

BASIC 6 LESSON PLAN FOR FIRST TERM – ENGLISH LANGUAGE

WEEK: One

CLASS: Basic six

SUBJECT: English Language

TOPIC: Revision

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to revise the previous topics

BUILDING A BACKGROUND: Pupils are familiar with the revised topics

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Nigeria Primary English Pupils' Book 6

CONTENT:

REVISION

Change each of the following to indirect speech.

1. 'Get out', the teacher yelled.
2. 'I have seen the new house', said Akanro.
3. The woman said to her son, 'kindly fetch me some firewood'
4. 'Have you seen my pencil?' the woman asked

Write out the synonyms of the given words below.

1. Concluded
2. Discovered
3. Present
4. Calm
5. Enemy

EVALUATION: Pupils are evaluated thus:

WEEK: Two

CLASS: Basic six

SUBJECT: English Language

TOPIC: Further practice on report making; Grammar: Synonym Writing: Guided composition

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Make reports
- ii. figure out the synonyms of words
- iii. write a guided composition

BUILDING A BACKGROUND: Pupils are familiar with report writing and synonyms

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Nigeria Primary English Pupils' Book to

CONTENT:

STRUCTURE

MAKING REPORTS

What is a report?

- A report is a systematic, well organised document which analyses a subject or problem, and which may include:
 - Recording of a sequence of events
 - Interpreting the significance of these events or facts
 - Discussion of the outcomes of a decision or course of action
 - Making Educated conclusions on an event that has occurred.
 - Recommendations for the future.

- **Reports must always be:**

Accurate	Concise	Clear	Well Structured
----------	---------	-------	-----------------

www.edgalaxy.com

GRAMMAR

SYNONYMS

Synonyms are words that are similar in meaning.

Examples:

Huge	-	Big	
Ancient-		old	
Enemy	-	foe	etc.

EVALUATION: Pupils are evaluated thus:

1. write a composition on the topic 'My Class Teacher'.
2. Replace the underlined words in the following sentences with other words which means the same from the box. You may use your dictionary.

behave clinic healthy pierced unfortunately gradually hug abandoned be
supportive be loving

- 1 The children should learn to act like smart pupils. (behave)
- 2 A healthcare facility for patients should have many doctors and nurses.
- 3 The man left behind the old car on the street.
- 4 The knife cut through the soldier's flesh.
- 5 Embrace me, please.
- 6 Good parents should be showing love and affection to their children.
- 7 We should be showing support or assistance to others in times of trouble.
- 8 The snake moved bit by bit towards its victim.
- 9 Unluckily it rained all day on Saturday.
- 10 Mr Olaolu's physical condition showed that he was free from disease.

WEEK: Three

CLASS: Basic six

SUBJECT: English Language

TOPIC: Reporting type of essay; Grammar: Noun: Definition and types; Writing: A report of an incident

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Explain a reporting type of essay
- ii. Define a noun and mention types
- iii. Write a report on an incident

BUILDING A BACKGROUND: Pupils are familiar with nouns and oral form of report

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Nigeria Primary English Pupils' Book to

CONTENT:

STRUCTURE

REPORTING TYPE OF ESSAY

The purpose of a report is to convey specific information to provide the reader with information. The purpose of an essay is to show how well you have understood the question and are able to answer it. A report usually contains a description of events/results of research.

GRAMMAR

NOUN

A noun is a naming word. It is the name of a person, idea, animal, place or things. E.g: Bose, farm, hospital, ant etc

Type of Nouns



1. Common Noun

Nonspecific people, places, things or ideas
Man, city, religion etc...

2. Proper Noun

Specific people, places, things...
Albert Einstein, London etc...

3. Abstract Noun

Something that you can not perceive with your five senses
Belief, love, pride, happiness etc...

4. Concrete Noun

Something that you can perceive with your five senses
Apple, lion, eyes, flower etc...

5. Countable Noun

Can be counted
Pencil/pencils, apple/apples, train, clock etc...

6. Uncountable Noun

Cannot be counted
Milk, music, food, water, snow, rice etc...

7. Compound Noun

Made up of two or more smaller words
Textbook, snowball, seafood, sunflower

8. Collective Noun

Refer to a group of things as one whole
Bunch, audience, flock, group, family

9. Singular Noun

Refer to one person, place things, or idea
Cat, dog, ship, monkey, hero etc...

10. Plural Noun

Refer to more than one person, place things, or idea
Dogs, cats, ships, babies etc..

www.englishgrammarhere.com

EVALUATION: Pupils are evaluated thus:

1. What is a noun?
2. Mention the types of noun and give examples
3. Write a report on a traditional festival you witnessed in your village.

WEEK: Four

CLASS: Basic six

SUBJECT: English Language

TOPIC: Pronunciation, stress and intonation practice; Grammar: pronoun: Definition and types
Writing: Features of formal and informal letters

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to;

- i. Read with the correct intonation and stress pattern
- ii. Define pronouns and mention the types
- iii. State the features of formal and informal letters

BUILDING A BACKGROUND: Pupils are familiar with intonation, pronouns and letters

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Nigeria Primary English Pupils' Book to

CONTENT:

PRONUNCIATION

STRESS AND INTONATION PRACTICE

Remember that stress is the force or loudness with which a part of a word is pronounced. Many words of two syllables come from one-syllable words. For example, the word 'singer' comes from the word 'sing' and the word 'enlarge' comes from the word 'large'. In these two-syllable words, the stress is on the syllable of the original word. In the examples below, O and/or capital letters can be used to show the stressed syllable and o the unstressed syllable.

Here are some more examples:

Nouns and adjectives (Oo)

Boy

—

Own

—

Star

—

Take

—

friend

—

miss

—

Verbs (oO)

BOYhood

disOWN

STARdom

reTAKE

FRIENDship

dismiss

Most two-syllable nouns and adjectives have stress on the first syllable, even if they are not formed from an original one-syllable word. For example, 'pastor' is not formed from the original word 'past', but it still has the stress pattern Oo.

GRAMMAR

PRONOUNS AND TYPES

A pronoun is a word used instead of a noun. Examples are: he, she, they, my, their, our e.t.c

Types of Pronoun			
Demonstrative	Relative	Indefinite	Interrogative
They demonstrate (or indicate): This, that, those, these...	They introduce a dependent (subordinate) clause, which gives more information: who, whom, which, that.	They are used for non-specific items and people: anyone	These begin questions: Who, Which, What, Where, How
Possessive	Reflexive	Intensive	Personal
These are used to show ownership: my, your, his, our, hers...	They refer to another noun in the sentence and end in -self or -selves: himself, herself, yourself	They are used to add more emphasis to a subject and end in -self or -selves: myself, himself, herself	They are used as substitutes for a noun or pronoun in a sentence: he, she, I, me, we, it...

WRITING

FEATURES OF A FORMAL AND INFORMAL LETTER

WRITING ORGANIZER – Formal Letter

WRITER'S ADDRESS

Street
Town
POSTCODE
DATE

RECIPIENT'S ADDRESS

NAME
STREET
TOWN
POSTCODE

NAME OR TITLE

DEAR SIR / MADAM

INTRODUCTION...

MAIN POINT OF THE LETTER...

2nd POINT OF THE LETTER...

3rd POINT OF THE LETTER...

Conclusion of letter...

YOUR NAME

EXPLAIN WHY YOU ARE WRITING

Action Paragraph: Reinforce what you want to happen. (Apology, Promotion, Application etc.)

FORMAL LETTER

Complete Address (F/A) → Examinations Hall,
City A.B.C.

(F/B) Date → Date: 12 September 2016

(F/C) Opening Salutation → My dear Asif,

How has life been treating you, friend? I am writing this letter to remember your promise to spend summer vacation together.

All the schools of the Punjab province have closed for summer vacation. Last year you promised to come to me during the summer vacation. It is not very hot in Rawalpindi during the summer. Its nights are pleasant. Please do come. We shall see the places worth seeing in Islamabad. The Faisal Mosque and National Assembly buildings are very charming. We shall also pay a visit to Murree. It is very cool in summer. We shall have some photographs as a token of our love and friendship.

Signature (F/F) → Yours sincerely,
X.Y.Z

Body section (F/E) →

INFORMAL LETTER

EVALUATION: Pupils are evaluated thus:

1. State four features each of a formal letter and an informal letter
2. What are pronouns? Mention four types with examples.
3. Write a letter to your headmaster requesting for a new school uniform.

WEEK: Five

CLASS: Basic six

SUBJECT: English Language

TOPIC: Grammar: Verbs: Definition and types Structure: Mastering of passive voice Construction: change active sentences into Passive voice writing: Argumentative essay: A teacher is more Important than a farmer

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Define verbs and mention types
- ii. Change active sentences to passive voice
- iii. Write an argumentative essay

BUILDING A BACKGROUND: Pupils are familiar with verbs and essays

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Nigeria Primary English Pupils' Book to

CONTENT:

GRAMMAR

VERBS AND TYPES

A verb is an action word or a doing word.

There are three types of verbs. They are:

1. ACTION VERBS: action verbs do the action in a sentence. E.g: we rode our bikes to the swimming pool; i wish i knew how to play the guitar.
2. HELPING VERBS: they help the main verb in a sentence, e.g. Mum might might bakesome cookies; many kids were playing soccer during recese
3. LINKING VERBS: they link the subject to a noun or adjective in a sentence. They help to rename or describe. E.g. My dad is a truck driver; Ben seems unhappy

STRUCTURE

ACTIVE AND PASSIVE VOICE

When X (doer) does something to Y (receiver), there are usually two ways to talk about it: "active voice" and "passive voice". We use active verbs if we want X to be subject. We use the passive verb if we want Y to be the subject. In the example below in the active construction, "Osaro" is the doer and it is also the subject of the sentence. However, in passive sentence, "a car" is the receiver of the action, but it is the subject of the sentence.

EXAMPLES:

Active voice

Titi sang a song.

The pupil kicked the ball.

Did Musa write this letter?

Someone else did that.

Passive voice

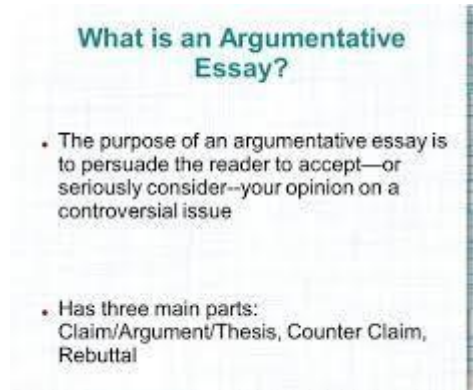
A song was sung by Titi.

The ball was kicked by the pupil.

Was this letter written by Musa?

That was done by someone else.

WRITING



EVALUATION: Pupils are evaluated thus:

1. Write these sentences in the passive using the verbs in brackets. Add 'by...' only when necessary.
Example:
Chinua Achebe/Things Fall Apart (write) Answer: Things Fall Apart was written by Chinua Achebe.
1 Meeting/Dr Ayedun (chair)
2 The grave of the saint/over 1000 years ago (build)
3 This blue cloth/in Ibadan/last June (dye)
4 Mandela/the first black President of South Africa (elect)
2. What are helping verbs? Give two examples
3. Write an argumentative essay on the topic 'Teachers are better than farmers'

WEEK: Six

CLASS: Basic six

SUBJECT: English Language

TOPIC: Structure: Selected poem based on the virtues of Kindness; Grammar: Adjectives: Meaning and types

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Read a poem based on the virtues of kindness
- ii. Define adjectives and state its meaning

BUILDING A BACKGROUND: Pupils are familiar with the word 'kindness' and adjectives

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Nigeria Primary English Pupils'Book to

CONTENT:
GRAMMAR

ADJECTIVES

An **adjective** is a word that describes a noun or pronoun such as person, place, thing, or idea.

An adjective can tell...

<u>Color</u> black blue coral green pink	<u>Size</u> big huge large little short	<u>Shape</u> boxy oval round square triangular	<u>Taste</u> bitter sour sweet tangy tart	
<u>Odor</u> flower fresh musty salty stinky	<u>Texture</u> bumpy furry slimy smooth squishy	<u>Sound</u> faint harmonious loud pleasant quite	<u>Number</u> few fifty many sparse two	<u>Weather</u> clear dry foggy rain windy

POEM

Out there

Out there is a cry of anguish and of pain.
Out there someone's suffering for someone else's blame.
Out there, there is someone who's lost all sense of hope.
Waiting for some kind of help without which he can't cope.
Out there lies a semblance of a once healthy being
Who'll die a slow and painful death unless he gets some seeing.
But out there stands a person who cares for animals, true.
Yes, someone who can make a change. That person could be you!
By Kenneth Cassar

EVALUATION: Pupils are evaluated thus:

1. What are adjectives?
2. Mention the types of adjectives with examples
3. Write out the rhyming words in the poem
4. What is the poem talking about?

WEEK: Seven

CLASS: Basic six

SUBJECT: English Language

TOPIC: Grammar: Adverb: Meaning and types; Writing: Guide to good essay writing; comprehension

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Define adverbs and types
- ii. Write a good essay
- iii. Read and comprehend a passage

BUILDING A BACKGROUND: Pupils are familiar with parts of speech and essay writing

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Nigeria Primary English Pupils' Book to

CONTENT:
GRAMMAR

TYPES OF ADVERBS			
Adverbs are words that are used in sentences to describe or change the meaning of a Verb or Adjective or even another Adverb.			
ADVERB OF TIME	ADVERB OF PLACE	ADVERB OF MANNER	ADVERBS OF DEGREE
Once, Never, Tomorrow, Daily, etc. <ul style="list-style-type: none">She will visit the hospital tomorrow.The results were announced yesterday.	Anywhere, Somewhere, Near, Far, etc. <ul style="list-style-type: none">They will meet you there.In spring, flowers bloom everywhere.	Honestly, Joyfully, Cunningly, etc. <ul style="list-style-type: none">He quietly slipped away.She works fast.	Fully, Partially, Altogether, etc. <ul style="list-style-type: none">She almost finished the work.They were completely surprised by the windfall.
ADVERB OF FREQUENCY	ADVERBS OF COMMENT	ADVERBS OF CONJUNCTION	ADVERBS OF CONFIRMATION AND NEGATION
Frequently, Often, Yearly, Briefly, etc. <ul style="list-style-type: none">He likes to watch TV every day.They meet every week.	Unfortunately, Luckily, Happily, Honestly, etc. <ul style="list-style-type: none">Luckily, the dog did not bite the children.Happily, the power returned before the big match.	However, Consequently, Moreover, Conversely, etc. <ul style="list-style-type: none">However you look at it, it's still a mess.He enjoys selling and, moreover, is good at it.	Definitely, Absolutely, Surely, Never, etc. <ul style="list-style-type: none">They will certainly like this vase.He never leaves his house.

www.eslgrammar.org

STRUCTURE

What is an Argumentative Essay?

- The purpose of an argumentative essay is to persuade the reader to accept—or seriously consider—your opinion on a controversial issue
- Has three main parts: Claim/Argument/Thesis, Counter Claim, Rebuttal

READING

WHO WILL FINANCE MY EDUCATION NOW?

Elizabeth Fasoro is the 17-year-old daughter of the late Mrs Iyabo Deborah Fasoro. Her mother was the policewoman who was cut down on active duty during the bank robbery in Ikere Ekiti, Ekiti State on 25 November. Elizabeth says she still finds it hard to believe that her mum is no more. The young girl is currently in Senior Secondary School 3 at Ansar-ud-deen Grammar School, Ikere Ekiti.

‘Mum was the best thing in my life. She was a very caring and understanding woman, who played the role of both father and mother to me,’ she said.

‘I just came back from school that day about 4 pm when I learned that robbers had invaded the bank and the police station. Knowing that she could be in danger as a policewoman, I prayed for my mum and then went on to do the domestic chores.

‘After a while, my boss at the tailoring shop where I learn tailoring after school hours came to announce to us in our house that robbers had killed two police officers, a man and a woman.

‘I quickly ran to the station. It was there that I got to know that my mum was the policewoman that was killed. ‘My mum had just lost her elder sister a few days before she was shot dead. She had discussed arrangements of the burial with me and even told me about her plans to settle in Ekiti State. She had promised to give me my school fees the day she was killed. But now, she can’t do that. I don’t know who to turn to for help now.

‘My ambition is to become a journalist. I’m appealing to the government to please intervene on the payment of my late mum’s entitlement from the police force and also to do something for me and my elder brother Tope Fasoro, who is just in his first year of study at the Ikere College of Education, Ikere Ekiti.

‘Since the sad incident, everyone has been in shock. The family has particularly monitored my movements because they know that I might do something bad to myself because I never imagined that my mum would die so young. She was very determined to sponsor me and my brother in school so that we wouldn’t have problems in future. Now there is no one we can turn to. I am appealing to the government to please sponsor our education.’ (Adapted from The Sun, 11 December 2014)

Answer the following questions.

- 1 Who wrote this story?
- 2 Who cut down Mrs Fasoro’s?
- 3 What is the name of Elizabeth’s school?
- 4 What was she doing after school hours?
- 5 Where did she learn about her mother’s death?
- 6 Where was her mother killed?
- 7 What is Elizabeth’s ambition?
- 8 What does she hope the government will do for her and her brother?

EVALUATION: Pupils are evaluated thus:

1. What are adverbs?
2. Mention the types of adverbs with examples.
3. Read the comprehension passage and answer the following questions

WEEK: Eight

CLASS: Basic six

SUBJECT: English Language

TOPIC: Speech Work: Argumentative Essay; Structure: Instructions; Grammar: Preposition meaning and usage; Writing: Argumentative essay: Science does more harm to humanity than good

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Explain the concept of instruction
- ii. Argue on a debate topic
- iii. Define preposition and explain its usage

BUILDING A BACKGROUND: Pupils are familiar with instructions and debates

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Nigeria Primary English Pupils' Book to

CONTENT:

STRUCTURE

INSTRUCTION

Instruction is a detailed information about how something should be done or operated. A set of instruction could be:

- i. How to solve a mathematical equation
- ii. How to prepare a dish
- iii. How to use an appliance e.g phone
- iv. How to make things e.g bags, shoes etc

Instructions are very important as they serve as a guide to achieve certain purposes.

GRAMMAR

PREPOSITION MEANING

PREPOSITIONS OF MOVEMENT		
Prepositions of movement show movement from one place to another place.		
PREPOSITION	EXPLANATION	EXAMPLES
TO	Used when there is a specific destination in mind.	<ul style="list-style-type: none">- I'm going to the doctor's.- Are you going to the party?
TOWARDS	Movement in the direction of something	<ul style="list-style-type: none">- He was walking menacingly towards me.- He was sitting with his back towards me.
THROUGH	Movement across something, i.e. from one side of it to the other	<ul style="list-style-type: none">- The train went through the tunnel.- He cut through the gauze.
ACROSS	Movement from one end of something to the other	<ul style="list-style-type: none">- He walked across the road.- There was a barricade across the road.
OVER	Describe something's position when it is above something else	<ul style="list-style-type: none">- Helicopters dropped leaflets over the city.- I put a shawl over my shoulders.
ALONG	Movement in a line	<ul style="list-style-type: none">- Cars were parked all along the road.- We walked along the river.
IN	Something's position in relation to the area or space or place surrounding it	<ul style="list-style-type: none">- We are going to have our picnic in the park.- Put the pickle in the cabinet.
ON	Describe something's position in relation to a surface	<ul style="list-style-type: none">- There was an array of food on the table.- The rain falling on the roof kept me from sleeping.
INTO	Movement causing something to hit something else	<ul style="list-style-type: none">- He got into the car.- He swerved into the tree.

www.eslgrammar.org

SPEECH

ARGUMENTATIVE ESSAY- DEBATE

As you have already learned, a debate is a form of argument that is meant to be spoken. The purpose of a debate is to convince your listeners to agree with your own point of view. A debate has two sides. You either argue for or you argue against the topic. For example, in the topic, 'Children's rights and responsibilities should be enforced', the side supporting the topic should argue for it, while the opposing side argues that 'children's rights and responsibilities should not be enforced'. To convince your listeners to your own point of view, you must give adequate facts and details to support your opinion.

Let us briefly review the rules for debates as follows:

- 1 First a debater takes a side. Then a coin is tossed to decide who speaks first.
- 2 The pupils debating must present the speech within the stipulated time. Those supporting the chief speaker speak only for a short time after the chief speaker has delivered his/her speech.
- 3 The speaker must speak either for or against the motion. Do not speak on both sides of the argument.
- 4 Once it is time for you to stop, the timekeeper will ring the bell. Make sure you stop to avoid being disqualified or penalised.
- 5 The judges will decide the group or persons that win at the end of the debate.

EVALUATION: Pupils are evaluated thus:

1. What is an instruction?
2. Give three examples of instruction
3. State five rules of debate
4. What are prepositions?
5. Give five examples of preposition.

WEEK: Nine

CLASS: Basic six

SUBJECT: English Language

TOPIC: Speech Work: Direct and indirect speech; Grammar: Conjunction meaning and Identification;
Writing: Simple future questions and past tense

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to:

- i. Change sentences from direct speech to indirect speech
- ii. Explain the meaning of conjunction and identify them in sentences
- iii. Ask simple future questions

BUILDING A BACKGROUND: Pupils are familiar with direct and indirect speech and parts of speech

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Nigeria Primary English Pupils' Book to

CONTENT:

SPEECH WORK

DIRECT AND INDIRECT SPEECH

When a speech contains the exact words of a speaker, we call it direct speech. When the speech is reported by someone in his own words, it is called reported speech. In reported speech, the present tense changes to the past tense.

Example: 'It is late', he said. **DIRECT SPEECH**

He said that it was late. **INDIRECT SPEECH**

Makinde said, 'I am going home.' **DIRECT SPEECH**

Makinde said that he was going home. **INDIRECT SPEECH**

When we report things that happen regularly, the verbs may not change.

Examples:

1 The teacher says, 'The sun rises in the east.' The teacher said that the sun rises in the east.

2 The girl says, 'I sell bread every day.' The girl said that she sells bread everyday

GRAMMAR

CONJUNCTIONS

A conjunction is a word which joins two words, phrases, clauses, or sentences together to complete their meaning. There are three major kinds of conjunctions: coordinating, subordinating, and correlative.

Coordinating conjunctions This conjunction is used to join two words, statements or clauses of equal status together. These conjunctions include: and, or, but .

Subordinating conjunctions This is a conjunction that is used to join two unequal statements, clauses, or phrases together. One part depends on the other for its full meaning. Examples of subordinating conjunctions are: before, after, since, because, when, although, though, if, who, which.

Correlative conjunctions This conjunction is used in pairs. Examples are: either ... or, both and, neither ... nor, not only ... but also, whether ... or.

10 Example of Conjunction in a Sentence



1. **Just as** I was watching the football match on TV, electricity went off.
2. **Though** it is raining, they swam in the pool.
3. We can meet you **wherever** you want.
4. **While** I was playing with the children, he came the park.
5. Michael has very much money. **However**, she's not all that happy.
6. She usually eats at home, **because** she likes cooking.
7. You will go to that cinema **even if** they don't allow you.
8. She was too late **so that** she could not apply for the job.
9. **Even though** it rained a lot, We enjoyed the holiday.
10. She is very funny **whereas** he is boring.

EVALUATION: Pupils are evaluated thus:

1. What are the features of direct and indirect speech?

2.

Change each of the following direct statements to reported speech by answering the questions that follow them:

1 Akin and Bode: 'We are going to a party.' What did Akin and Bode say?

2 Amina: 'The soup is bad.' What did Amina say?

3 Opa and Amina: 'We like the new teacher.' What did Opa and Amina say?

4 Mr Oputa: 'Sara got all the answers right.' What did Mr Oputa say?

5 Luqman : 'I swept the compound alone.' What did Luqman say?

3. What are conjunctions?

4. Mention three types of conjunctions