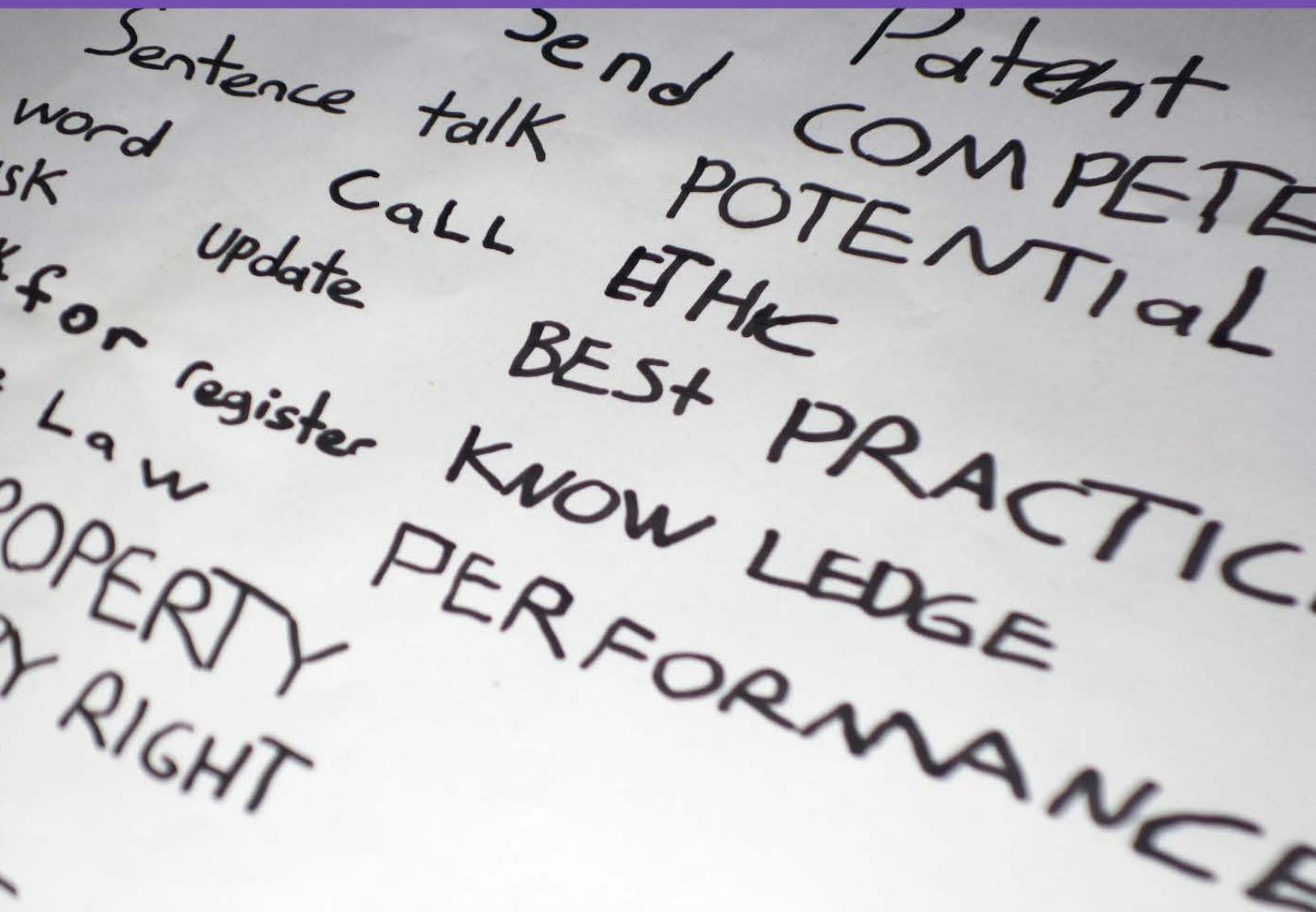


ENGLISH LANGUAGE

FOR

Junior Secondary School

1



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JSS 1

ENGLISH LANGUAGE

FIRST TERM

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Week1

Topic: Syllables

Speech Work: Syllables (continuation)

Syllables are formed when a vowel pairs with a consonant to create a unit of sound.

Some words have one syllable (monosyllabic), and some words have many syllables (polysyllabic).

New vowels sounds create new syllables.

- long
- This word has one syllable. There is only one vowel sound, created by the “o.”
- shame
- This word has one syllable. Even though there are two vowels, only one vowel makes a sound. The long “a” sound is the vowel sound; the “e” is a silent “e.”
- silent
- This word has two vowels sounds; therefore it has two syllables. The first syllable is “si” with the long “i” sound. The second syllable includes the letters “lent.”

How Many Syllables Are in a Word?

A syllable starts with a vowel sound. That vowel most often joins with a consonant, or consonants, to create a syllable. Syllables will sometimes consist of more than one vowel but never more than one vowel sound. Syllables create meaning in language. When vowels and consonants join to create sound, words are formed. A single syllable makes a single sound. Some words have one unit of sound, which means they have one syllable. More than one sound means the word has more than one syllable.

Monosyllabic Words

Words with one syllable (monosyllabic)

Single vowel sound

- **man**
- This word has two consonants and one vowel
- The one vowel sound (the short “a”) joins with the two consonants to create one syllable
- **cry**
- This word has two consonants and one vowel
- The one vowel (the long “i” sound formed by the “y”) joins with the two consonants to create one syllable

Double vowels with single sound

- brain
- This word has three consonants and two vowels
- The two vowels create one vowel sound (a long “a” sound)
- The single vowel sound joins with the three consonants to make one syllable
- tree
- This word has two consonants and two vowels
- The two vowels create one vowel sound (a long “e” sound)
- The single vowel sound joins with the two consonants to make one syllable

Words ending with a silent “e”

- lane
- This word has two consonants and two vowels
- The “e” and the end of the word is silent to represent a long “a” sound
- The single vowel sound in this word is a long “a” sound
- The single vowel sound joins with the two consonants to make one syllable

Polysyllabic Words

Words with more than one syllable (polysyllabic)

- baker
- two syllables
- This word has three consonants and two vowels
- “bak”: two consonants “m” “k” plus one vowel “a”
- “er”: one vowel “e” plus one consonant “r”
- growing
- two syllables
- This word has five consonants and two vowels
- “grow”: three consonants “g”, “r”, and “w” plus one vowel “o”

- “ing”: one vowel “i” plus two consonants “ng”
- terrible
- three syllables
- This word has five consonants and three vowels
- “ter”: two consonants “t” and “r” plus one vowel “e”
- “ri”: one consonant “r” plus one vowel “i”
- “ble” : two consonants “b” and “l” plus one vowel “e”

Grammar: Exercise on passive voice

Change the sentences below to a passive sentence

1. He teaches English.
2. The child is eating bananas
3. She is writing a letter.
4. The master punished the servant.
5. He was writing a book

Composition: Cultism erodes tradition in society

Literature-in-English: meaning and explanation of a particular poem and identifying the figures of speech in the poem.

In Praise of the Farmer

You have settled your hoe to the soil,

You uproot trees with your bare hands,

You are the hero who does not care

That to fight is to die;

The sun and the rain are the same

When the soil must be tilled;

Your hands are the hands that harrow the soil:

The time is come again!

Show us now if you are still the man

That you have ever been!

The poem is praise poem, in praise of great king, or warrior. The writer praises the strength and the hard work of the person he is writing about

ASSESSMENT

What figure of speech found in the poem?

ANSWER

The use of hyperbole: we see the use of exaggeration in the poem. **In lines 2,** the poet says; “You uproot trees with your bare hands,” “ Your hands are the hands that harrow the soil.”

Week 2

Vocabulary Development: Spoken English, Part of Speech, Punctuation

Contents:

- Spoken English
- Part of Speech: Noun
- Punctuation : Apostrophe

A. Spoken English

The /i:/ sound

The /i:/ is pronounced as a long e as in

e – be, he, these

ee – tree, bee, need

ea – sea, meat

i – police, machine

ie – chief, believe

ei – seize

B. Grammar

Parts of Speech : **NOUN**

A **NOUN** is a name of a person, animal, place or thing.

Examples:

The **Boy** works hard – Boy is the Noun (Name of a person)

My Uncle lives in **Kenya** – Kenya (place)

Look at the **Bags** – Bags (thing)

Common Nouns: There are two kinds of nouns – Common nouns and Proper nouns. A common noun can be the name of:

- i. a person – a teacher, a student, a sister
- ii. an animal – a cow, a goat, an elephant
- iii. a plant – a thornbush, an iroko tree
- iv. a thing – a radio, a car, a bed
- v. a place – a house, a garden, a school
- vi. a quality or idea – courage, wisdom, freedom
- vii. an action – laughter, smile

Using Common nouns with A or An:

The little words **A**, **AN** and **THE** are called **ARTICLES**. A and AN are called **Indefinite** articles while THE is a **Definite** article.

We use A or An before common nouns that name people, animals, plants, things or places.

We use An before words that begin with vowel sounds A, E, I, O or U.

Examples: An ant, An egg, An insect, An orange.

We use A before words that begin with consonant sounds.

Examples: A car, A girl, A fish, A school.

Proper Nouns: Proper nouns are the names of particular places or people. They always begin with capital letters. Proper nouns include:

- i. The names of places: Africa, Asia, Lagos State, Agege
- ii. The names and titles of people : The Principal, Mr Momodu, Mrs Abiodun, Alhaji Ali, Charity
- iii. The names of the days of the week and special days: Monday, Good Friday, Saturday, Eid-el-Fitr
- iv. The names of the months of the year and special festivals: April, November, Easter, Ramadan, Christmas
- v. The names of school subjects: Social Studies, English, Mathematics
- vi. Other names: Nigeria Airways, Government college, Central Bank of Nigeria

C. Vocabulary: Punctuation

Apostrophe (') – Uses of apostrophe

- i. The marking of the omission of one or more letters

e.g. do not written as don't

ii. To illustrate a possessive case

e.g. My Father's Car

iii. Used as plural of written items that are not words established in English orthography

e.g. P's, Q's

Assessment

1. Identify the nouns in this sentences:

a) Peter is going to School

b) The cat slept under the bed

2. The /i:/ sound can be recognized in one of the following words.

a) lime

b) see

c) head

d) nice

3. Pick the correct option

a) An horse

b) A umbrella

c) An aunt

d) An cap

4. One of these options is not a proper noun

a) Sokoto

b) Mrs Akerele

c) Boxing Day

d) Courage

5. Which is the odd one?

a) A

b) An

c) Am

d) The

Answers

1. a: Peter – Name of a person, School – Name of a place

b: Cat – Name of an animal, Bed – Name of a thing

2. See – It has the long e sound
3. An aunt – Indefinite article AN is used before vowel sounds
4. Courage – This is a common noun
5. Am – This is not an article

Week 3

Reading Composition

Contents

- **Reading and Writing**
- **Literature**

A. Reading

Composition

About Me and My Family

My name is Adejoke Omotuyi and I am twelve years old. I go to Supreme Height Secondary School, Ifako. I live in Sango, a suburb of Ogun state.

I live with my father, my mother, my brother Bobola and my baby sister Fola. Bobola is eight and Fola is two. She is quite small but she talks a lot already. My aunt Adeola and her six year old son Adam live with us. Bobola and Adam go to Cosmos Primary School.

My father is a pilot. He works for First nation Airline. He is away from home quite often and he has to fly to different countries. My mother is a nurse. She works at a hospital not far from home. Sometimes she has to work at night but Aunty Adeola is always around to look after us. Her husband, Uncle Olu is a soldier and he is hardly around.

My favourite hobbies are reading and playing volley ball. I am also interested in Music. I like Tuface and Sunny Ade. The thing I enjoy most is talking with my friends.

Comprehension

Read the composition over and over till you understand what the story is all about.

Paragraphs

Look at Adejoke's composition again. The composition has 4 groups of sentences called PARAGRAPHS. Look at each paragraph carefully before answering any question.

Reading For Main Ideas

A paragraph is a group of sentences on one subject or topic. The topic is the main idea the writer has in his or her mind when writing or the message he or she has to pass across to readers.

You can see that the main idea or topic of the first paragraph is '**Myself**'- that is Adejoke Omotuyi. Let's look at the other three paragraphs:

1. Paragraph two: What is the topic?

- a) My brothers and sisters
- b) My Parents
- c) My Family

Answer: C – This paragraph gave us a clear picture of each member of the family.

2. Paragraph three: What is the topic?

- a) My Family's Profession
- b) My father's job
- c) My aunt's job

Answer: A – In this paragraph, you can see what kind of job each person in the family is engaged in.

3. Fourth Paragraph: What is the topic?

- a) My favourite music
- b) What I enjoy doing
- c) My friends and I

Answer: B – This explains what Adejoke enjoys most and her hobbies

B. Writing

Good Handwriting: You will get better marks if your teachers can read what you have written. So if your handwriting is poor, improve on it.

Laying out your work neatly: This makes a big difference. Here are some tips:

- Always write a heading and underline it
- Always date your work
- Always check your work before handing it in and make necessary corrections
- Don't muddle up your work, separate each idea in paragraphs so that your composition can be better understood.

Paragraphs: As we saw earlier, a paragraph is a group of sentences. Always leave a space at the beginning of a new paragraph or between new paragraphs.

Sentences: All sentences must begin with a capital letter and most sentences end in a full stop.

C. Literature

What is Literature?

Literature is a term used to describe written or spoken material. Broadly speaking, “literature” is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction.

Literature represents a language or a people: culture and tradition. But, literature is more important than just a historical or cultural artifact. Literature introduces us to new worlds of experience.

The Goals of Literature

Build Reading Skills: To build reading skills, students must practice reading regularly. Reading literature provides another avenue for this simple practice.

Creating Connections: Reading literature isn’t just about learning about the works themselves, but also about learning how the world works. Through the exploration of literature, students have the opportunity to put themselves in others’ shoes, giving them the chance to see how people are connected and better understand the complex dynamic of the human relationship.

Promote Empathy: By seeing how actions of others can affect characters within literature, readers can develop their abilities to be empathetic. Teachers promote the development of empathy by engaging students in discussion of literary works, highlighting the emotional aspects of the pieces in question.

Foster Appreciation: Through regular reading and learning to understand literature, readers can develop an appreciation for the art form. Teachers often seek to foster this appreciation by providing students with works of literature that will appeal to them as well as ones that are relevant to their lives, showing them that literary works have merit and meaning.

Types of Literature

Oral Literature: Oral literature is a broad term which may include ritual texts, curative chants, epic poems, musical genres, folk tales, creation tales, songs, myths, spells, legends, proverbs, riddles, tongue-twisters, word games, recitations, life histories or historical narratives. It thus forms a generally more fundamental component of culture, but operates in many ways as one might expect literature to do.

Historic Literature: Historical literature is a literary genre in which the plot takes place in a setting located in the past. Historical fiction can be an ambiguous term: frequently it is used as a

synonym for describing the historical novel; however, the term can be applied to works in other narrative formats, such as those in the performing and visual arts like theatre, opera, cinema, television, comics and graphic novels.

Drama: Any text meant to be performed rather than read can be considered drama (unless it's a poem meant to be performed, of course). In layman's terms, dramas are usually called plays. When written down the bulk of a drama is dialogue, with periodic stage directions such as "he looks away angrily." Of all the genres of literature discussed in this article, drama is the one given the least time in most classrooms. And often when drama is taught, it's only read the same way you might read a novel. Since dramas are meant to be acted out in front of an audience, it's hard to fully appreciate them when looking only at pages of text.

Other types of literature are:

Poetry, Non-fiction, Prose, Miming and Dance.

Exercise:

Write a composition about your FIRST DAY AT SCHOOL.

Week 4

Reading / Comprehension: Reading for the Main Idea

Contents:

- Speech Work
- Reading / Comprehension: Reading for the Main Idea
- Introduction to the Element of Prose
- Grammar: Definition and Types of Verbs
- Types of Oral Literature

Speech Work: Vowel /i:/

When you say this sound, your mouth is slightly opened, and the lips are spread. Pronounce the word 'key', leaf, tree, chief etc.

Spelling

You can spell the /i:/ sound in different ways in English. Listen and repeat:

E	ee	Ea	i	ie	ei
Be	tree	Sea	police	Chief	ceiling
He	bee	Bean	machine	niece	receive
These	need	Meat	margarine	believe	Seize
Peter	see	Seat	kerosine	piece	deceive

Dialogue Practice

Practice these dialogues in pairs:

1. Peter seems to be pleased!
2. Oh! He is easy to please!
1. Did the police arrest the thief?
2. No, they freed him I can't believe it!

Reading / Comprehension: Reading for the Main Idea

Reading and Comprehension: The Family (Junior English Project for Secondary Schools) you can use any recommended text.

A paragraph is a group of sentences on the subject or topic. The topic is the main idea the writer has in his or her mind when writing. You can see that the main idea or topic on the first paragraph is 'myself'- that is Bunmi Akinluyi. Now look at the second, third and fourth paragraph, what is the topic?

About Me and My Family

My name is Bunmi Akinluyi, and I am twelve years old. I go C.M.S. Grammar school, Bariga. I live in Igbobi, a suburb of Lagos. I live with my father, my mother, my Younger brother Dele and my baby sister, Ayo. Dele is nine and Ayo is two and half. She is quite small, but she talks a lot already. My aunt Bola and her eight year old son Ojo also live with us. Dele and Ojo go to Igbobi primary school.

My father is train driver. He works for the Railway cooperation. He is away from home quite often because he has to drive trains to Kaduna. My mother is nurse, she works at a hospital not far from home.

My favourite hobbies are reading and playing volleyball. I am also very interested in music. The thing I enjoy most of all is talking with my friends.

Composition

Outlining the difference between Narrative and Descriptive Essays

A narrative often reflects your personal experience, explaining what happened during some sort of experience. Stories are narrative, and narrative essays have a similar purpose of telling the events to the reader. Narrative essay topics include recounting an experience when you learnt something significant, your first day at school.

Narrative and Descriptive essay are two different types of essay writing, where a clear difference between them can be highlighted in terms of the writer's objective in compiling the essay. A narrative is usually where a person tells his or her experiences to the reader. This highlights that a narrative allows the reader to immerse in a story that is composed of a sequence of events. But a descriptive essay is quite different from a narrative essay, mainly because it does not engage in relating a story but merely on providing a descriptive account of something or someone to the reader. This is the main difference between a narrative and a descriptive essay. Through this article let us examine the differences between these two types of writing.

What is a Narrative?

A narrative or a narrative essay can be defined as an account of an individual experience. This explains a personal experience that had a significant impact on the individual's life. It can be of a journey, a special day such as the first day in school, one's marriage, an unforgettable day,

etc. This highlights that through a narrative the individual can express and share something special with the reader. A narrative entails a sequence of events that are often related in chronological order. A narrative can be presented in the first person narration that uses words such as I, myself, me, etc. However, a narrative can be in the third person as well when relating stories. This will have various characters and a specific plot surrounding that story will be built.

A narrative allows the reader to comprehend the point of view, attitudes, perspectives and construction of reality of the narrator. It allows the reader not only to be a part of the experience but also understand the personality of the narrator. In Social Sciences, narratives are usually used as empirical evidence for research purposes as they allow the researcher to understand the subjective experiences of people and also their interpretations of events.

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Narrative is an account of individual experience

What is a Descriptive Essay?

Unlike a narrative essay, a descriptive essay is used for explaining or describing a place, a person, or even an emotion. A writer can use sensory information such as the sight, the sound, touch, smell, and taste of a particular object in order to fully describe something. The diction used for these essays is very extensive and highly descriptive. In some cases, descriptive essays fail to present this totality of sensory information and only confine the description to one or two dimensions. A well-written descriptive essay usually has the potential for building a connection with the reader as it allows the reader to immerse in the described ambiance.

Descriptive essay describes or explains a place, a person or even an emotion

What is the difference between Narrative and Descriptive Essay?

Definition:

- A narrative can be defined as an account of an individual personal experience.
- A descriptive essay can be defined as an account that provides a detailed description of a place, a person, or even an emotion.

Content:

- A Narrative usually relates a story.
- A descriptive essay merely describes something or someone. It does not have a story, but only a highly descriptive account.

Point of View:

- A narrative mostly uses the first person narration.
- A descriptive essay does not mostly use the first person narration. It functions with the objective of presenting an image of something.

Action:

- A narrative is full of action as it relates a story. It consists of a sequence of event.
- However, this quality cannot be seen in a descriptive essay.

Order:

- A narrative follows a logical order since it relates an event or story it goes in a chronological order.
- However, in the case of a descriptive essay, the writer can deviate from this pattern.
- Plot and Characters:
- A narrative has a plot, a number of characters who revolve around this plot and take part in the events of the story.
- In a descriptive essay, there is no plot or characters as in a narrative.

Literature –in- English

Introduction to the Element of Prose

Prose is made up of different elements, the basic elements of prose are:

- Character
- Setting
- Plot
- Point of view
- And mood

Character

Interactions between characters are typically the forces that drive the story forward. There can be many types of characters in prose, including complex characters who change throughout the course of the story and simpler characters who serve a specific purpose. Character refers to biological information; personality traits, social roles, and psychological factor such as fear, aspiration and personal values

Setting

Setting is where the story takes place. Setting typically functions in two distinct senses: physical and chronological. Physical refers to where the events actually take place and chronological refers to when they take place.

Plot

Plot is the sequence of events that drives the story forward. Plot almost always involves some sort of conflict, whether between different characters, characters and events, or characters and themselves.

Point of View

Point of view indicates the perspective from which the story is told. Typically, prose is written in either first person, in which a character narrates events firsthand using “I,” or third person, in which the protagonist’s actions are narrated using “he” or “she.”

Mood

Mood is the feeling the story creates using the preceding elements. A mood may be uneasy, optimistic, uncertain or anywhere in between.

Theme is the overall message expressed in the writing. The writer uses all of the other elements to convey the theme to readers.

Grammar: Definition and Types of Verbs

A verb is said to be action word or a doing word, a word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when used as an auxiliary or linking verb.

Types of Verbs

Intransitive Verbs – An intransitive verb has two characteristics. First, it is an action verb, expressing a doable activity like arrive, go, lie, sneeze, sit, die, etc. Second, unlike a transitive verb, it will not have a direct object receiving the action.

Here are some examples of intransitive verbs:

Huffing and puffing, we arrived at the classroom door with only seven seconds to spare.
Arrived = intransitive verb.

James went to the campus cafe for a steaming bowl of squid eyeball stew.
Went = intransitive verb.

Around fresh ground pepper, Sheryl sneezes with violence.
Sneezes = intransitive verb.

In the evenings, Glenda sits on the front porch to admire her immaculate lawn.
Sits = intransitive verb.

Transitive Verbs

Transitive verbs are verbs that require one or more objects.

Examples:

- She cut the cake.
- They climbed the mountain.
- He gave her a flower.

The verbs cut, climbed, and gave have objects.

Transitive verbs	Objects
Cut	the cake
Climbed	the mountain
Gave	her and a flower

Transitive verbs can be categorized into two types: monotransitive and ditransitive:

1. Monotransitive verbs are verbs that require exactly one object.

Example: He wrote a poem

2. Ditransitive verbs are verbs that may require two objects, a direct object and an indirect object.

Example: She offered him (first object) her car (second object).

Intransitive verbs

By contrast, intransitive verbs do not require an object.

Examples:

- They run.
- He died.
- She slept.
- It snows.

The verbs run, died, slept and snows have no objects. They are intransitive.

Regular and Irregular Verbs

An English verb can be regular or irregular. Regular verbs form their past and past participle forms by adding –ed.

Examples are given below.

Walk – walked – walked

Dance – danced – danced

Paint – painted – painted

Work – worked – worked

Irregular verbs form their past and past participle forms in different ways.

There are mainly three types of irregular verbs.

Verbs in which all the three forms are the same (e.g. put – put – put)

Verbs in which two of the three forms are the same (e.g. sit – sat – sat)

Verbs in which all three forms are different (e.g. drink – drank – drunk)

Some verbs can be both regular and irregular. Examples are:

Burn – burnt – burnt (irregular)

Burn – burned – burned (regular)

Dream – dreamt – dreamt (irregular)

Dream – dreamed – dreamed (regular)

Lean – lent – lent (irregular)

Lean – leaned – leaned (regular)

Learn – learnt – learnt (irregular)

Learn – learned – learned (regular)

Smell – smelt – smelt (irregular)

Smell – smelled – smelled (regular)

Spoil – spoilt – spoilt (irregular)

Spoil – spoiled – spoiled (regular)

Literature-in-English: Types of Oral Literature

Myths – Myths are stories that explain objects or events in the natural world as resulting from some supernatural force or entity, most often a god.

Legends – Legends are stories coming down from the past, often based on real events. These are also often regarded as historical. Sometimes they may have certain parts that are fantastic or unverifiable.

Folk Tales – Folk Tales are brief stories passed by word of mouth from generation to generation.

Tall Tales – Tall Tales are also Folk Tales. They are often lighthearted or humorous and contain highly exaggerated unrealistic elements.

Fairy Tales – Fairy Tales are stories that deal with mischievous spirits and other supernatural occurrences, often in a medieval setting.

Parables – Parables are very brief stories told to teach a moral lesson.

Fables – Fables are brief stories, often with an animal character, told to express a moral.

Spirituals – Spirituals are religious songs from African-American traditions.

Epic – An epic is a long story often told in verse involving heroes and gods. Epics have often been passed on orally and may have anonymous authors. Grand in length and scope, an epic provides a portrait of legends, beliefs, values, laws, arts, and ways of life of a people.

Proverb – A proverb or adage is a traditional saying.

Assessment

1. verbs are verbs that require one or more objects
 - a. Intransitive
 - b. Regular
 - c. Irregular
 - d. Transitive
2. Identify the intransitive verb – To escape the midday sun, the cats lie in the shade under our cars.
3. verbs form their past and past participle forms by adding –ed.
 - a. Intransitive
 - b. Regular
 - c. Irregular
 - d. Transitive
4. are very brief stories told to teach a moral lesson.
 - a. Fairy tales
 - b. Parables
 - c. Myths
 - d. Legends
5. is a long story often told in verse involving heroes and gods
 - a. Epic
 - b. Parable
 - c. Myth
 - d. Legend

Answers

1. D

2. lie

3. B

4. B

5. A

Week 5

Speech Work Comprehension and Narrative Essay

Contents:

- Speech Work
- Adjectives
- Comprehension
- Narrative Essay

Speech Work: Vowel Sound /I/

This sound is a short sound. For example pronounce these words; bucket, fish, ship, ship, women. Now when you say the sound, your mouth is open and the lips are spread.

Spelling

You can spell the sound /I/ sound in several ways in English. Listen and repeat:

I	E	Y	ie	A	unusual
S <i>i</i> t	Houses	Rhythm	ci <i>tie</i> s	Priv <i>ate</i>	bu <i>sy</i>
S <i>i</i> ster	Enou <i>gh</i>	Sorri <i>y</i>	carri <i>ed</i>	Oran <i>ge</i>	bu <i>si</i> ness

Grammar: Adjectives

An adjective is a word that is used to describe and modify a noun. It tells us more about the noun. We can identify adjectives in words by knowing their features i.e. the descriptive feature of an adjective to a noun and also the modification.

Types of Adjectives

There are different types of adjectives in English. These are:

Adjectives of Quality: These adjectives are used to describe the nature of a noun. They give an idea about the characteristics of the noun by answering the question 'what kind'.

Examples: A **beautiful** day, A **good** girl.

Adjectives of Quantity: These adjectives help to show the amount or the approximate amount of the noun or pronoun. These adjectives do not provide exact numbers; rather they tell us the amount of the noun in relative or whole terms. e.g. All, Half, Many, Few, Little, No, Enough, Great

Examples: There are **few** books on the shelf

Many people came to the fair

Adjectives of Number: These adjectives are used to show the number of nouns and their place in an order. There are three different sections within adjectives of number; they are –

Definite Numeral Adjective – Those which clearly denote an exact number of nouns or the order of the noun.

One, Two, Twenty, Thirty-Three etc. also known as Cardinals.

First, Second, Third, Seventh etc. also known as Ordinals.

Indefinite Numeral Adjective – Those adjectives that do not give an exact numerical amount but just give a general idea of the amount.

Some, Many, Few, Any, Several, All etc.

E.g.: There were **many** people present at the meeting.

Distributive Numeral Adjective – Those adjectives that are used to refer to individual nouns within the whole amount.

Either, Neither, Each, Another, Other etc.

Taxes have to be paid by **every** employed citizen.

Adjective of Size: These adjectives tell you about the size of the noun, they can be used for an object as well as living things.

Examples: A **big** rat, A **short** ladder

Adjective of Age: These are Adjectives that tell about the age of a noun either by itself or in relation to another noun.

e.g. Young, Old, Teenage, Mature

Examples: A **young** man, An **old** car

Adjective of Temperature: A **warm** evening, A **hot** bath

Adjective of Shape: These adjectives tell about the shape or appearance of the noun.

e.g. Circular, Crooked, Triangular

Examples: A **square** table, A **round** box

Adjective of Colour: These are the adjectives that tell about the shade and hue of a noun.

e.g. Pastel, Red, Blue, Metallic, Colourless

Examples: A **red** shirt, A **colourless** liquid

Adjective of Origin: These are adjectives that tell the geographical location of a noun.

Examples: A **french** car, A **chinese** watch

Descriptive Adjectives

The most common type of adjective is the descriptive adjective. These are simply words that help to describe nouns. They can be colours, sizes, or other describing words.

Possessive Adjectives

Possessive adjectives are like possessive pronouns, but act as adjectives. They are: my, your, its, our, and their. They demonstrate a relationship of ownership. In the examples below, the possessive adjectives are in red. The nouns they modify are in blue. Remember: it's an adjective if it comes with the noun; it's a pronoun if it replaces the noun.

It is **my** ball.

Demonstrative Adjectives

Demonstrative Adjectives are identical to demonstrative pronouns, but are used for a different purpose. The demonstrative adjectives are: this, that, those, and what. In the following sentences the demonstrative adjectives are in red and the nouns they modify are in blue.

Take **this** job and shove it..

Interrogative Adjectives

Another type of adjective is the interrogative adjective. Interrogative adjectives include the words which and what. In the following sentences the interrogative adjectives are in red and the nouns they modify are in blue.

Which company do you want to invest in?

Indefinite Adjectives

It's an adjective that's not definite. Too vague? How about a word like "some" or "many."
Getting clearer?

1. Some people wanted to buy stocks.
2. Many people wanted to buy bonds.

3. A few people wanted to buy gold.
4. Why indefinite? Because it's not exactly clear how many or who.

Assessment

Identify and name the types of Adjective in the following sentences

1. How much rise do you want to buy?
2. Those girls are wayward
3. Tolu has five red balls
4. I gave Chika my lunch
5. The fat man couldn't walk through the tiny door
6. The English man paid 5 pennies for a cup of black coffee
7. The heavy blue round box was placed on the light table
8. The big fat black man ran as fast as his strong legs could carry him at the sound of gun fire
9. The faithful dog brought back his master's brown book

Answers

1. How – Interrogative Adj
2. Those – Demonstrative Adj
3. Five, Red – Descriptive Adj
4. My – Possessive Adj
5. Fat, Tiny – Adj of size
6. English -Adj of origin, 5 – Adjective of number, black – Adj of colour
7. Heavy – Adj of size, blue – Adj of colour, round – Adj of shape
8. Big – Adj of size, Fat – Adj of size, Black – Adj of colour, strong – Adj of Quality
9. Faithful – Adj of Quality, Brown – Adj of colour.

Reading and Comprehension: Reading to Answer Specific Question

About Me and My Family

My name is Bunmi Akinluyi, and I am twelve years old. I attend C.M.S. Grammar school, Bariga. I live in Igbobi, a suburb of Lagos.

I live with my father, my mother, my Younger brother Dele and my baby sister, Ayo. Dele is nine and Ayo is two and half. She is quite small, but she talks a lot already. My Aunt Bola and her eight year old son Ojo also live with us. Dele and Ojo go to Igbobi primary school.

My father is train driver. He works for the Railway cooperation. He is away from home quite often because he has to drive trains to Kaduna. My mother is a nurse, she works at a hospital not far from home.

My favourite hobbies are reading and playing volleyball. I am also very interested in music. The thing I enjoy most of all is talking with my friends.

Assessment (Comprehension)

1. How old is Bunmi?
2. Where does she live?
3. What is the name of Bunmi's Aunt?
4. What school does Ojo attend?

After reading the passage above answer the following questions.

Composition: Narrative Essay

What is a Narrative?

A narrative or a narrative essay can be defined as an account of an individual experience. This explains a personal experience that had a significant impact on the individual's life. It can be of a journey, a special day such as the first day in school, one's marriage, an unforgettable day, etc. This highlights that through a narrative the individual can express and share something special with the reader. A narrative entails a sequence of events that are often related in chronological order. A narrative can be presented in the first person narration that uses words such as I, myself, me, etc. However, a narrative can be in the third person as well when relating stories. This will have various characters and a specific plot surrounding that story will be built.

A narrative allows the reader to comprehend the point of view, attitudes, perspectives and construction of reality of the narrator. It allows the reader not only to be a part of the experience but also understand the personality of the narrator. In Social Sciences, narratives are usually used as empirical evidence for research purposes as they allow the researcher to understand the subjective experiences of people and also their interpretations of events.

Assessment on Narrative Essay – Topic: My Experience in my Former School

Outline

- Start by introducing the topic; tell us you felt about your former school

- The body of the message; tell us about your experience in paragraphs(not more than four)
- The conclusion or the conclusive paragraph; now you can summarize your introduction, tell us your feeling about the experience so far

Oral Literature

Oral literature is a literature that is honed by the telling, over and over. More than most “non-oral” literature, it tends to respect the reader/listener. It takes the audience on a journey, word by word, event by event. It generally doesn’t make an argument but it creates images and experiences in the mind and heart. Often it contains tropes or repeating elements and mnemonics that are the vestiges of a work told from memory, but created anew with each telling. Generally speaking any literature that is rooted in an oral tradition tends to map onto our psyches better than purely literary or post-modern storytelling. It works the way our brains and hearts do.

Week 6

Grammar: Comparison of Adjectives & Speech

Work: Vowel sound /e/

Contents:

- Speech Work: Vowel sound /e/
- Grammar: Comparison of Adjectives
- Elements of Drama

Speech Work: Vowel sound /e/

This vowel sound is called short vowel, the mouth is partially open when pronouncing this vowel sound. This sound could be seen in the following words. Pronounce these words and pay attention to the vowel sound.

- Met
- Get
- Pet
- Tell
- Net

Grammar: Comparison of Adjectives

Comparison adjectives are used to compare a noun to another noun such as this truck uses more gas than this car.

Comparative and Superlative Adjectives

Here are examples of comparative and superlative adjectives that kids might enjoy and find familiar.

The adjective is listed first, followed by the comparative adjective and then the superlative adjective:

Adjective	Comparative	Superlative
Big	Bigger	Biggest
Fast	Faster	Fastest
Small	Smaller	Smallest
Broad	Broader	Broadest
Smart	Smarter	Smartest

Absolute Adjectives: Absolute adjectives are adjectives that cannot lend themselves to degrees i.e. it cannot be compared. This type of adjectives cannot be modified by intensifying adverbs such as very, extremely etc. Examples of such adjectives are; ultimate, perfect, superior and inferior.

Assessment

Write the Comparative and Superlative of these words

1. Fat
2. Great
3. Nice
4. Weak

Reading and Comprehension: Differentiating between Main and Supporting Idea in a Given Passage

My name is Bunmi Akinluyi, and I am twelve years old. I attend C.M.S. Grammar school, Bariga. I live in Igbobi, a suburb of Lagos.

I live with my father, my mother, my younger brother Dele and my baby sister, Ayo. Dele is nine and Ayo is two and half. She is quite small, but she talks a lot already. My aunt Bola and her eight year old son Ojo also live with us. Dele and Ojo go to Igbobi primary school.

My father is train driver. He works for the Railway cooperation. He is away from home quite often because he has to drive trains to Kaduna. My mother is a nurse, she works at a hospital not far from home.

My favourite hobbies are reading and playing volleyball. I am also very interested in music. The thing I enjoy most of all is talking with my friends.

Main idea: This is the main point or the specific thing the passage is all about or centered. The main idea in this passage is about 'Bunmi Akinluyi'

The supporting idea is about the other members of her family she talked about 'My aunt Bola and her eight year old son Ojo also live with us. Dele and Ojo go to Igbobi primary school.'

Composition

Paragraph Writing: Arrangement of ideas into sequence with introduction and conclusion

From the sentence above, we can see that the sentences are in groups, these groups are what we call **paragraphs**. A paragraph is group of sentences on one subject or topic. The topic is the main idea the writer has in mind when writing a particular topic. You can see that the main idea or the first topic of the first paragraph is 'my self'. Identify the main idea in the other three paragraphs.

Literature –in-English

Elements of Drama

- **Plot** : series of events that comprise the whole story that is told
- **Dialogue**: the lines spoken by characters in a drama
- **Character**: the people in a drama, play or movie.
- **Audience**: a gathering of spectators or listeners
- **Stage Craft**: the act of craft on establishing the physical environment
- **Genre**: an artistic work that follow a particular technique
- **Convention**: A set of practice or characteristics within a drama
- **Theme**: the unifying idea that is reflected through recurrent ideas

Types of Drama

- Comedy
- Tragedy
- Farce
- Melodrama
- Fantasy

Characterization and Theme in the Recommended Prose Text

Theme: theme is the authors message in particular piece of writing. The central message in a work of art is referred to as the theme.

Character: Character refers to the persons involved in a particular work or art, be it a prose, drama or poetry.

Week 7

Speech Work: Vowel /ae/, Grammar – Adverb

Contents:

- Speech Work: Vowel /ae/
- Grammar – Adverb
- Descriptive Essay

A. Speech Work: Vowel /ae/

This sound is a short sound. When you pronounce the sound your mouth is more open and the lips are spread. Pronounce the following words and notice the sound of the /ae/ vowel in the words: cap, bag, black, plaits, man. Apart from the word plait, the /ae/ sound is always spelt the same way.

Pat

Pan

Sad

Sat

Sand

Man

B. Grammar: Adverb

An adverb is a word that modifies a verb, adjective or another adverb, expressing manner, time place or degree. Some adverbs can also be used to modify another adverb.

- Adverb of Manner: Angrily, happily, easily, sadly, rudely (it describes the manner of an action, describes how something happens)
- Adverb of Place: Near, there, here, somewhere, inside, outside etc.(it expresses the place of the occurrence of an action)
- Adverb of time: yesterday, now, then, tomorrow, today etc.(it shows the time of an action)
- Adverb of Frequency: often, sometimes, usually, frequently, seldom, daily (it tell how often or how many times)

Assessment

Identify the adverbs and the types.

1. Faith walked quickly in order to meet up with the Bus
2. Go to bed now
3. He went near the pool
4. Chika sometimes wets the bed

Answers

1. Quickly – Adverb of Manner
2. Now – Adverb of Time
3. Near – Adverb of Place
4. Sometimes – Adverb of Frequency

Reading and Comprehension: Reading to Answer Specific Questions

The New School Year

When the new school year begins, there are many new faces. In our state most of the new comers are from different middle basic schools. They are usually rather frightened and shy when they first arrive. Upper basic is usually different from their last school.

Usually, our upper basic schools are different from middle basic schools. So it takes new comers several days to find their way around.

Assessment

- Where did the new comers come from?
- How do the new comers usually feel when they come to their new school?
- Why do they find it hard to find their way around?

Read the above passage carefully, and answer the questions. Make sure you pay attention to the passage and the question to interpret correctly

Composition: Descriptive Essay

Unlike a narrative essay, a descriptive essay is used for explaining or describing a place, a person, or even an emotion. A writer can use sensory information such as the sight, the sound, touch, smell, and taste of a particular object in order to fully describe something. The diction used for these essays is very extensive and highly descriptive. In some cases, descriptive essays fail to present this totality of sensory information and only confine the description to one or two dimensions. A well-written descriptive essay usually has the potential for building a connection with the reader as it allows the reader to immerse in the described ambiance.

Write a descriptive essay on the topic: A Market place

Outline

- Start with the introductory paragraph or introduction; introduce the topic you are going to be talking about.
- Body of the essay: you talk about your point paragraph after paragraph in topic sentences
- Conclusion: In the conclusive paragraph, you restate your introduction by finally bringing the essay to an end, by summarizing your point.

Literature-in-English

- Use the recommended text on drama
- Plot and setting in the recommended drama text

Plot: Plot refers to the sequential arrangement of events that takes place in a piece of work

Setting: setting refers to the place (physical environment) in which a piece of work is done, it could be geographical, historical and economical as the case maybe.

Week 8

Speech Work: Vowel sound /a: / , Grammar: Preposition

Contents:

- Speech Work: Vowel sound /a: /
- Grammar: Preposition
- Reading and Comprehension
- Composition

Speech Work: Vowel sound /a: /

This is long vowel sound, it longer than the /ae/ sound that we discussed earlier in this lesson. In pronouncing this sound, the mouth is partially opened when articulating the sounds. Below are some examples of words that we can find the sound /a: /.

- *Part*
- *Cart*
- *Dart*
- *Fart*
- *Tarred*

Grammar: Preposition

A preposition is a word such as *after*, *in*, *to*, *on*, and *with*. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence.

A preposition describes a relationship between other words in a sentence. In itself, a word like “in” or “after” is rather meaningless and hard to define in mere words. For instance, when you do try to define a preposition like “in” or “between” or “on”, you invariably use your hands to show how something is situated in relationship to something else. Prepositions are nearly always combined with other words in structures called **prepositional phrases**. Prepositional phrases can be made up of a million different words, but they tend to be built the same: a preposition followed by a **determiner** and an adjective or two, followed by a pronoun or noun (called the *object* of the preposition). This whole phrase, in turn, takes on a modifying role, acting as an **adjective** or an **adverb**, locating something in time and space, modifying a noun, or telling when or where or under what conditions something happened.

Consider the professor's desk and all the prepositional phrases we can use while talking about it.

You can sit **before** the desk (or **in front of** the desk). The professor can sit **on** the desk (when he's being informal) or **behind** the desk, and then his feet are **under** the desk or **beneath** the desk. He can stand **beside** the desk (meaning **next to** the desk), **before** the desk, **between** the desk and you, or even **on** the desk (if he's really strange). If he's clumsy, he can bump **into** the desk or try to walk **through** the desk (and stuff would fall **off** the desk). Passing his hands **over** the desk or resting his elbows **upon** the desk, he often looks **across** the desk and speaks **of** the desk or **concerning** the desk as if there were nothing else **like** the desk. Because he thinks of nothing **except** the desk, sometimes you wonder **about** the desk, what's **in** the desk, what he paid **for** the desk, and if he could live **without** the desk. You can walk **toward** the desk, **to** the desk, **around** the desk, **by** the desk, and even **past** the desk while he sits **at** the desk or leans **against** the desk.

All of this happens, of course, in time: **during** the class, **before** the class, **until** the class, **throughout** the class, **after** the class, etc. And the professor can sit there in a bad mood [another adverbial construction].

Those words in **bold blue font** are all prepositions. Some prepositions do other things besides locate in space or time — “My brother is *like my father*.” “Everyone in the class *except me* got the answer.” — but nearly all of them modify in one way or another. It is possible for a preposition phrase to act as a noun — “During a church service is not a good time to discuss picnic plans” or “In the South Pacific is where I long to be” — but this is seldom appropriate in formal or academic writing.

Prepositions of Time: *at*, *on*, and *in*

1. We use *at* to designate specific times.
The train is due at 12:15 p.m.
2. We use *on* to designate days and dates.
My brother is coming on Monday.
We're having a party on the Fourth of July.
3. We use *in* for nonspecific times during a day, a month, a season, or a year.
She likes to jog in the morning.
It's too cold in winter to run outside.
He started the job in 1971.
He's going to quit in August.

Prepositions of Place: *at*, *on*, and *in*

1. We use *at* for specific addresses.
Grammar English lives at 55 Boretz Road in Durham.

2. We use *on* to designate names of streets, avenues, etc.
Her house is on Boretz Road.
3. And we use *in* for the names of land-areas (towns, counties, states, countries, and continents).
She lives in Durham.
Durham is in Windham County.
Windham County is in Connecticut.

Prepositions of Location: *in*, *at*, and *on* and No Preposition

IN	AT	ON	NO PREPOSITION
(the) bed*	class*	the bed*	downstairs
the bedroom	home	the ceiling	downtown
the car	the library*	the floor	inside
(the) class*	the office	the horse	outside
the library*	school*	the plane	upstairs
school*	work	the train	uptown

*

You may sometimes use different prepositions for these locations.

Prepositions of Movement: *to* and *No Preposition*

1. We use *to* in order to express movement toward a place.
They were driving to work together.
She's going to the dentist's office this morning.
2. *Toward* and *towards* are also helpful prepositions to express movement. These are simply variant spellings of *the same word*; use *whichever sounds better to you*.
We're moving toward the light.
This is a big step towards the project's completion.
3. With the words *home*, *downtown*, *uptown*, *inside*, *outside*, *downstairs*, *upstairs*, we use no preposition.
Grandma went upstairs
Grandpa went home.
They both went outside.

Prepositions of Time: *for* and *since*

1. We use *for* when we measure time (seconds, minutes, hours, days, months, years).
He held his breath for seven minutes.
She's lived there for seven years.
The British and Irish have been quarreling for seven centuries.

2. We use *since* with a specific date or time.
He's worked here since 1970.
She's been sitting in the waiting room since two-thirty.

Reading and Comprehension: Application of the reading technique (SPQ3R) to a given passage.

The SPQ3R Technique

S– Survey or preview the material you want to study, notice the title, pictures, charts, graphs etc.

P– Predict what you think you are going to learn from the passage.

Q– Write questions you expect to be answered, and the best way to do this is by turning headings

Into questions.

R– Find the answers to the questions, read it carefully, you can use a pencil to mark out if you wish.

R– After reading, you can write out your answers recite them in your mind and try putting them in your own words as far as possible.

R– Read through what you have written down, repeat this several times, that way, you get used to what you have written and it helps you remember it easily.

Composition: Introduction to Letter Writing

A written or printed communication addressed to a person or organization and usually transmitted by mail. There are broad

- **Formal Letter:** The letter which is written according to the formal rules and regulations of an organization is called formal letter. This type of letter always maintains the formalities of the office strictly. Institutional and business letter fall in this category.
- **Informal or Personal Letter:** The letter which does not follow any formal rule and contains personal information is known as informal or personal letter. This type of letter is written to relatives and friends for exchanging news or feelings or to seek favors. The basis of writing personal letter is personal relationship.
- **Semi-formal letter** is type of the letter usually being sent to people we do not know very well or in situations which require more polite and respectful approach (e.g. a schoolteacher, school principal, etc.).

It is useful to distinguish between the three types of letter:

- a. Formal (Official or Business)
- b. Semi-formal (Personal, but the writers are not too on very close terms)
- c. Informal (very personal; the writers are very well known to each other)

One of the most important differences between these three kinds of writing is the style of language you use. Discuss these examples:

1. Grammar

Formal: I shall be going to Jos next month

Semi-Formal: I'll be going to Jos next month

Informal: I'm off to Jos next month

2. Idioms

Formal: Idioms are best avoided in formal letters. 'I fully agree with your proposal.'

Semi-Formal: 'What a great idea!'

Informal: 'Cool!' Your use of informal idioms very much depends on whom you are writing to. What is 'cool' for a classmate may be unsuitable for an older relative.

3. Vocabulary

Formal: How appointment was terminated

Semi-Formal: He was fired

Informal: He got the sack

4. Layout

Formal Letters: These have to be laid out properly.

Semi-Formal Letters: These should be laid out in the same way as the letters between Eddie and Taiwo.

Thus, these letters are written in a more polite tone than informal letters. Here are some tips of what a semi-formal letter should consist of the introduction, the body, and the conclusion.

Literature: Introduction to Folktales

Folktales are stories that grew out of the lives and imaginations of the people, or folk. They have always been children's favorite type of folk literature. Folktales (or folk tales) are stories passed down through generations, mainly by telling. Different kinds of folktales include fairy tales (or fairytale) Folktales are stories that grew out of the lives and imaginations of the people, or folk. They have always been children's favorite type of folk literature

Characteristics of Folktales

- Settings: Most folktale settings remove the tale from the real world, taking us to a time and place where animals talk, witches and wizards roam, and magic spells are commonplace. The settings are usually unimportant and described and referred to in vague terms.
- Themes: In folk literature are usually quite simple, but serious and powerful. Folktale themes espouse the virtues of compassion, generosity, and humility over the vices of greed, selfishness, and excessive pride.
- Style: The style of language is economical, with a minimal amount of description and a heavy reliance on formulaic patterns, e.g., conventional openings and closings. Some folktales have powerful visual image.

Assessment

Identify the prepositions and types

1. She has been barren for eight years
2. She stays on people street
3. Hurricane Irma moved towards the North
4. Her street is at the corner

Answers

1. For – Preposition of Time
2. On – Preposition of Place
3. Towards – Preposition of Movement
4. At – Preposition of Place

Week 9

Speech Work: Vowel sound /ɒ/, Grammar: Conjunction, Figures of Speech

Contents:

- Speech Work: Vowel sound /ɒ/
- Grammar: Conjunction
- Composition: Features of an Informal Letter
- Figures of Speech

Speech Work: Vowel sound /ɒ/

This is a short sound, when you say the sound, your mouth is open and your lips are rounded. The tongue is low inside the mouth. This sound can be spelt in different ways. O a ua unusual

Lost want quality cough

Short watch quantity laurel

October what quality

Grammar: Conjunction

A conjunction is word that is used to joint two or more words, phrases and clauses together. There are three different types of conjunction, but we will concentrate on the major ones which are; the **coordinating conjunction** and the **correlative conjunction**.

1. The Coordinating Conjunction: A coordinating conjunction join words, phrases and clauses together, they also show the relationship between sentence particles. There are seven coordinating conjunctions which are:

- For; this explains reason or purpose e.g. I go to park every Sunday, **for** I love to watch the dusk
- And ; and adds one thing to another e.g. I love chicken **and** chips
- Nor; used to present an alternative negative, after the negative idea has been stated. e.g. I don't go for the fresh air **nor** the dusk
- But; this is used to show contrast e.g. I don't like Sundays, **but** I Love going to church
- Or; presents an alternative or a choice e.g. should I sleep **or** watch late night movies

- Yet; it introduces a contrasting idea that follows the presiding idea
- So; indicate effect, result or consequences. E.g. I am getting married to the most handsome man, **so** I can show him off to the world.

2. Subordinating Conjunction: A Subordinating Conjunction is a conjunction that introduces a dependent clause, joining it to a main clause. Also called a *subordinator*. Most subordinating conjunctions are single words (e.g., *because, before, when*). However, some subordinating conjunctions consist of more than one word (e.g., *as long as, except that*).

Common Subordinating Conjunctions

a. Cause

as
because
in order that
since
so that

b. Concession and Comparison

although
as
as though
even though
just as
though
whereas
while

c. Condition

even if
if
in case
provided that
unless

d. Place

where
wherever

e. Time

after
as soon as
as long as
before
once
still

till
until
when
whenever
while

Examples

While the State exists, there can be no freedom. *When* there is freedom, there will be no State.

If everyone demanded peace instead of another television set, then there would be peace.

2. Coordinating Conjunctions: Coordinating Conjunction is a conjunction (such as *and*) that joins two similarly constructed and/or syntactically equal words or phrases or clauses within a sentence. The coordinating conjunctions are *and, but, for, nor, or, so, yet*. Compare with subordinating conjunctions, in some cases, as shown in the examples below, a coordinating conjunction may also be used at the beginning of a new sentence.

Examples

I know not with what weapons World War III will be fought, *but* World War IV will be fought with sticks *and* stones.

She must have been tired, *for* she fell asleep the moment she inclined her head.

It's a sad day when you find out that it's not accident *or* time *or* fortune *but* just yourself that kept things from you.

3. Correlative Conjunction: A Correlative Conjunction is a paired conjunction (such as *not only . . . but also*) that links balanced words, phrases, and clauses. The elements connected by correlative conjunctions are usually parallel—that is, similar in length and grammatical form. Each element is called a *conjoin*.

These are the primary correlative conjunctions in English:

both . . . and
either . . . or
neither . . . nor
not . . . but
not only . . . but also

Other pairs that sometimes have a coordinating function include the following:

as . . . as
just as . . . so
the more . . . the less
the more . . . the more
no sooner . . . than
so . . . as
whether . . . or

Examples

By about midnight, the other travelers had found a place to sleep, *either* in the huts of the village *or* under the coach itself

AND

1. To suggest that one idea is chronologically sequential to another: *"Tashonda sent in her applications and waited by the phone for a response."*
2. To suggest that one idea is the result of another: *"Willie heard the weather report and promptly boarded up his house."*
3. To suggest that one idea is in contrast to another (frequently replaced by *but* in this usage): *"Juanita is brilliant and Shalimar has a pleasant personality".*
4. To suggest an element of surprise (sometimes replaced by *yet* in this usage): *"Hartford is a rich city and suffers from many symptoms of urban blight."*
5. To suggest that one clause is dependent upon another, conditionally (usually the first clause is an imperative): *"Use your credit cards frequently and you'll soon find yourself deep in debt."*
6. To suggest a kind of "comment" on the first clause: *"Charlie became addicted to gambling — and that surprised no one who knew him."*

BUT

1. To suggest a contrast that is unexpected in light of the first clause: *"Joey lost a fortune in the stock market, but he still seems able to live quite comfortably."*
2. To suggest in an affirmative sense what the first part of the sentence implied in a negative way (sometimes replaced by *on the contrary*): *"The club never invested foolishly, but used the services of a sage investment counselor."*
3. To connect two ideas with the meaning of, "with the exception of" (and then the second word takes over as subject): *"Everybody but Goldenbreath is trying out for the team."*

OR

1. To suggest that only one possibility can be realized, excluding one or the other: *"You can study hard for this exam or you can fail."*
2. To suggest the inclusive combination of alternatives: *"We can broil chicken on the grill tonight, or we can just eat leftovers".*
3. To suggest a refinement of the first clause: *"Smith College is the premier all-women's college in the country, or so it seems to most Smith College alumnae."*

4. To suggest a restatement or “correction” of the first part of the sentence: *“There are no rattlesnakes in this canyon, or so our guide tells us.”*
5. To suggest a negative condition: *“The New Hampshire state motto is the rather grim “Live free or die.”*

Reading and Comprehension: Asking questions

When you are reading a comprehension passage, you should learn to ask question. When you ask questions on your own it gives an idea of what the examiners question may be , and it also makes you understand the passage well, because while you are asking yourself that question, you attempt to answer it too.

In asking questions, you can use this as guide to help you in asking your questions. They are the ; when, the how, the where, what and the why.

Composition: Features of an Informal Letter

Informal letters are letters we write to people we know that are close to us. They may be our friends, family members, class mates etc.

An Informal letter is a personal letter written to someone we are familiar with. An informal letter can be written for any reason or purpose. An informal letter is also called personal letter, the recipient could be your friend, sibling or other family member.

An Informal letter is just a written means of communication. When writing an Informal letter, there are no real strict rules to follow unless you're writing it in an examination.

You are allowed to make use of slang, abbreviations and codes when writing an Informal letter.

You can afford to be casual and friendly. There is no limit to pleasantries.

This is an example of an informal letter.

Hey,

I had to leave after waiting for 2 hours, but you promised to be back in only 10 minutes! Hmm, it's so typical of you to be disappointing. I kept the keys under the rugs. Keep your big head out of trouble till I'm back. Lol.

XOXO

However, if you're asked to write an Informal letter in an examination, there is a format you need to use. Here are the steps to follow:

Your Address and date: In an informal letter, this should be written at the top right corner of the page and the date should follow.

Introduction: Greetings and pleasantries. Example: How are you doing? I got your letter last week, so you've made up your mind concerning which course to study, cool. I have some really juicy gist for you and I bet you'll be shocked when you're done reading this.

Body: The second paragraph should convey whatever it is you want to get across, in details.

Conclusion: The last paragraph of an Informal letter should be conclusive, a summary of what you've been writing about.

Complementary Close In an Informal letter, you are not required to sign, just the complimentary close and your name. This goes at the bottom of the letter. *Yours sincerely* is always acceptable, followed by your name or nickname. Variations are possible for very close relationships e.g. *Your friend, Your sister, Lots of love, etc.*

When you are writing an informal letter there are some things you have to put in place. The informal letter has the following features:

- Introduction: the introduction includes the address of the writer, (which is usually written at the top right corner, followed by the salutation which could be 'Dear sister' as the case maybe.
- The body: In the body, you go ahead and talk about your reason for writing this letter. This is usually done in 2-3 paragraphs.
- The conclusion: In the concluding paragraph, you summarize your point, and then give a closing remark which may end like this 'cheers', yours 'sincerely' etc.

Literature-in English

A figure of speech is a rhetorical device that achieves a special effect by using words in a distinctive way.

Figures of Speech

1. **Alliteration:** The repetition of an initial consonant sound. **Example:** She sells seashells by the seashore.
2. **Antithesis:** The juxtaposition of contrasting ideas in balanced phrases. **Example:** As Abraham Lincoln said, "Folks who have no vices have very few virtues."
3. **Apostrophe:** Directly addressing a nonexistent person or an inanimate object as though it were a living being. **Example:** "Oh, you stupid car, you never work when I need you to," Bert sighed.
4. **Assonance:** Identity or similarity in sound between internal vowels in neighboring words. **Example:** How now, brown cow?

5. **Euphemism:** The substitution of an inoffensive term for one considered offensively explicit. **Example:** "We're teaching our toddler how to go potty," Bob said.
6. **Hyperbole:** An extravagant statement; the use of exaggerated terms for the purpose of emphasis or heightened effect. **Example:** I have a ton of things to do when I get home.
7. **Irony:** The use of words to convey the opposite of their literal meaning. Also, a statement or situation where the meaning is contradicted by the appearance or presentation of the idea. **Example:** "Oh, I love spending big bucks," said my dad, a notorious penny pincher.
8. **Metaphor:** An implied comparison between two dissimilar things that have something in common. **Example:** "The entire world's a stage."
9. **Metonymy:** A figure of speech in a word or phrase is substituted for another with which it's closely associated; also, the rhetorical strategy of describing something indirectly by referring to things around it.

Example: "That stuffed suit with the briefcase is a poor excuse for a salesman," the manager said angrily.

Assessment

Identify the Conjunction

1. I can believe anything, provided that it is quite incredible
2. Use your credit cards frequently and you'll soon find yourself deep in debt
3. Those who would give up essential liberty to purchase a little temporary safety deserve neither liberty nor safety
4. You can study hard for this exam or you can fail
5. I will give you whenever you come

Answers

1. Provided
2. And
3. Neither, nor
4. Or
5. Whenever

JSS 1

ENGLISH LANGUAGE

SECOND TERM

TABLE OF CONTENT

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Week 1

Introduction Consonant clusters

Consonant clusters are consonant sounds that commonly occur together. Consonant clusters can also be defined as a group of consonants which have no intervening vowel. Below are some examples-

black

blue

Spray

Spring

Consonant Sounds

A *consonant* is a speech sound that is not a vowel.

The consonants /t/: When you make the /t/ sound, place the front of your tongue against the top of your mouth, forcefully you let the air out.

Practice the following words-

tight

hit

spent

tear

ten

The consonant /d/: You make this sound in the same way as the /t/ sound, but make it more gently, from your throat, not from your mouth.

Practice the following words-

died

hid

den

medal

The Consonant /k/: When you make the /k/ sound, place the back of your tongue against the back of your mouth. Then suddenly let the air out forcefully. Make the sound from your mouth, not your throat.

Practice the following words-

back

lock

lacking

class

Adverb

An adverb is a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc.

Kinds of Adverbs

Adverb of Manner: An adverb of manner tells us how something is done or happens. Most adverbs of manner end in -ly such as *badly, happily, sadly, slowly, quickly*, and others that include **well, hard, fast**, etc.

- The sisters were **badly** injured in the fight.
- They had to act **fast** to save the others floating in the water.
- At the advanced age of 88, she still sang very **well**

Adverb of Time: Adverb of time tells us when something is done or happens. We use it at the beginning or at the end of a sentence. they are *afterwards, already, always, last month, now, soon, then, and yesterday*

- His house was burned down **a few months ago**.
- **Last week**, we were stuck in the traffic for an hour

Adverb of Degree: An adverb of degree tells us the level or extent that something is done or happens. Words of adverb of degree are *almost, much, nearly, really, so, too, very*, etc

- The pastor had to stop the preaching when it began to rain **very** heavily. (Before adverb)

- Her son is **quite** old for her age
- After all these years, she is still feeling **very** sad about her father's death.

Adverb of Place: Adverb of place tells us where something is done or happens. We use it after the verb, object or at the end of a sentence. Adverbs of place include words such as *above, below, here, outside*

- We can't stop **here** for lunch.
- The schoolboy was knocked **over** by a school bus

Adverb of Frequency: Adverb of frequency tells us how often something is done or happens. Words used as adverbs of frequency include *again, almost, always, ever, frequently, generally, hardly ever, nearly, nearly always, never, occasionally, often, rarely, seldom, sometimes*

- They were **almost** fifty when they got married.
- hinks she is **always** right.
- He complained that she **never** smiled back.
- We only write to each other very **occasionally**.

Exercise

(Instruction: Choose the correct adverb from the following list- **badly, never, almost, very**)

1. What is an adverb?
2. The girl is —— proud because her parents are rich
3. The donkey was ——drowning in the sea
4. The school prefect was —— injured on his way home from school

Week 2

Hand writing Skills

1. Good hand writing is good manners: It is also good sense. Good handwriting helps your teacher to see what you have written without stress. So if your handwriting is poor; make a real effort to improve it.
2. Paragraphs: It is a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering. A paragraph is a group of sentences. To use a paragraph, you must leave a space at the beginning of a new of a new word
3. Laying out your work neatly: Here are some tips:
 - Always write a heading, and underline it.
 - Always date your work
 - Always check your work before handing it in, and making necessary corrections
4. Sentences: All sentences begin with a capital letter. Most sentences end with a full stop.

Comprehension Passage

The palm oil daughter(part 1)

There was once a very rich woman who lived in a village near a stream. She had a lot of palm oil trees. She and her servant collected the fruit from the trees. crushed out the oil, and put in jars. When the market price for palm oil was high, she sold it and made a lot of money.

But though she was rich, the woman was not happy because she had no children. In the evenings, while the young men and women danced in the moonlight, the woman sat alone crying 'How I Wish I had a child!'

One morning the woman went to market with her servant to sell a few pots of oil. As soon as she had gone, a strange thing happened. Some palm oil began to flow out of the largest oil jar.

The oil went straight up in the air, and turned into a beautiful golden brown girl. She sang this song:

Palm oil flow,

Palm oil flow,
Mother needs firewood
Who will go?
Who'll fetch the water?
Who'll sweep the floor?
Who'll pound the millet
Come forth, maidens four.

Literature: Folktales

Folktales (or folk tales) are stories passed down through generations, mainly by telling. Different kinds of folktales include fairy tales (or fairytale). Folktales are stories that grew out of the lives and imaginations of the people, or folk. They have always been children's favorite type of folk literature.

Characteristics of Folktales

- **Settings:** Most folktale settings remove the tale from the real world, taking us to a time and place where animals talk, witches and wizards roam, and magic spells are commonplace. The settings are usually unimportant and described and referred to in vague terms.
- **Themes:** In folk literature are usually quite simple, but serious and powerful. Folktale themes espouse the virtues of compassion, generosity, and humility over the vices of greed, selfishness, and excessive pride.
- **Style:** The style of language is economical, with a minimal amount of description and a heavy reliance on formulaic patterns, e.g., conventional openings and closings. Some folktales have powerful visual image.

Exercise

1. What is a folktale?
2. List and explain the characteristics of a folklore.
3. From the comprehension passage above, answer the following questions-

Questions –

1. What did she have?

2. Who used to collect the fruit?
3. What did they do after collecting the fruit?
4. Did she make a lot of money?
5. Was the woman happy?
6. Who danced in the moonlight?
7. When did they dance?
8. Did the woman dance?
9. Where did she go one morning?
10. Who lived in the village near the stream?

Week 3

Oral English- Diphthongs and Monophthongs

Content:

- Oral English- Diphthongs and Monophthongs
- Grammar- Tenses

Diphthongs

It is sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward another.

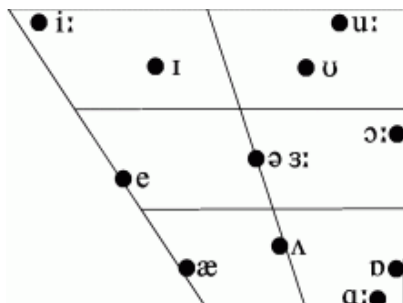
Examples of diphthongs

- **/eɪ/** as in *day, pay, say, lay*.
- **/aɪ/** as in *sky, buy, cry, tie*.
- **/ɔɪ/** as in *boy, toy, coy* or the first syllable of *soya*.
- **/ɪə/** in *beer* (the drink), *pier, hear, fear*
- **/eə/** as in *bear* (the animal), *pair* and *hair, fair*.
- **/ʊə/** as in *tour, poor* (talking posh!) or the first syllable of *tourist*.
- **/əʊ/** as in *oh, no, so* or *phone*.
- **/aʊ/** as in all the words of "How now brown cow!", *found*

Monophthongs

A **monophthong** (Greek monóphthongos from mónos "single" and phthóngos "sound") is a pure vowel sound.

one whose articulation at both beginning and end is relatively fixed, and which does not glide up or down towards a new position of articulation.



Grammar- Tenses

Tenses are forms of a verb that show the time, continuance or completion of an action or a state that is expressed in connection with the moment at which a statement is made about it. The following tenses are commonly used:

Present Tense

Uses of simple present tense

1. To show a **fact** or something that is always **true**.

Example

- The heart pumps blood through the body.
- He does not speak a word of English.

2. For **daily routines** or something done **regularly** or **habitually**.

Examples:

We comb our hair in the morning.

- He smokes two packets of cigarettes a day.
- She goes to mosque on Fridays

3. For **timetable**, **schedule**, **plan**, and **programmes**.

Examples:

- The first flight for London leaves at 6.30 a.m
- The weekly meeting is held in the conference room on Monday at 2.00 p.m

Present continuous tense

We use the **present continuous tense** to show we are in the **middle** of an activity that is in progress at this moment. The activity started in the past and will go on in the future.

Examples

1. I am reading
2. I am walking home today

So when we use the present continuous tense we are talking about something that is still not yet finished or complete at the time of speaking.

The Present Perfect Tense

The **Present Perfect Tense** connects the present to the past. It describes an action that happened in the past and goes right to the present moment. The time of occurrence of the action is not mentioned. Usually, the time is not important or is not necessary to know.

Example

1. "Frank has gone" tell us that
2. He has broken a glass

The Present Perfect Continuous Tense

It is used for an action that began in the past and has been continuing up to now (and may still be going on)

Example:

1. Cecilia and I **have been talking** about getting married
2. "Look how dirty your hands are." "Yes, I **have been repairing** the car."

Past Tenses

Past tenses are

1. **Simple past tense:** We use the **simple past tense** for events that **happened** or **started** and **completed** in the past and that have no relation with the present.

Uses of the simple past tense:

- To describe an **action** that occurred in the past or at a **specified time** or the time is easily understood or already implied.

Example: We finished our breakfast an hour ago.(Not we have/had finished our breakfast an hour ago)

- For an action that **began** and **ended** in the past.

Example: The dangerous policeman **was** recaptured after three months on the run

- For an action **done repeatedly, habitually** or at **regular times** in the past.

Example: We saw the movie 'Titanic' several times at the cinema.

2. Continuous past tense: It is formed with the **past tense** of the verb **to be** (was/were) + **present participle** (verbs ending in ...ing).

Example: I/he/she/it **was eating** spaghetti at 8 o'clock last night.

You/we/they **were eating** spaghetti at 8 o'clock last night

3. Past perfect tense: It is formed with the **past tense** of the verb **to have** (had) and the **past participle** of the verb (e.g. eaten, stolen, taken).

Example:

When he had done his homework, he went for a smoke in the park.

They had already finished their dinner when I arrived to join them.

4. Past perfect continuous tense: It is formed with the **past perfect tense** of the verb **to be** (= had been) + **the present participle** (-ing).

Example: I **had been praying**.

Future Tenses

1. Simple future tense: we use the **simple future tense** for actions that will happen in the future. How we use it depends on how we view the events are going to happen.

Example: The lawyer **will conclude** their investigation of the computer fraud next week.
(**simple future**)

2. The future continuous tense: It is made up of the **simple future tense** of the verb **to be** (shall/will be) + a **present participle** (verb + -ing), as follow:

Subject simple

Example: His father **will be working** the whole day tomorrow.

3. Future perfect tense: It is formed by using the **simple future tense** of the verb to have (will have) + the **past participle** of the main verb. It is used for an action which will have finished by some future time or date as mentioned

Example: She **will have sewn** the patch on her jeans by nine o'clock

Test and Exercise

Fill in the gap with the appropriate tenses

1. The dangerous policeman —————recaptured after three months on the run (a) was (b) were (c)would (d) will
2. My friend ———several brothers. (a) have (b) has got (c) have got (d) is having
3. Nobody knew the man ——— a wooden leg (a) is having (b) is owning (c) owns (d) have
4. My friend ———several brothers. (a) have (b) have got (c) has got (d) got
5. Geoffrey————- several brothers. (a) is having (b) is owning (c) owns (d) has

Week 4

Oral Literature, Reading and Writing- Reading strategies

Content

- Reading and Writing- Reading strategies
- Oral Literature

The SPQ3R Technique

S- Survey or preview, the material you wish to study. Notice any graphs, charts or pictures. Notice the titles, major headings and sub headings. Try to develop a picture in your mind of what the text is about, As you do so, think about any knowledge you already have about the subject.

P- Try to predict what you think you are likely learn from the text

Q- Write Questions you expect to be answered. The best way of doing this is by turning headings into questions (use the WH- question words Who, What, When, Why and How?) Do not try to answer the questions yet!

R- Read the text and find and find the answers to your questions. If the book is your own, put a pencil mark in the margin where the answer appears.

R- Recite. The best way to do this is by writing a very short summary of what you have read in four or five sentences. Try to write down the answers to your questions, in your own words as far as possible.

R- Review. Read through what you have written, Repeat this a few days later. Then do so yet again some weeks later. Then do so yet again some weeks later. A quick glance at what you have written just before an exam will jog your memory- and get you full marks!

Skill Focus

There are different kinds of books. They include

1. **Text books:** They are used to study your school subjects
2. **Reference books:** You use these to find information that you need. Reference books include dictionaries, encyclopedias, and other books, such as the telephone directory.
3. **General books:** These books are not for study; they are for enjoyment, or pleasure. They fall into two general categories:

a. **Fiction:** These books tell stories. They may be traditional African stories, like the palm oil daughter. Others are stories of modern life.

b. **Non-fiction:** These contain true information about the world. There are many different types of non-fiction books; they may be about science, or sport, or the way people live. Some of them may be about famous people like Tai Solarin, Nelson Mandela or Muhammed Ali.

Oral Literature

Often used Oral literature includes drama, riddles, stories (including 'trickster' stories such as ijapa), histories, myths, songs and proverbs; and its to educate and entertain children. Oral histories, myths and legend also serve to remind communities of their ancestors' heroic deeds

Types of oral literature

Legend: A story that people made up in the past in order to explain how the world or the human race began, or to justify religious beliefs or social customs.

History: A very old and popular story that may or may not be true.

Myth: An account of past events supported by evidence

Skills Focus

Translating oral literature

Traditional Nigerian songs vary a great deal-many are work songs; others are praise songs- or even blame songs!

Maybe you can think of examples of these song songs from your own community. Why not think of an example, and see if you can translate it into English?

Alternatively, you may prefer to translate some of the proverbs used by your community. For example, there is a wonderful Yoruba proverb which translates as follows: 'Even the sharpest knife cannot carve its own handle'

This would be a good activity for you to try out during the holidays- it would be interesting to see, next term, how far you found it possible to translate some of these songs!

Assessment.

1. List and explain the major types of oral literature.
2. Explain the SPQ3R technique.
3. Identify the different kinds of book we have.

Week 5

Sounds- Strong and weak forms

Content

- Sounds- Strong and weak forms

Many English words can be pronounced in two different ways , using either a strong form or a weak form . In the words listed below, the weak forms are more common – an usually use the :

/ə/ sound

Word	strong form	weak form	Examples
them	/dem/	də	I don't like them
at	/at/	/ə/	at once
are	/ɑ:/	/ə/	they're ready!
and	/ænd/	/ənd/	touch and go

The /i:/ sounds becomes the short /ɪ/

The	/i:/	/ɪ/	the alphabet
be	/bi:/	/bɪ/	i shan't be long
been	/bi:n/	/bɪn/	she's been out
me	/mi:/	/mɪ/	give me a piece
she	/i:/	/ɪ/	she's absent today
my	/mai/	/mɪ/	where's my pen?

Grammar

Parts of speech– Conjunction

A conjunction can be a word (and, because, but, or, etc) or a phrase (as though, as well as, in order that, so that). There are three groups of conjunction:

1. **Coordinating conjunction:** Coordinating conjunctions join words, phrases, and clauses. Some examples of coordinating conjunctions are and, but, for, nor, or, so, and yet. The most commonly used of these conjunctions are and and but.

Example: The rain got heavier, **so** the match had to be abandoned.

2. **Subordinating conjunctions:** This join a subordinate clause (also called dependent clause) to an independent /main clause. Subordinating conjunctions introduce subordinate clauses that are less important than or less than equal to the main clause, although they do help in adding to the content of the main clause.

Example: These ladies are already drunk **although they have drunk only a little**.

3. **Correlative conjunctions:** They are paired conjunctions, which means they do not come in single words. They come in the form of pairs of words: either ... or; neither ... nor; both ... and; not only ... but also, and whether ... or.

Example: I could not decide **whether** to marry her **or** her sister.

Some basic ideas of the conjunction '**that**':

1. **That** as a conjunction is commonly used.
2. **That** introduces **that-clauses**.
3. That-clauses can be the subject or object of a sentence.
4. **That** can be left out but not if it begins a clause.

Assessment.

1. What is a Conjunction?
2. List and explain the three groups of conjunction with examples.

Week 6

Grammar- Quantifiers

Content

Sound contrast

Grammar- Quantifiers

The /f/ sound

To form /f/ consonant sound, press the lower lip firmly against the upper front teeth. The sound is not voiced.

Here are some more words containing this sound

/f/ /ff/ /ph/ /gh/

fine coffee physics laugh

fish toffee alphabet enough

The /v/ sound

To form this consonant sound, press the lower lip against the upper front teeth. The sound is voiced. Here are some words containing this sound

alive, leaving, giving, valley,veil

Sound contrast

Some students confuse /b/ with /v/; others confuse /v/ with /f/

1. /b/ 2. /v/ 3 /f/

bee veil fee

bale volt fail

berry vote ferry

ban vast fault

bolt save first

cupboard veil safe

Grammar– Quantifiers

Pick the right quantifier

To answer the questions *How much?* and *How many?* certain quantifiers can be used with countable nouns (friends, cups, people), others with uncountable nouns (sugar, tea, money) and still others with all types of nouns.

Only with uncountable nouns With all types of nouns Only with countable nouns

a little	no, none, not any	a few
a bit of	some	a number of
	any	several
a great deal of	a lot of, lots of	a great number of
a large amount of	plenty of	a large number of

Examples

- Would you like **some tea** and **a few cookies**?
- I always put **a little milk** and **some carrots** in my soup.
- He has **several apples**. I don't have **any fruit** at all.
- She has **plenty of clothes** for the winter.
- I received **a large amount of feedback** from my survey.

Using “Much” and “Many”

Much and *many* are mainly used in interrogative and negative sentences. They are also used in affirmative and negative sentences in combination with *too* and *so*.

Notice: the word *many* can be used alone in affirmative sentences while the word *much* cannot. *Much* is replaced in affirmative sentences with *a lot of* or *lots of* (these expressions can also replace *many*).

Uncountable nouns

Countable nouns

How much sugar do you have? **How many people** came to the concert?

There's **not much sugar** at the store. **Not many people** came to the concert.

I have **too much sugar** at home. There were **too many people** at the concert.

Uncountable nouns

I don't know what to do with **so much sugar**.

I wish there was **not so much sugar** here.

There is **a lot of sugar** in candy.

Countable nouns

It's a problem when there are **so many people**.

There were **not so many people** last year.

There are **many people** who want to come. = There are **a lot of people** who want to come.

Exercise

Underline the correct word for the following sentences

1. My fan/van has been stolen
2. The aeroplane seemed to be very fast/vast
3. He wanted a leaf/leave
4. They were saved/safe
5. Is he old enough to have a vote/boat

Week 7

Spoken English

Content

Spoken English

The /s/ sound- To form this consonant sound, press the tongue hard against the roof of the mouth. The sound is not voiced.

Here are some more words containing this sound

c	s	ss
race	slide	success
price	sink	pass

The /z/ sound

To form this consonant sound, press the tongue gently against the roof of the mouth. The sound is voiced. Here are some more words containing this sound.

Zoo

Zinc

seize

Zeal

Sound contrasts

Many students confuse the two sounds /s/ and /z/, as in the words fleece and fleas. (A sheep has wollen fur, called a fleece- but may also have fleas hiding in it's fleece

/s/	/z/
fleece	fleas
advice	advice
fierce	fears
bussing	buzzing

Grammar: Determiners of difference

Determiners of difference

The determiners *other* and *another* refer to something different, remaining, or additional. They are placed before a noun. *The other* is treated separately because its usage is slightly different.

Other Plural countable nouns and all uncountable nouns

Another Singular countable nouns

The other Any noun that can take the definite article “the”

Using “Other”

Other can come after the determiners *some*, *any*, and *no*.

Examples

- Do you have **other shoes**?
- There are **other jobs** you could try.
- Is there **any other bread**?

If used with a plural countable noun and one of these determiners, the noun may be omitted when it is understood from the context. In that case, *other* becomes plural. This can also happen with *other* used by itself, but it is less common.

Examples

- Do you have **any others**?
- I know **some others** who might like to come.
- There are **no others** in this box.
- I know **others** like vanilla, but I prefer chocolate.

Using Another”

Another is used with singular countable nouns. For uncountable nouns, *another* is often used with measure words that are singular.

Examples

- Have **another cookie**.
- Would you like **another cup of tea**?
- He has **another brother**.
- I don't have **another car**.

- I'll come by **another time**.

Using "other"

If *the other* is modifying a plural countable noun, the noun may be omitted when it is understood from the context. In that case, *other* will become plural.

Examples

- Where is **the other box** of cereal?
- I work on the weekend and go to school on **the other days** of the week.
- May I use **the other honey** for my recipe?
- I enjoyed the first book but I didn't read **the other books** in the series.
- Have you seen **the others**?

Assessment

1. What are determiners used for?
2. Give examples of determiners.
3. Give examples of words containing the /s/ sound

Week 8

Spoke English II

Content

Spoke English

The /u:/ sound: This is a long sound, when you say this sound, your mouth is open and the lips are rounded. The back of the tongue is raised towards the roof of the mouth. It is a little higher than for the short /u/sound

Spelling

You can spell the /u:/ sound in different ways as

o	oo	ou	u	ue	ew	ui	oe
do	soon	soup	June	true	stew	fruit	shoe
who	food	group	tune	blue	chew	juice	
remove	woo	through	beautiful	argue	drew	suitor	
prove	proof	you	you	clue	few	nuisance	

Skills focus

Writing direct speech

Direct speech is the way we write down conversations in stories. Here are five rules to follow:

1. The words spoken are always put in inverted commas, either single '———' or double "———" (either is correct but be consistent)
2. Each new speech begins with a capital letter and ends with a comma, a full stop, an exclamation mark, or a question mark.
3. If you put the reporting words in (like He said, or she asked) before the speech, a comma goes before the inverted comma: He said, '———'
4. If you put the reporting words in the middle of a piece of speech, you do not need to start the second part of the speech with a capital letter, unless it begins a completely new sentence.
5. Start a new paragraph every time there is a new speaker.

Grammar– Question tags

A **question tag** or **tag question** (also known as tail **question**) is a grammatical structure in which a declarative statement or an imperative is turned into a **question** by adding an interrogative fragment (the “**tag**”).

1. A: The sea is rough, ↓ isn't it?

B: Yes, it is

2. A: The sea isn't rough, ↑ is it?

B: No it isn't

In each case, A asks a question: a statement ('the sea is rough') is followed by what we call a question tag ('isn't it?'). B gives a normal short-form answer.

In dialogue 1, A expects the answer 'Yes' and would be surprised if the answer was 'no'. Normally, one's voice goes up then down down with the question tag.

In dialogue 2, A hopes or expects for the answer 'No', and would be surprised or at least upset if the answer was 'yes'.

Normally, one's voice goes down then up with the question tag.

The present simple tense

Mrs Agwu owes a dressmaker some money. Read this dialogue in pairs

A. Good morning, Madam. It's fine day, isn't it?

B. Yes, it is. I've come to pay my bill.

The present continuous tenses

This tense is easy: the question tag echoes the b form in the statement .

Example:

A: She's arriving tomorrow, ↓ isn't she?

B: Yes, she is.

The simple past tense

This time, we use the past form of the verb *do* (*did*) in the question tag:

A: You went to the shop this morning, ↓ didn't you?

B: Yes, I did

The present perfect tense

The question tag echoes the have form in the statement

A: You haven't forgotten to bring the picnic , ↑ have you?

B: No, I haven't

Assessment

1. What's direct speech?
2. What's a question tag?
3. Write three rules to follow when writing a direct speech.
4. Give five examples of words that contains the sound/u:/.

JSS1
ENGLISH LANGUAGE
THIRD TERM

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Week 1

Topic: Diphthongs

Grammar: Verb (introduction to active and passive voice)

Active and passive voice concerns the subject of the sentence. If the subject is active with respect to verbal action it is called active voice otherwise when the subject seems less important than the verb it is passive voice. Now, look at the following examples.

1. He is observing the situation.

2. It was observed that the situation was quite bad. Now you see in the first example (1) the subject (he) is actively participating in verbal action (observation) whereas in the second example (2) it seems that the observation is more important than observer and that is why there is just no hint of the observer in a sentence, hence it is passive voice. All the examples in the tenses section are the examples of active voice where the subject seems important and active.

How to make passive voice

Read the following keys and you will know how to convert any sentence into passive voice

1. (Major changes in a sentence)

While converting any sentence into passive voice following FOUR major changes are essential. 1. Convert subject into object. 2. Convert the object into subject. 3. Use past participle form (for example: gone, worked, understood etc). 4. Use by before object. Now see the following example with complete detail of the changes.

Active voice: He always creates problems.

Passive voice: Problems are always created by him.

Details: Subject (he) is converted into the object (him) in a passive voice. Object (problems) is converted into the subject in passive voice and placed at the start. 3rd person singular form (creates) is converted into past participle (created). By is used before the object (him). Now similarly there are more examples you should read so that you may understand the changes better and try them in your practice.

Active voice: She taught us English.

Passive voice: We were taught English by her.

Active voice: They made a bad mistake.

Passive voice: A bad mistake was made by them.

2. (Use of Auxiliary) In order to understand the use of auxiliary you first need to see the tense of the sentence you want to convert into passive voice. If a sentence is indefinite tense use auxiliaries of continuous tense while converting into passive voice, like; Is, am, are with present indefinite tenses, were with past indefinite tense Will be, shall be with future indefinite tense Examples: -

He reads an interesting novel. (present indefinite)-

An interesting novel is read by him. (auxiliary of present continuous is) .

You troubled us. (past indefinite)-

We were troubled by you. (auxiliary of past continuous was) .

We shall give you a surprise. (future indefinite)-

You will be given a surprise by us. (Auxiliary of future continuous will be.) .

If a sentence is of continuous tense use auxiliaries of the same tense by adding “being” with it. Examples: -

He is chasing you. (present continuous)-

You are being chased by him. .

She was knocking at the door. (past continuous)-

The door was being knocked at by her. .

Note: Future continuous tense cannot be converted into passive voice because you cannot use will be being or shall be being. If sentence is in perfect tense use auxiliaries of the same tense by adding “been” with it. Examples: -

He has learned French in a month. (present perfect)-

French has been learned by him in a month. .

They hadn't attended the church this Sunday. (past perfect)-

The church hadn't been attended by them this Sunday. .

Brown will have bought a new car. (future perfect)-

A new car will have been bought by Brown. Tenses that cannot be converted into passive There are FOUR tenses that cannot be converted into passive voice as mentioned below.

Present perfect continuous tense

Past perfect continuous tense

Future perfect continuous tense

Future continuous tense

Reading and Comprehension: Reading to make meaning from a spatial description

Composition: Introduction to a descriptive essay

The purpose of the expository essay is to explain a topic in a logical and straightforward manner. Without bells and whistles, expository essays present a fair and balanced analysis of a subject based on facts—with no references to the writer's opinions or emotions.

A typical expository writing prompt will use the words “explain” or “define,” such as in, “Write an essay explaining how the computer has changed the lives of students.” Notice there is no instruction to form an opinion or argument on whether or not computers have changed students' lives. The prompt asks the writer to “explain,” plain and simple. However, that doesn't mean expository essay writing is easy.

The Five-Step Writing Process for Expository Essays

Expository writing is a life skill. More than any other type of writing, expository writing is a daily requirement of most careers. Understanding and following the proven steps of the writing process helps all writers, including students, master the expository essay.

Expository Essay Structure

usually, the expository essay is composed of five paragraphs. The introductory paragraph contains the thesis or main idea. The next three paragraphs, or body of the essay, provide details in support of the thesis. The concluding paragraph restates the main idea and ties together the major points of the essay.

Here are expository essay tips for each part of the essay structure and writing process:

1. Prewriting for the Expository Essay

In the prewriting phase of writing an expository essay, students should take time to brainstorm about the topic and main idea. Next, do research and take notes. Create an outline showing the information to be presented in each paragraph, organized in a logical sequence.

2. drafting the Expository Essay

when creating the initial draft of an expository essay, consider the following suggestions:

- The most important sentence in the introductory paragraph is the **topic sentence**, which states the thesis or main idea of the essay. The thesis should be clearly stated without giving an opinion or taking a position. A **good thesis** is well defined, with a manageable scope that can be adequately addressed within a five-paragraph essay.

- Each of the three body paragraphs should cover a separate point that develops the essay's thesis. The sentences of each paragraph should offer facts and examples in **support of the paragraph's topic**.
- The concluding paragraph should reinforce the thesis and the main supporting ideas. Do not introduce new material in the conclusion.
- Since an expository essay discusses an event, situation, or the views of others, and not a personal experience, students should write in the third person ("he," "she," or "it"), and avoid "I" or "you" sentences.

3. **Revising the Expository Essay**

in the revision phase, students review, modify, and reorganize their work with the goal of making it the best it can be. Keep these considerations in mind:

- Does the essay give an unbiased analysis that unfolds logically, using relevant facts and examples?
- Has the information been clearly and effectively communicated to the reader?
- Watch out for "paragraph sprawl," which occurs when the writer loses focus and veers from the topic by introducing unnecessary details.
- Is the sentence structure varied? Is the word choice precise?
- Do the transitions between sentences and paragraphs help the reader's understanding?
- Does the concluding paragraph communicate the value and meaning of the thesis and key supporting ideas?

If the essay is still missing the mark, take another look at the topic sentence. A solid thesis statement leads to a solid essay. Once the thesis works, the rest of the essay falls into place more easily.

4. **Editing the Expository Essay**

next, proofread and corrects errors in **grammar and mechanics**, and edit to improve style and clarity. While an expository essay should be clear and concise, it can also be lively and engaging. Having a friend read the essay helps writers edit with a fresh perspective.

5. **Publishing the Expository Essay**

sharing an expository essay with a teacher, parent, or other readers can be both exciting and intimidating. Remember, there isn't a writer on earth who isn't sensitive about his or her own work. The important thing is to learn from the experience and use the feedback to make the next essay better.

ASSESSMENT

1. If a sentence is of continuous tense use auxiliaries of the same tense by adding _____
2. While converting any sentence into passive voice what FOUR major changes are essential.
3. What is the purpose of an expository essay?

ANSWER

1. 'Being'
2. (1) Convert subject into the object (2) Convert the object into subject (3) Use past participle form (4) Use by before object.
3. The purpose of the expository essay is to explain a topic in a logical and straightforward manner. Without bells and whistles, expository essays present a fair and balanced analysis of a subject based on facts—with no references to the writer's opinions or emotions.

Week 2

Topic: Identification of Diphthongs in Words

Speech Work: Identification of Diphthongs in words

THE PRIMARY DIPHTHONGS

There are eight primary diphthongs in the English language, according to and. They are:

- **/eɪ/** as in *day, pay, say, lay*
- **/aɪ/** as in *sky, buy, cry, tie*
- **/ɔɪ/** as in *boy, toy, coy* or the first syllable of *soya*
- **/ɪə/** as in *beer, pier, hear*
- **/eə/** as in *bear, pair, and hair*
- **/ʊə/** as in *tour, poor* or the first syllable of *tourist*
- **/əʊ/** as in *oh, no, so, or phone*
- **/aʊ/** as in all the words of "How now brown cow!"

Grammar: highlighting the active voice

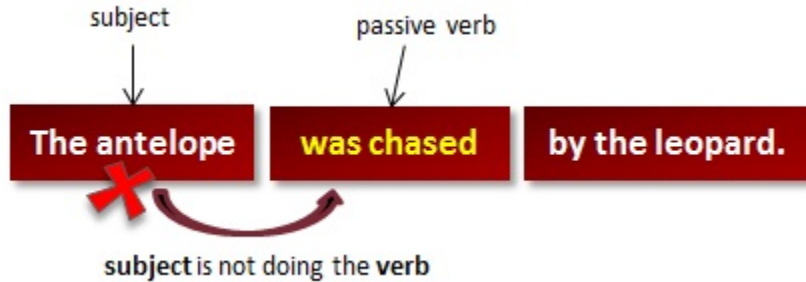
What Is Active Voice? (With Examples)

A verb is said to be in *active voice* when the subject performs the verb.

Look at this example of the active voice:

Active voice is the quality of a verb that describes when its subject is acting out the verb. When the opposite is true (i.e., the subject of the sentence is being acted upon by the verb), it is said to be in passive voice.

Look at this example of the passive voice:



Examples of Verbs in the Active Voice

If a verb is in the active voice, its subject performs the action of the verb.

Examples of active verbs (active verbs shaded):

- Curiosity killed the cat.

Step 1: Find the subject.

(In this example, it's Curiosity.)

Step 2: Did the subject perform the verb?

(In this example, the verb is to kill, and Curiosity did perform the action of the verb. Therefore, killed is a verb in the active voice.)

- All power corrupts.

Step 1: Find the subject.

(In this example, it's All power.)

Step 2: Did the subject perform the verb?

(In this example, the verb is to corrupt, and All power did perform the action of the verb. Therefore, corrupts is a verb in the active voice.)

- Some weasel removed the cork from my lunch. (W. C. Fields, 1880-1946)

Step 1: Find the subject.

(In this example, it's some weasel.)

Step 2: Did the subject perform the verb?

(In this example, the verb is to remove, and some weasel did perform the action of the verb. Therefore, removed is a verb in the active voice.)

Sometimes, it's a little trickier to spot whether the subject carried out the action of the verb. Look at the two examples below. They tell similar stories, but the first one is an active sentence, and the second is a passive sentence.

- The boy tripped while running.

Step 1: Find the subject.

(In this example, it's the boy.)

Step 2: Did the subject perform the verb?

(In this example, the verb is to trip, and the boy did perform the action of the verb. Therefore, tripped is a verb in the active voice.)

- The boy was seen tripping while he ran.

Step 1: Find the subject.

(In this example, it's the boy.)

Step 2: Did the subject perform the verb?

(In this example, the verb is to see, and the boy did not perform the action of the verb. Therefore, was seen is a verb in the passive voice.)

So, in the second example, the boy is not performing the action of the verb. Some unknown person is performing the action by seeing the boy trip. This is an example of the passive voice because the subject is not acting out the verb.

More examples of active sentences:

- The kite went high in the air.
- The children closed their eyes from the bright sun.
- A squirrel quickly ran across the grass to climb a giant tree.
- Paul imagined the animal's different cloud shapes could form.
- The ants swarmed the picnic with military precision.
- Suzy chased the butterfly with a net.
- He is happy.

(Remember, the verb to be is the most common verb in every language.)

- They are late.

Reading and Comprehension: Reading to identify an appropriate introduction and conclusion for selected topics.

A Successful Cocoa farmer

I grow all my own plant from seed. First of all, I prepare shelter over the nursery beds which are situated near a stream. Too much sun harms cocoa plants. I usually make shelter from branches and palm fronds.

Then I plant my seeds. I usually have a few extra seeds which I sell to other farmers. I water them regularly. After six months when the plants are about 35 centimeters high, I move them from the nursery beds to the main farm. I usually do this about April or May, after the March rain.

Protecting the plant from the sun is a major problem and I usually plant cassava, plantain or cocoa yam around them. We eat most of the food, but some I sell.

Some farmers allow their trees to flower after three years, to get quick harvest. But I find it better to remove the flowers, to allow the trees to grow stronger. I expect my first harvest after five years. I find that most produce fruits for 30 years or more.

From the passage above, we can see that the introduction tells us about a successful farmer, and in conclusion, we are told how he is able to achieve this success, and how he gets a good result. Read the passage again, and carefully identify the introduction and the conclusion of the passage.

Composition: Elements of Writing

Writing can have many different purposes. Here are just a few examples:

Summarizing: Presenting the main points or essence of another text in a condensed form

Arguing/Persuading: Expressing a viewpoint on an issue or topic in an effort to convince others that your viewpoint is correct

Narrating: Telling a story or giving an account of events

Evaluating: Examining something in order to determine its value or worth based on a set of criteria.

Analyzing: Breaking a topic down into its component parts in order to examine the relationships between the parts.

Examining/Investigating: Systematically questioning a topic to discover or uncover facts that are not widely known or accepted, in a way that strives to be as neutral and objective as possible.

Observing: Helping the reader see and understand a person, place, object, image or event that you have directly watched or experienced through detailed sensory descriptions.

What is a paragraph?

A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages. Good paragraphing also greatly assists your readers in following a piece of writing.

The Basic Rule: Keep One Idea to One Paragraph. Appropriate use of paragraph helps your work to be concise, clear, and coherent.

A topic sentence

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with.

Support

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers should beware of paragraphs that only have two or three sentences.

ASSESSMENT

1. What is an Active voice
2. What is a paragraph
3. Define a topic sentence

ANSWER

1. Active voice is the quality of a verb that describes when its subject is acting out the verb
2. A paragraph is a collection of related sentences dealing with a single topic.
3. A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with.

Week 3

Topic: Introduction to Consonant sounds

Speech Work: Introduction to Consonant sounds

Imagine a language without consonants. It would be one long yodel.

- If vowels can be thought of as forming the **nuclei** of syllables, we can think of consonants as forming their **boundaries**.

In the following sentence, all the vowels are separated by consonants, except two. I've marked the consonants with C and the vowels with V:

this is the time of day I love the best
 ð ɪ s ɪ z ð æ t aɪ m ə v d eɪ aɪ l ʌ v ð æ b e st
 C V C V CC V C V C V CC V V C V CC V C V CC

- Another way of distinguishing between vowels and consonants would be to say that the tongue and lips form vowels without obstructing the airflow, while consonants are formed by obstructing or constricting the airflow. It is much easier to describe and classify consonants by describing this constriction than vowels. Three features go into our description:
- Manner of Articulation:** how much constriction is there? Is the air completely blocked, partly blocked or only slightly hindered? Is the consonant **nasalized** or not (i.e. does the air flow through both the nose and the mouth, or just the mouth)?
- Place of Articulation:** where in the mouth does the constriction occur? What parts of the mouth are involved (lips, teeth, tongue, roof of the mouth)?
- Voicing:** are the vocal chords vibrating as the consonant is pronounced?

		Place of Articulation							
		Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Manner of Articulation	Plosive	p b			t d			k g	
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Affricate					tʃ dʒ			
	Nasal	m			n			ŋ	
	Lateral				l				
	Approximant	w				r	j		

In the chart above, we can see the consonant sounds of English and their descriptions.

Grammar: The use of Passive voice

Verbs can be **active** or **passive**. In the active voice, the subject is the doer. In the passive voice, the subject is the person or thing affected by the action of some other agent.

- The government **approved** the policy. (Active)
- The policy **was approved** by the government. (Passive)

There is nothing wrong with a passive construction, but if you can express the same idea using an active verb, you should do so. Passive forms show an unwillingness to shoulder responsibility. In several passive constructions the doer of the action is not mentioned at all.

- My father **built** this house. (Better than 'This house was built by my father.')

The passive voice is common in academic writing; however, it should be avoided in persuasive writing.

Don't mix active and passive structures in the same sentence. If one clause is in the passive voice, the other, too, should be in the passive voice.

When to use the Passive Voice

There are a few situations where the passive voice is particularly helpful.

The passive voice is used when we want to draw attention to the person or thing that was affected by the action of the subject.

- The unidentified victim **was run over** by a speeding truck.

Here the focus is on the person who was acted upon. In some sentences; passive voice can be perfectly acceptable. You might use it in the following cases:

1. The actor is unknown:

The cave paintings of Lascaux were made in the Upper Old Stone Age. [We don't know who made them.]

2. The actor is irrelevant:

An experimental solar power plant will be built in the Australian desert. [We are not interested in who is building it.]

3. You want to be vague about who is responsible:

Mistakes were made. [Common in bureaucratic writing!]

You are talking about a general truth:

Rules are made to be broken. [By whomever, whenever.]

4. **You want to emphasize the person or thing acted on.** For example, it may be your main topic:

Insulin was first discovered in 1921 by researchers at the University of Toronto. It is still the only treatment available for diabetes.

5. **You are writing in a scientific genre that traditionally relies on passive voice.** Passive voice is often preferred in lab reports and scientific research papers, most notably in the Materials and Methods section:

The sodium hydroxide was dissolved in water. This solution was then titrated with hydrochloric acid.

In these sentences you can count on your reader to know that you are the one who did the dissolving and the titrating. The passive voice places the emphasis on your experiment rather than on you.

Reading and Comprehension: Reading to identify key words in a passage that signal direction

My First Outing

I can never forget the first day I went out with my parents. It was a memorable experience. Growing up as a child, I never liked to go out for amusement during the holidays or weekends because it seemed unnecessarily stressful to me, it looked like a waste of time. I would rather remain indoor while my siblings and parents went out. I loved to write and make sketches, then wait for them to return.

On this memorable day, my younger sister persuaded me to go with them this time, so I agreed. The beginning of my journey was frustrating after spending close to two hour in traffic I was very angry. But at last we got to the venue and I saw lots of children moving towards the 'Santa' grotto it was very beautiful. There were different kinds of toy **all around** the place, parents behind their children. The most amazing thing I saw was the **merry-go-round**, it was moving **up, down, left, right** and **center**. I was so thrilled. I also saw plastic vampires in the scary room moving **back** and **front** and **sideways** with blood in their mouth.

Everything I saw that day gave my brain a **flight** to better my writing and my drawings, as I saw what I have not seen before. I was so glad I went that day. Since that day I decided to try new things and explore.

Study the passage above, take note of the words that are bold, and check them up in the dictionary. These words denote direction or movement.

Composition: Expository Essay (Ebola Virus)

Guidelines to writing the essay

- **Introduction:** introduce the topic (you can do this by definition)
- **Body:** go ahead to build the body of your essay from what have gathered in your introduction.
- **Conclusion:** restate your introduction and conclude on what you have discussed earlier.

ASSESSMENT

1. The consonant sounds of /h/ and /w/ are produced in the larynx. What is the name given to these types of consonant sounds?

- (a) Trachea
- (b) Throatal
- (c) Glottal
- (d) Uvula

2. There are three consonants that are pronounced by using both lips, hence the name bilabial. Which of the following is NOT one of them?

- (a) /b/
- (b) /p/
- (c) /m/
- (d) /n/

Identify each of the following sentences as Active or Passive

3. The computer lab was used by the Psychology class

- (a) Active
- (b) Passive

4. The car was driven by his friend

- (a) Active
- (b) Passive

5. Fifty people attended the party

- (a) Active
- (b) Passive

ANSWER

1. C
2. D
3. Passive
4. Passive
5. Active

Week 4

Topic: Syllables: Words of two, three, four syllables

Speech work: Syllables

A *syllable* is one or more letters representing a unit of spoken language consisting of a single uninterrupted sound. Adjective: *syllabic*.

A syllable is made up of either a single vowel sound (as in the pronunciation of *oh*) or a combination of vowel and consonant(s) (as in *no* and *not*).

A syllable that stands alone is called a *monosyllable*. A word containing two or more syllables is called a *polysyllable*.

- *Stress on the first syllable:*
'popular, 'telegram, 'atmosphere, 'mechanism, '
- *Stress on second syllable:*
in'volvement, la'boratory, a'rangement, ex'periment, in'
- *Stress on the third syllable:*
availa'bility, communi'cation, under'stand, integ'ration

Reading and Comprehension

Reading to make meaning from a spatial description

Vocabulary: Words associated with Sickbay

- Sick berth
- infirmary
- medic
- nurse
- ward
- clinic
- nursery

- bay
- dispensary
- belowdecks
- guardroom
- Troopship

Composition: Tribalism is more evil than cultism

Literature-in-English: Identification of moral lessons learned from a legend

The Tattoo Candy

Legend has it that one day; a little boy in Primary school had N20 and decided to buy sweets for himself.

When he got to the school's shop, he looked around at all the sweets they had and decided to pick a sweet which had temporary/fake tattoo stickers inside.

When the little boy got home, he opened up the sweet and begun to lick it. Just as he was about to put the tattoo sticker on his hand, his mother stopped him and cautioned him to never put tattoos, fake or real, on his body. As legend has it, the little boy didn't understand why his mother was against the tattoo sticker and so later that night; he neglected the warnings of his mother and put the tattoo sticker on his arm. Happy with his decision and how the green snake tattoo looked on his arm, the little boy danced happily, had fun with his new tattoo, and then went to bed. Now as the little boy slept, he dreamt of a green snake slowly wrapping around his body trying to kill him. Quickly, he woke up in shock...only to meet a terrifying reality. The snake on his arm had come to life and was wrapping itself around the little boy, trying to squeeze him to death. The little boy screamed and screamed and suddenly his mother burst into the room, awoken by the sounds of her screaming son, to see the gruesome sight.

The mother quickly grabbed a broom and begun to hit the snake but the snake wasn't dying. The distraught mother who did not know what else to do turned to the only thing she could think of: the anointing oil in her room. Legend has it that she sprinkled some of the anointing oil on the broom, blessed the broom, and went ahead to flog the snake once again. Upon flogging the snake with the anointed broom this time around, the snake slowly but surely died and as the snake vanished, so also did the snake tattoo vanish from the little boy's skin.

Since that day, the little boy never ever bought any sweet which had tattoos inside and warned his friends against it as well.

Moral lesson:

The moral lesson learnt here is that we should be obedient. If the boy had obeyed his mother, he would not have had that terrible experience with the snake.

ASSESSMENT

Rewrite the following sentences so that the verbs will be in the active voice.

1. We are taught grammar by Ms Sullivan.
2. He was praised by the teacher.
3. The injured were taken to the hospital by the firemen.
4. The town was destroyed by an earthquake.
5. The teacher was pleased with the boy's work.
6. The building was damaged by the fire.
7. By whom were you taught French?
8. You will be given a ticket by the manager.
9. The streets were thronged with spectators.
10. We will be blamed by everyone.
11. The trees were blown down by the wind.
12. The thieves were caught by the police.
13. The letter was posted by Alice.
14. We were received by the hostess.
15. The snake was killed with a stick.
16. The minister was welcomed by the people.
17. He was found guilty of murder.
18. This house was built by John Mathews in 1991.

ANSWER

1. Ms Sullivan teaches us grammar.
2. The teacher praised him.
3. The firemen took the injured to the hospital.
4. An earthquake destroyed the town.
5. The boy's work pleased the teacher.

6. The fire damaged the building.
7. Who taught you French?
8. The manager will give you a ticket.
9. Spectators thronged the streets.
10. Everyone will blame us.
11. The wind blew down the trees.
12. The police caught the thieves.
13. Alice posted the letter.
14. The hostess received us.
15. They/somebody killed the snake with a stick.
16. The people welcomed the minister.
17. They found him guilty of murder.
18. John Mathews built this house in 1991.

Week 5

Topic: Consonant Clusters

Speech Work: Consonant Cluster

What are consonant clusters in English?

A consonant cluster (sometimes known as a consonant blend) is a group of consonants that appear together in a word without any vowels between them. When reading clusters, each letter within the cluster is pronounced individually.

Sometimes in certain consonant clusters (a string of two or more consonants in a word) the sounds may be reduced or dropped. Below are some of these reductions.

Because most dictionaries do not transcribe individual allophones, the first transcription shown below is the more common dictionary transcription. The second transcription can help non-native English speakers better understand the common pronunciation used by native English speakers.

1. /tr/ → /tʃr/ tree: /tri/ → /tʃri/
2. /dr/ → /dʒr/ dream: /drim/ → /dʒrim/
3. /str/ → /ʃtr/ street: /strit/ → /ʃtrit/

trace	track	tract	tractor	trade	tradition
traffic	tragedy	tragic	trail	trailer	train
trainer	traipse	trait	traitor	tram	tramp
trample	trampoline	trance	tranquil	transfer	translate
transmit	transplant	transport	trap	trapeze	trash
trauma	travel				

You can become more familiar and comfortable with consonant blends by examining some of the letters that are commonly joined together in consonant blends including:

bl	dr	br	Cl	cr	gr
fl	pr	pr	Gl	pl	tr
dr	cl	fl	Sl	fr	sc
sk		str		scr	
st		sh		spl	
sw		th		spr	
sn		tw		squ	
sm		wr		thr	
wh		sch		shr	

Examples of Words with Consonant Blends

Now that you have a firm grasp on what consonant blends actually are, let's look at some examples of commonly used and heard words that use them.

Blend, bland, blue, black, blanket, bleach, blast, blatant, blame, bluebird, bleak

Brake, brew, brim, broom, brain, brand, brave, brat, breeze, breathe, breed, break

Click, clam, clambake, clammy, clap, clapping, clarify, clarity, clash, climb, cling, clock

Crab, crumb, crib, cry, crank, crow, crew, crud, crazy, create, creation, credit, creature

Drew, draw, drain, drat, drone, drink, drag, dragon, drastic, drawer, drawbridg

In English, consonant clusters can occur at the beginning (an initial consonant cluster), in the middle (a medial consonant cluster) or at the end of a syllable (a final consonant cluster).

Grammar: statement and Tag Questions

Question tags are short questions at the end of statements. They are mainly used in speech when we want to:

- Confirm that something is true or not, or

To encourage a reply from the person we are speaking to.

- Question tags are formed with the auxiliary or modal verb from the statement and the appropriate subject.
- A positive statement is followed by a negative question tag.

Jack is from Spain, isn't he?

Mary can speak English, can't she?

- A negative statement is followed by a positive question tag.

They aren't funny, are they?

He shouldn't say things like that, should he?

- When the verb in the main sentence is in the present simple we form the question tag with do/does.

You play the guitar, don't you?

Alison likes tennis, doesn't she?

- If the verb is in the past simple we use did.

They went to the cinema, didn't they?

She studied in New Zealand, didn't she?

- When the statement contains a word with a negative meaning, the question tag needs to be positive

He hardly ever speaks, does he?

They rarely eat in restaurants, do they?

Identification of a Topic sentence

How Can I Locate the Main Idea?

Once you can find the topic, you are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic.

To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)?

Let's use the paragraph below as an example. First, find the topic, and then look for the main idea. The writer can decide to put the main idea anywhere in the sentence.

Summer is a wonderful time to spend at West Beach. It is a beach with light- colored, soft sand. The coastline goes on for a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low tide. This is a fun beach for people of all ages.

In this paragraph:

- the topic is *West Beach*

- the main idea (what the writer is saying about the topic) is that summer is a wonderful time at West Beach

Composition: Differences between Argumentative and Expository Essay

- The expository essay is a type of discourse used to explain, describe or inform. The purpose of an expository is to give the reader a balanced account of the subject. While the purpose of the argumentative essay is to convince the reader of the validity of your point of view.
- The expository essay aimed at a large public sector, since it does not require a previous knowledge on the subject of the exhibition as for example notes, textbooks, encyclopedias. While the argumentative essay. argumentative essays are the kind of texts which present the reasons in favor of or against a certain position or thesis, in order to convince the interlocutor or reader.

ASSESSMENT

1. f and z are examples of :

- a) Bilabial consonant
- b) Sibilant consonant
- c) Dental consonant
- d) Alveolar consonant

2. Which of the following is a voiceless sound component?

- a) b
- b) d
- c) c
- d) g

Put in the correct question tags.

3. She is collecting stickers, ?

4. We often watch TV in the afternoon, ?

5. You have cleaned your bike, ?

ANSWER

1. B
2. C
3. Isn't she?
4. don't we?

5. haven't you?

Literature-in-English: Write a short story or play

Week 6

Topic: Word Boundaries

Speech Work: Word boundaries: production of sounds with reference to linking sounds.

Assimilation is the influence of a sound on a neighboring sound so that the two become similar or the same. **Assimilation** is a common phonological process by which the sound of the ending of one word blends into the sound of the beginning of the following word. This occurs when the parts of the mouth and vocal cords start to form the beginning sounds of the next word before the last sound has been completed. An example of this would be 'hot potato'. The (t) in 'hot' is dropped as the lips prepare for the (p) sound for 'potato' (Bloomer et, 2005).

/ t / changes to / p / before / m / / b / or / p /

basket maker	mixed bag
best man	mixed blessing
cat burglar	mixed marriage

/ d / changes to / b / before / m / / b / or / p /

bad pain	good cook
blood bank	good morning
bloodbath	grandmaster

Differences between Polar and Tag Questions

In English, there are two basic forms of question: polar and non-polar:

Polar questions also called yes-or-no questions, i.e. questions that can be answered simply in the affirmative or negative. These questions normally invert the subject and verb:

- "His name is Ralph." → "Is his name Ralph?"
- "You are sober enough to drive." → "Are you sober enough to drive?"
- "That is what you're wearing tonight." → "Is that what you're wearing tonight?"

Tag questions are something like negative questions. They are used when someone thinks he or she knows an answer and wants confirmation. There are two very commonly used types of

tag questions; one made from affirmative (+) sentences, the other made from negative (–) sentences:

- He's from Italy, isn't he? /
- He isn't from Italy, is he?
- She's living in London, isn't she? /
- She isn't living in London, is she?

Tag questions append a word or phrase to a declarative sentence, asking for affirmation:

"It's hot, isn't it?"

"You wanted me to say that, didn't you?"

Another difference between polar questions and the question tag is that in polar questions, the speaker does not know the answer to the question, and desire an answer, while in the question tag, the speaker has an idea of the answer but needs confirmation.

Composition: Expository Essay: How to Plant a tree

Follow the guidelines given to you earlier on how to write an expository essay

Literature-in-English: Use of Simile and Metaphor in sentences

A simile is described as the indirect comparison of two objects, persons or entities with the use of 'as' and 'like'. Examples of simile in sentences:

- Ade's head is as big as his house.
- Tayo is as stronger as a horse.
- Seeing you today is just like a dream to me.
- My nephew's eye is like that of a cat.
- The policeman is as black as coal.

Metaphor, on the other hand, is referred to as the direct comparison of two things. The difference between simile and metaphor is that while one compares directly the other compares indirectly.

- David is a lion when it comes to fighting.
- My sister is a man when it comes to hard work.
- James is a goat, he is very stubborn.
- The man is a horse, he has so much strength.

- Mr. Frank is a chicken when it comes to facing challenges.

ASSESSMENT

1. What is an Assimilation
2. Define a metaphor
3. Define a simile

ANSWER

1. Assimilation is the influence of a sound on a neighboring sound so that the two become similar or the same.
2. A metaphor is referred to as the direct comparison of two things.
3. A simile is described as the indirect comparison of two objects, persons or entities with the use of 'as' and 'like'.

Week 7

Topic: Contrasting /ei / and /iə/

Speech Work: Contrasting /ei / and /iə/

This is another sound made up of two shorter ones. First you say /i/; then you change it to /ə/. Remember not to make your mouth too open for /ə/; for this sound. Do not say something like 'ia'. We spell the /iə/ sound in different ways

- Ear
- Clear
- Hear
- Fear
- Steer

/ei / vowel is called a diphthong. It is long sound made of two shorter ones. The sound begins with an /e/ which changes to an /i/. Your lips should become slightly more closed as you move from /e/ to /i/. the /ei / is spelt in several ways.

- Same
- Gate
- Lake
- Rain

Contrasting /ei / and /iə/

/ei /	/iə/
Mate	mere
Hate	here
Chaste	cheer
Stay	steer
wait	weird

Grammar: Exercise on Adverbials

Adverbs and adverbials are words/phrases that modify or give you more information about verbs, adjectives, and other adverbs. There are different types of adverbs and adverbials. For example: of time, place, manner, degree, and frequency.

Literature-in-English: Turning Similes to Metaphors

- Ruth is as fair as the sun (simile)

Ruth is the sun (metaphor)

- John is as big as an elephant (simile)

John is an elephant (metaphor)

- The students behave like goats (simile)

The students are goats (metaphor)

- Olu is as black as coal (simile)

Olu is a coal (metaphor)

- Jane runs like a cheetah (simile)

Jane is a cheetah (metaphor)

ASSESSMENT

A. Composition: School Rules; talk about your school rules

B. For each of the following sentences write the type of adverb shown.

1. Jenny rarely goes to the movies on Friday. _____

2. Carl and Mary agreed to meet at the park. _____

ANSWERS

1. Adverb of frequency
2. Adverb of time

Week 8

Topic: Diphthong: Contrasting / əʊ/ and /ʊə/

Speech Work: Diphthong Contrasting / əʊ/ and /ʊə/

/ əʊ/ sound

This is another diphthong. A long sound made up of two shorter ones. The sound begins with /ə/ in the middle of the mouth, and then moves to /ʊ/. The lip becomes very slightly rounded. The sound is spelt in different ways.

- So
- Go
- Tone
- Phone
- Moan
- Goat
- Toe
- Hoe
- Know
- Grow

/ʊə/ sound

This diphthong is the last diphthong in English. To say /ʊə/ you have to first say /ʊ/ then change it to /ə/. Say the following words.

- Poor
- Pure
- Tour
- Fury
- Endure
- Europe

- Fuel

Contrasting / əʊ/ and /ʊə/

- So sore
- To tour
- Foe fury
- Row roar

Grammar: Revising noun, pronouns, verbs and adjectives

Nouns

A noun is a word for a person, place, or thing. (You might like to think of nouns as “naming” words.) Everything we can see or talk about is represented by a word that names it. That “naming” word is called a noun. But sometimes a noun will be the name for something we cannot touch (e.g., bravery, mile, joy). Examples of Nouns include; soldier, rat, house, kindness, cooking etc.

There are also different types of nouns. Namely; common nouns, proper nouns, abstract noun, collective noun, compound noun, concrete nouns, count and non- count nouns and gerunds.

Pronouns

A pronoun is defined as a word or phrase that may be substituted for a **noun** or noun phrase, which once replaced, is known as the pronoun’s antecedent. The examples of pronouns include; she, they, it, we, who. There are also different types of pronouns which are; personal pronoun, reflexive pronouns, demonstrative pronoun, possessive pronoun, relative pronoun, interrogative pronoun, reciprocal pronoun and intensive pronoun.

Verbs

The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity. There are also different types of verbs namely; transitive, intransitive verbs, regular, static, dynamic, modal verbs and phrasal verbs.

Adjective

Adjectives are words that describe or modify other words, making your writing and speaking much more specific, and a whole lot more interesting. Words like *small*, *blue*, and *sharp* are descriptive, and they are all examples of adjectives. There are also different types of adjectives which are indefinite adjectives, attributive, interrogative, number, coordinate, demonstrative adjectives and infinite adjectives.

Composition: Revision on the types of essays

Revise the types of essays discussed earlier. Revise the argumentative, expository, descriptive and the narrative essays. Study the essays and pay close attention on the differences between the essays and also the similarities between them e.g. that every essay has the introduction, the body and the conclusion even as there are differences.

Literature-in-English: More on figure of speech

A figure of speech is a word or phrase that has a meaning something different than its literal meaning. It can be a metaphor or simile that is designed to further explain a concept. Or, it can be a different way of pronouncing a word or phrase such as with alliteration to give further meaning or a different sound.

1. **Alliteration:** The repetition of an initial consonant sound. Example: Sally sells seashells.

2. **Allusion:** The act of alluding is to make indirect reference. It is a literary device, a figure of speech that quickly stimulates different ideas and associations using only a couple of words.

Example: David was being such a scrooge! (Scrooge" is the allusion, and it refers to Charles Dicken's novel, A Christmas Carol. Scrooge was very greedy and unkind, which David was being compared to.)

3. **Anaphora:** The repetition of the same word or phrase at the beginning of successive clauses or verses. (Contrast with epiphora and epistrophe.). Example: I came, I saw, I conquered – Julius Caesar

4. **Antaqlasis:** It is a rhetorical device in which a word is repeated and whose meaning changes in the second instance. Antanaqlasis is a common type of pun. Example: Your argument is sound, nothing but sound. – Benjamin Franklin.

5. **Anticlimax:** Refers to a figure of speech in which statements gradually descend in order of importance. Example: She is a great writer, a mother, and a good humorist.

6. **Antiphrasis:** A figure of speech in which a word or phrase is used to mean the opposite of its normal meaning to create ironic humorous effect. From the Greek: anti "opposite" and phrasis, "diction". Example: She's so beautiful. She has an attractive long nose.

ASSESSMENT

1. Give an example of ALLITERATION as a figure of speech
2. Define Anticlimax
3. Give five examples of a noun
4. What is an Adjective
5. Define the term Allusion

ANSWER

1. Sheep should sleep in a shed.
2. Anticlimax refers to a figure of speech in which statements gradually descend in order of importance.
3. John, Lagos, Goat, Plate, Apple.
4. Adjectives are words that describe or modify other words
5. Allusion is a figure of speech that quickly stimulates different ideas and associations using only a couple of words.

Week 9, 10 & 11

Topic: Revision, Test and Examination