summarizes lesson with the key points. | Copy down lesson in their note books | For reference point while studying. |
| Evaluation | 1. What is listening? 2. State the importance of listening. | 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 listening. | They take note of the instruction for appropriate action. | For more understanding of the topic. |

**LESSON PLAN FOR WEEK 5 ENDING 10TH FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: ESSAY WRITING

SUB TOPIC: EXPOSITORY ESSAY

DATE: 8TH FEBRUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 7

AVERAGE AGE: 14

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. Write an expository essay.

**Rationale/Importance**: To enable the students gain more knowledge of expository essay.

**Previous Knowledge:** they have been taught informal letter.

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

**Reference Materials:** contemporary English Grammar by J. D. Murthy, internet sources, etc.

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher begins the lesson by saying;WHAT IS AN EXPOSITORY ESSAY? The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.  *Please note*: This genre is commonly assigned as a tool for classroom evaluation and is often found in various exam formats. | They pay rapt attention to the teacher. | To enable the students know the meaning of the concept expository essay. |
| Step 2 | The structure of the expository essay is held together by the following.   * ****A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.****   It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay.   * ****Clear and logical transitions between the introduction, body, and conclusion.****   Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay’s argument, and the structure will collapse.   * ****Body paragraphs that include evidential support.****   Each paragraph should be limited to the exposition of one general idea. This will allow for clarity and direction throughout the essay. What is more, such conciseness creates an ease of readability for one’s audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph.   * ****Evidential support (whether factual, logical, statistical, or anecdotal).****   Often times, students are required to write expository essays with little or no preparation; therefore, such essays do not typically allow for a great deal of statistical or factual evidence.   * ****A bit of creativity!****   Though creativity and artfulness are not always associated with essay writing, it is an art form nonetheless. Try not to get stuck on the formulaic nature of expository writing at the expense of writing something interesting. Remember, though you may not be crafting the next great novel, you are attempting to leave a lasting impression on the people evaluating your essay.   * ****A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.****   It is at this point of the essay that students will inevitably begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize and come to a conclusion concerning the information presented in the body of the essay. | They listen the more to the teacher. | To know the place for the use of adjuncts as the case may be. |
| Step 3 | **The Expository Essay Structure** If you are writing an expository essay for school then the essay will usually follow the typical 5-paragraph essay structure.This means that there will be an introductory paragraph, followed by three body paragraphs, followed by the conclusion. While the expository essay format can and should change based on the assignment and the audience, this is a general expository essay outline. Our article about [argumentative essay format](https://essaypro.com/blog/argumentative-essay) also contains a lot of additional useful information, check it out.   * ****Introduction paragraph**** * Hook * Background information * A thesis statement or a sentence explaining the main purpose of the essay * Transition sentence * ****Body paragraph 1**** * Topic sentence about the first main idea or fact being presented * Supporting evidence and facts * Transition to the second body paragraph * ****Body paragraph 2**** * Topic sentence about the second main idea or fact being presented * Supporting evidence and facts * Transition to the third body paragraph * ****Body paragraph 3**** * Topic sentence about the third main idea or fact being presented * Supporting evidence and facts * Transition to the conclusion * ****Conclusion**** * Summary of the main ideas * Restate the thesis statement or main purpose * Final thoughts | 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 an expository essay. 2. State the features of an expository essay. | 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 expository essay. | They take note of the instruction for appropriate action. | For more understanding of the topic. |

**LESSON PLAN FOR WEEK 5 ENDING 10TH FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: GRAMMATICAL STRUCTURE,

SUB TOPIC: PHRASAL VERB

DATE: 7TH FEBRUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 7

AVERAGE AGE: 14

SEX: MIXED

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

I Define Phrasal verb

Ii. Identify some phrasal verbs and their meaning.

Iii. Use phrasal verbs to contruct good sentences.

**Rationale/Importance**: To enable the students identify the meaning of phrasal verb.

**Previous Knowledge:** they have been taught expository essay before now.

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

**Reference Materials:** contemporary English Grammar by J. D. Murthy, internet sources, etc.

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher posits that; [Phrasal verbs](https://byjus.com/english/phrasal-verbs/) can be used to make your [English language](https://byjus.com/english) sound a lot more sophisticated and professional. Phrasal verbs are a combination of a [verb](https://byjus.com/english/verbs/) and a [preposition](https://byjus.com/english/prepositions/)/[adverb](https://byjus.com/english/adverbs/). These verbs behave like normal verbs do, though the words that constitute them belong to different [parts of speech](https://byjus.com/english/parts-of-speech/). Check out the list of phrasal verbs given below.  Phrasal verbs are frequently used in spoken English as well as informal texts. You will also come across these in the verbal section of various competitive exams. As the name suggests, a phrasal verb is composed of two or three words, including a verb and an adverb or preposition. Generally, the meaning of the phrasal verb is not very obvious from the main verb.  The meaning differs due to the accompanying preposition or adverb. Example: ‘look up’ and ‘look down’ are two phrasal verbs with different meanings. In this series of articles, you will learn about the commonly used phrasal verbs and their meanings. Each article consists of 10-20 phrasal verbs explained with the help of examples. | They pay rapt attention to the teacher. | To enable the students get knowledge of phrasal verb. |
| Step 2 | common phrasal verbs (with meanings and examples) **back [x] up**  support or defend someone  *When the class was making fun of me, only the teacher backed me up.*  **break down**  stop working, especially when referring to machines  *The ice cream machine at McDonald’s is always breaking down.*  **call around**  contact multiple people  *Roy called around to find a nearby mechanic.*  **calm down**  relax after an energetic or irritated state  *I need a few minutes to calm down after that match.*  **call [x] off**  cancel  *We called the party off.* / *We called off the party.*  **check [x] out**  verify a person or thing (can sometimes be flirtatious when used in reference to a person)  *I’ll check the contract out.* / *I’ll check out the contract.*  **clean up**  be extremely successful in an endeavor, such as business, sports, or gambling  *Our hockey team cleaned up at the tournament and went home undefeated.*  stop questionable behavior, such as consuming drugs or alcohol  *Her boss said she had to either clean up or find a new job.*  **clean [x] up**  clean a general area  *John cleaned the living room up.* / *John cleaned up the living room.*  **cheer [x] up**  make someone happy, especially if they were previously sad  *Reading always cheers me up on a rainy day.*  **come around**  change an opinion or see a new point of view  *I never liked seafood, but came around after trying fried calamari.*  **come between**  disturb a relationship  *After more than fifty years of marriage, nothing could come between them.*  **come down on**  attack or punish harshly  *Ever since last month’s accident, police have been coming down on drunk driving.*  **come down with**  become sick  *After sitting in the rain for hours, Chandra came down with a nasty cold.*  **come out of**  happen as a consequence of another event  *We missed a day of school, so at least some good came out of our boring class trip.*  **come up**  become the topic of discussion or receive attention  *Everyone talked about how much they enjoyed the movie, but the run time never came up in the conversation.*  approach or come near  *While walking outside the fence, a cow came up right next to me and licked my face.*  happen or occur, as with an event or situation  *Don’t worry about a problem until after it comes up.*  **come up with**  think of an idea, especially as the first person to do so, or to produce a solution  *Sahar comes up with her best story ideas at night, so she writes them down before she forgets them.*  **count on**  rely or depend on  *If I’m ever making a mistake, I can count on my friends to warn me.*  **dive into**  occupy oneself with something; to pore over quickly or reach into quickly  *I’ll dive into that new TV show later tonight.*  **dress up**  wear nice clothes or put forth in the best light  *Abed dressed up for the award ceremony.*  **end up**  eventually reach some conclusion or destination  *After thinking for a day, he ended up taking the job.* | They listen the more to the teacher. | To know the relationship between purpose, tone and meaning. |
| Step 3 | The teacher gives more phrasal verbs and their meanings.  **fill [x] up**  fill something completely  *Bruce filled his wine glass up to the brim.*/*Bruce filled up his wine glass to the brim.*  **find out**  discover or learn  *We’ll have to wait until the next TV episode to find out who the killer is.*  **get [x] across**  communicate or explain something clearly  *The professor spoke for hours but didn’t get anything across to the students.*  **get ahead**  succeed or progress  *You’ll never get ahead at this company unless you follow the rules.*  **get around**  travel from place to place  *It’s impossible to get around this city without a car.*  **get around to [x]**  do something eventually  *I’ll get around to fixing the table after the playoffs.*  **get away with**  escape punishment or some other unpleasantness  *Shirley thought she got away with cheating until the teacher asked her to stay after class.*  **get along with**  be friendly with  *My dog gets along with everyone as long as they’re not a cat.*  **get at**  reach  *There’s an itch on my back that I can’t get at.*  attempt to prove or explain  *What these graphs are getting at is that we’ll be bankrupt by next week.*  **get away**  escape or depart from  *Lucio liked to go to the lake every weekend, just to get away from the city.*  **get away with**  escape punishment for a crime or misdeed  *The boss’s nephew gets away with much more than any of the other employees.*  **get [x] back**  have something returned  *Rodger got his pencil back from Greta.* / *Rodger got back his pencil from Greta.*  **get back at**  have revenge on someone  *Laila promised herself that she would get back at whoever started the rumor.*  **get by**  survive or manage at the bare minimum  *When Sheila lost her job, the family had to get by with only their savings.*  **get down**  enjoy oneself without inhibitions, especially with music or dancing  *Vicente may be overly formal at work, but he sure knows how to get down to hip-hop.*  **get [x] down**  depress or discourage someone  *Kima always gets everyone down with her stories from the hospital.*  record or write something down  *The President spoke quickly at the press conference, and reporters were struggling to get all of his comments down.* | 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 phrasal verb? 2. List four examples of phrasal verbs. | 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 on phrasal verb. | They take note of the instruction for appropriate action. | For more understanding of the topic. |

**LESSON PLAN FOR WEEK 5 ENDING 10TH FEBRUARY, 2023**

SUBJECT ENGLISH LANGUAGE

TOPIC: VOCABULARY DEVELOPMENT

SUB TOPIC: VOCABULARY ON MEDICINE.

DATE: 6TH FEBRUARY, 2023

DURATION: 40 MINUTES

PERIOD: 5TH

CLASS: S.S. 1

NUMBER IN CLASS: 7

AVERAGE AGE: 14

SEX: MIXED

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

I Say what is vocabulary development.

Ii. Identify vocabulary associated with medicine.

**Rationale/Importance**: To enable the students identify the meaning of letter, the types of letter, the features of an informal letter and how to write an informal letter.

**Previous Knowledge:** they have been taught reading to identify the mood and tone of a speaker.

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

**Reference Materials:** contemporary English Grammar by J. D. Murthy, internet sources, etc.

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | The teacher posits that before the advent of modern technology made [communication](https://www.toppr.com/guides/business-studies/directing/communication/) so easy, the art of writing a letter was considered an important requirement. Even today a letter is an important [means of communication](https://www.toppr.com/guides/business-studies/directing/communication/) in both the workspace as well as our personal lives. So let us educate ourselves with the nuances of letter writing.  Letters date back to the time when ancient Egyptians wrote to the dead asking for help. People separated by distance had only one way of communication back when paper and pen were the only means. And that gave birth to the graceful art of letter writing. It became commonplace in the 18th century and more contemporaneously faced a cultural shift which created a dent in its importance but the impact remains the same, if not more.  Although it doesn’t make you much of a Shakespeare or a Lincoln, writing letters helps to put your essential self and the chain of your thoughts on a piece of paper whether you mean it or not. | They pay rapt attention to the teacher. | To arouse the interest of the students towards the lesson. |
| Step 2 | According to the teacher, a letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties.  Now that E-mails ([Advantages and disadvantages](https://www.toppr.com/guides/business-communication-and-ethics/e-correspondence/advantages-and-disadvantages-of-email/)) and texts and other such forms have become the norm for communication, the art of letter writing has taken a backseat. However, even today a lot of our communication, especially the [formal kind](https://www.toppr.com/guides/english/writing/formal-letters/), is done via letters. Whether it is a cover letter for a job, or the bank sending you a reminder or a college acceptance letter, letters are still an important mode of communication. Which is why it is important that we know the intricacies of letter writing.  Letter Writing is simply '**The way or method of writing a Letter**'. Letter Writing is an Art, one, which not all of us are proficient in or appropriate as per conventional wisdom. Before, we focus our attention to Letter Writing, let us understand what a Letter is? **A Letter is a written message**, **request for assistance** or **employment** or **admission to a school**. Letters have played and are still playing an important role in communication throughout the world. Paper Letters have been in existence from the time of ancient India, ancient Egypt and Sumer, through Rome, Greece and China, up to the modern times. Paper letters were once the most and at times the only reliable means of communication between two people in different locations. Its format and importance has changed with evolution of technology, especially with advent of email. | They listen the more to the teacher. | To know the meaning of letter writing. |
| Step 3 | ****Types of Letters**** There are various kinds of letters like Address Change Letter, Business Letter, Cover Letter, Farewell Letter, Get Well Letter and so on. These different types of letters are different in their subject, occasion and purpose. They have various criteria like format, length, vocabulary, language and other essentials which need to be followed.  **The most widely acceptable types of letters are:** ****Formal Letters**** Formal letters are those letters which follow certain styles of writing a letter. They are known as formal letters because they are written in accordance with certain established practices. Such letters are mostly used in working environments like various offices and businesses and have very meagre emotional language. Formal letters are mostly written by officials and businessmen. ****Informal Letters**** Informal letters are those letters which are written with minimalistic rules, thus the term informal letters. Informal letters are personal correspondences and that is why they do not require as much of a rule observance as compared to the formal letters. Informal letters are mostly written by relatives, friends, peers etc. of the recipient. The purpose of writing informal letters is socialisation and information exchange. | They ask questions . | To further their understanding of the lesson. |
| Step 4 | **Meaning and Features of an Informal Letter** Informal letters are letters containing personal information which are sent to friends, acquaintances, family members or anyone with whom there exists an unprofessional or official relationship.  **Informal letters have the following features:**  **1. Language**: Informal letters are written in a simple, unofficial manner. There need not be any strict adherence to protocols; even slangs could be used, or languages, symbols known to both parties (the sender and the recipient).  **2. Format:** A format is the way and mode of which a particular thing is being structured. Format here, refers to the skeleton of the informal letter.  The format includes the address, the date, salutation, and body of the letter. The body of the letter could be further sub- grouped to include the greetings, reason for writing the letter, and conclusion. Then there is the signature of the sender/ writer.  **3. Address of the Sender**: In informal letter, unlike the formal letter, only one address is stated in the letter, and it is that of the sender. This address is usually placed on the top right of the letter.  The importance of this letter is to aid the recipient is determining the identity of the writer of the letter and his/ her location. The location becomes important especially when the sender intends to the reply the letter so as to be certain of the location to send the letter.  **4. Date**: This is the date the letter was written. It is usually situated directly below the address and it includes the particular day, month and year.  There are two ways of writing the date. The first is the British mode. Here, the date is positioned thus; day, month and year. An example is ‘06/12/2020’.  The American mode is the second. It places the month first, day and lastly, the year. So it is written thus, ‘**12/06/2020**’.  **5. Salutation:** This is the immediately after the date, but is placed by the left side of the page. Unlike in formal letters where the salutation is usually ‘**dear sir/ ma’**, here the salutation is informal. Hence, the person’s name could be included. An example is, ‘**dear aunty Ovu**’, or ‘**dear Ada**’.  **6. Body of the Letter**: This is where the message of the letter is contained. It is divided into three main parts, namely; the greetings, reason for writing the letter and the conclusion. These three parts would be further explained below.  **7. Greetings**: This is the part of the body of the letter and could contain a paragraph or two. It usually serves as an introduction, and it’s a forum where the writer asks about the well- being and welfare of the recipient, including that of his/ her family and their mutual friends (where they have mutual friends). It is also used to catch up on old times. Example, “**did you hear Adaku is now the president of her club, I was surprised when I heard it…**”  **8. Reason for writing the letter**: This comes in the paragraph directly after the greetings. It could be short or long, unlike in formal letters where the reason should be direct and straight to the point. The writer could even include other comments and topics which could be termed as very remotely connected to the reason for writing the letter.  **9. Conclusion:** This is otherwise known as closing sentence, and is used to end the letter. Examples are, “**looking forward to seeing you”** or “**send my regards to your husband”.**  **10. Signature:** This is located at the left side of the letter, directly after the closing sentence. It is usually the last thing on the letter. Usually, in informal letter, the signature states the relationship between the writer and the recipient and the writer’s  full name.  There is really no need for an actual signature. | They pay attention as ther explain what an informal letter looks like. | For understanding and differentiation. |
| Summary | Summarizes lesson with the key points. | Copy down lesson in their note books | For reference point while studying. |
| Evaluation | 1. What is an informal letter? 2. List four features of an informal letter. | 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 on letter writing. | They take note of the instruction for appropriate action. | For more understanding of the topic. |



10/2/2023

Principal Head Instructor