**JSS2 LESSON PLAN FOR WEEK 4 ENDING 26TH MAY, 2023.**

**Subject: English Studies**

**Topic: Grammatical Accuracy**

**Sub-Topic: Past Continuous Tenses**

**Date: 26th 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 past continuous tense**
2. **Examples of past continuous tense**

**Rationale: So that the students can made a sentences of events continuing an action in the past**

**Previous Knowledge: The student 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 past continuous tense** | **The past continuous tenses also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past. It can also be used to describe something that was happening continuously in the past when another action interrupted it.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Give examples of past continuous tense** | **Examples of past continuous tenses.**   1. **They were drinking coffee when I arrived.** 2. **The earthquake was scaring all of us.** 3. **We were eating when our friends showed up** 4. **What were you doing at this time yesterday?** | **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 past continuous 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 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 past continuous tense.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



26th May, 2023

Deputy Head Instructor

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**JSS2 LESSON PLAN FOR WEEK 4 ENDING 26TH MAY, 2023.**

**Subject: English Studies**

**Topic: Listening and Speaking**

**Sub-Topic: Intonation Patterns in Command**

**Date: 25th 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. **Using falling tone in command**
2. **Using rising tone in command**

**Rationale: To make sure that the students are able to comfortable use the WH question in intonation.**

**Previous Knowledge: The student have learnt intonation patterns in their previous lesson**

**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 falling intonation in command** | **Falling intonations in command**   1. **Shut the door** 2. **Stand up and read** 3. **Call him for me**   **Polite command:**   1. **Please come over** 2. **Play your part well** 3. **Lets be quite please** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Rising intonation expression** | **Rising intonation on yes/no question**   1. **Will you attend my party?** 2. **Are you a student in this school?** 3. **Can I borrow your pen for a minute?**   **Falling intonation on WH questions.**   1. **What’s your name?** 2. **Who took the books away?** 3. **When does this term end?** | **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 happens to falling tone in WH question?** | **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**  **Give 5 examples of WH question.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



26th May, 2023

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**JSS2 LESSON PLAN FOR WEEK 4 ENDING 26TH May, 2023.**

**Subject: English Studies**

**Topic: Literature**

**Sub-Topic: Drama**

**Date: 26th 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 types of drama**
2. **Features of drama**

**Rationale: To encourage the student participation in drama**

**Previous Knowledge: The student have engaged in drama**

**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 and types of drama** | **Drama is a story in dialogue form.**  **Types of drama**   1. **Comedy: A comedy according to M.H. Abraham is a work in which the materials are selected and managed primarily in order to interest and amuse us. Usually a comedy ends happily with the solution of conflicts.** 2. **Tragedy: The definition of tragedy begins with Aristotle and still remains unchanged as the initiation of an action that is serious and also having magnitude, complete in itself capable of arousing fear and pity and purging the audience these emotions. A tragedy is therefore a serious play characterized by sad, sorrowful, disastrous and bad ending.** 3. **Tragic-Comedy : When a play comprises both element of comedy and tragedy. It may be described as tragedy with a happy ending.** 4. **Farce: This is a kind of comic play designed to provoke the audience into simple hearty laughter.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Give the features of a drama** | **Features of drama**   1. **Drama is meant to be acted on stage** 2. **Action is involved in drama** 3. **Drama is written in acts and scenes** 4. **Drama is watched by audience.** | **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 3 types of drama** | **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**  **State 3 features of drama** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



26th May, 2023

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**JSS2 LESSON PLAN FOR WEEK 4 ENDING 26TH May, 2023.**

**Subject: English Studies**

**Topic: Writing**

**Sub-Topic: Speeches and Material (recorded or live) based on examination malpractices**

**Date: 23rd 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. **Reading selected materials**
2. **Discussing the author point of view**

**Rationale: Listening to speech on examination malpractices**

**Previous Knowledge: The students have ideals 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** | **Reading passages on examination malpractices and show video clips** | **The student watched video clip** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Discussing the author point of view** | **The student itemize the effects of examination malpractices.** | **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 causes of examination malpractice** | **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**  **How can examination malpractices be curbed in our educational sector.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



26th May, 2023

Deputy Head Instructor

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