**JSS2 LESSON PLAN FOR WEEK 5 ENDING 2ND JUNE, 2023.**

**Subject: English Studies**

**Topic: Grammatical Structure**

**Sub-Topic: Past tense (Simple Past Tense and past participles)**

**Date: 2nd June, 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 Past Tense and Simple Past Tense**
2. **Meaning of Past Participle**

**Rationale: To know how to use the past tense, simple past and past participle in a sentences**

**Previous Knowledge: The students can express themselves comfortable with little blunders.**

**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 of past tense and simple past tense.** | **The past tense shows actions that took place in the past. The past tense is divided into “simple past Tense and Past Participle Tense”.**  **The simple Past Tense: The simple past tense of regular verbs are formed by adding either –ed, while irregular verb form their past tense in a different way. E.g**   1. **I danced at the party yesterday.** 2. **Mattew came to our house this morning.** 3. **She went to School on Friday.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Meaning of past participle** | **Past Participle expresses completed action, that is, traditionally one of the principal parts of the verb, and the fact that is traditionally used participant English in the formal i.e perfect tense in the active voice and of all tenses in the passive voice. Examples**   1. **He has gone home** 2. **I have eaten my food** 3. **We have worked in his house.** | **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 past tense?** 2. **Mention 4 examples of past tense** | **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**  **List 4 examples of simple past tense** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



2nd June, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 5 ENDING 2ND JUNE, 2023.**

**Subject: English Studies**

**Topic: Listening and Speaking**

**Sub-Topic: “Question Tag”**

**Date: 1st June, 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 question tag**
2. **Examples of question tag**

**Rationale: So that the students can know appropriate way of phrasing questions and responding to questions.**

**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 of question tag** | **Question tag consists of a verb and a pronoun.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Give examples of question tag** | **Examples of question tag**   1. **He went home yesterday. Didn’t he?** 2. **The sun rises in the east. Doesn’t it?** 3. **John was not in School yesterday, wasn’t he?** | **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 question tag.** | **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 3 examples of question tags.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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**JSS2 LESSON PLAN FOR WEEK 5 ENDING 2ND JUNE, 2023.**

**Subject: English Studies**

**Topic: Drama**

**Sub-Topic: Reading (the pen and the People)**

**Date: 2nd June, 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. **Read the selected play fluently**
2. **Make synopsis of the drama text**

**Rationale: To inculcate reading habit in the children**

**Previous Knowledge: The student have read many stories, book and so are familiar with drama text.**

**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** | **Leads the student to read the drama text, “The Pen and The People** | **Read the drama text carefully.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Explain the essence of the book** | **“The Pen and the People” examines the political process, the intrigues, fears, insecurity and insensibility in human relationship. The Principal character, Sandra Ebirim discovers, through several reported ritual killings by most politicians to enhance fortunes and other human rights violations, that the only weapon to fight such activities is the “Pen through quality journalism.** | **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 the relationship between Sandra and Ujumwa?.** | **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**  **Who is Willy Bruno?** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



2nd June, 2023

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**JSS2 LESSON PLAN FOR WEEK 5 ENDING 2ND JUNE, 2023.**

**Subject: English Studies**

**Topic: Composition**

**Sub-Topic: Village and City Life**

**Date: 30th 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. **See sample of composition written by the Teacher**
2. **Write a composition “My Best Subject Teacher”**

**Rationale: To ensure that the Students understand the techniques involved in writing**

**Previous Knowledge: The student have been involved in one form of writing or the other**

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

**Reference Material: Internet, new Oxford Secondary English Course for Junior Secondary**

**Schools 2 by Ayo Banjo et. al.**

**Lesson development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students 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** | **Show sample of a well written composition** | **Village and City Life**  **Many people live in a big city. Some others live in villages. They leave their homes in the morning to work in the field. The women cook food and take care of the babies. In the evening, the men return from their farms, find seats in the village square to tell stories and share information about events in the city. They lack many things that are found in the city. There is no television but they have a cassette radio. Village life is simple. There are no heavy machines and no big lorries to make a noise. The people have fresh vegetables to eat all the time. There are fruit trees and you can always pick some fruits for food.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Explain the contents of the composition** | **The students listen attentively to the teacher explanation.** | **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 are the three major components of an essay?** | **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 3 types of essay writing.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



2nd June, 2023

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