**JSS2 LESSON PLAN FOR WEEK 6 ENDING 9TH JUNE, 2023.**

**Subject: English Studies**

**Topic: Written Composition**

**Sub-Topic: My Future Career**

**Date: 6th 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. **Mention Examples of Composition Topics**
2. **Sample of a Written Composition**

**Rationale: To ensure that the Students have a wide range knowledge on various kinds of composition.**

**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** | **Examples of composition topics** | **Examples of composition topics**   1. **My most memorable day** 2. **My first day in school** 3. **My favorite food** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Samples of a composition** | **Future Career Essay**  **Every person thinks a lot about his future and admits that hard work lies ahead. “Mother to son, “young people claim that they are willing to make the sacrificed needed to make their goals. If you don’t think about your future, you cannot have one, so, make a decision now and work towards it. In order to reach our goals in life, we should be persistent, optimistic, hardworking, imaginative and creative .** | **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.**  **Identify 4 criteria of achieving ones future career.** | **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**  **Write a composition on your future career choice.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



9th June, 2023

Deputy Head Instructor

APPROVED!

**JSS2 LESSON PLAN FOR WEEK 6 ENDING 9TH JUNE, 2023.**

**Subject: English Studies**

**Topic: Listening and Speaking**

**Sub-Topic: Formation of Question Tags**

**Date: 8th January, 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. **Hints on the formation of question tag**
2. **Examples of question tags**

**Rationale: This will help the students to know how to properly respond to a question**

**Previous Knowledge: The student 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | **Formation of question tags** | 1. **If the verb in the main sentence contains an auxiliary verb or a modal verb. This is repeated in the verb e.g** 2. **She shouldn’t be rude to us, should she?** 3. **They haven’t eaten the oranges, have they?** 4. **She won’t go, will she?** 5. **If the first verb contains no auxiliary or modal verb, some part of the verb “do” is used.** 6. **You eat fast, don’t you?** 7. **She doesn’t swim, does she?** 8. **When the initial sentence is positive, the tag is negative** 9. **She is brilliant, isn’t she?** 10. **She slept here, didn’t she?** 11. **When the initial sentence is negative, the tag is positive.** 12. **The boy can’t do all these, can he?** 13. **Nkechi hasn’t pay the money, has she?** 14. **When the initial sentence is positive, then the speaker expects “yes” as an answer.** 15. **Joel: I can have it, can’t I?** 16. **Bob: Yes, you can.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Give more examples** | **The students listen attentively.** | **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.**  **Give 4 examples of question tags** | **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 3 rules to consider in question tag.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



9th June, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 6 ENDING 9TH JUNE, 2023.**

**Subject: English Studies**

**Topic: Grammatical Accuracy**

**Sub-Topic: Conditional Statement**

**Date: 9th 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 conditional Statement**
2. **Make sentences using even though, at least.**

**Rationale: So that the students know how use contrasting conditional statement**

**Previous Knowledge: The student has 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 conditional statement** | **“Conditional Statements” are used to decide the flow of execution based on different conditions. If a condition true, you can perform one action and if the condition is false, you can perform another action.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Give examples of conditional statement** | **The Conditional Statement tells what would or might happen under certain conditions. It most often contains an adverb clause e.g.**   1. **If it’s cold, I’will wear a jacket.** 2. **If you heat ice, it melts.** 3. **If it rains, the grass get wet.** 4. **If you freeze water, it becomes a solid.** 5. **Plan dies if they don’t get enough water.** | **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. **Explain the meaning of conditional statement** 2. **Give 5 examples of conditional statement.** | **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**  **Make 5 sentences each, using “though”, “at least”.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



9th June, 2023

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**JSS2 LESSON PLAN FOR WEEK 6 ENDING 9TH JUNE, 2023.**

**Subject: English Studies**

**Topic: Literature**

**Sub-Topic: Features of Prose**

**Date: 9th 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. **Features of Prose**

**Rationale: So that the students know the difference between drama and prose features**

**Previous Knowledge: The student 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | **Identifying the features of prose** | **Features of Prose**   1. **Characterization** 2. **Setting** 3. **Theme** 4. **style** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Explanation on the features of prose** | **Features of prose**   1. **Characterization: This means the creation or construction of a fictional character. It is the way an author or an actor describes or shows what a character is like.** 2. **Setting: The setting is the time and place where the piece is set. It is the culture and society that shapes the story. Setting therefore includes time and space.** 3. **Theme: Is the main idea that weaves the story together, the why, the underlying ideas of what happens in the piece of literature, often a statement about humanity and society/human nature.** 4. **Style: Is how the author says something, the choice of words and the use of language, sentence, construction, imaginary…not what the author says. It adds significance and impacts to the authors writing.** | **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.**  **Briefly 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**  **Mention 4 features of prose.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



9th June, 2023

Deputy Head Instructor

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