**NAME: ……………………… CLASS: …………………………….**

**DEEPER LIFE HIGH SCHOOL**

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**FIRST TERM E- LEARNING NOTE**

**SUBJECT: ENGLISH STUDIES**

**CLASS: JS2 (BASIC 8)**

**SCHEME OF WORK**

**WEEK**  **TOPIC**

1. **Speech Work**: Pure Vowels (Spelling Features). **Structure** –Parts of Speech (Functions). **Comprehension/Vocabulary Development** – Reading to understand the writer’s purpose ***“How we spent the Holiday”***. **Composition** –Narrative Essay: Writing an outline (Brainstorming). **Literature**- Types and Features of Prose (e.g. Narrative, Descriptive etc. features of a prose e.g. Plot, Style, Setting, Theme, Characterization)
2. **Speech Work**:-Consonant sounds (Spelling Features)**Structure**- Parts of Speech- Verbs: Transitive and Intransitive verbs. **Comprehension/Vocabulary Development** on “**Health”-**Reading to Understand the Writer’s Purpose ***“How to Make a Candle Stand Up”* Composition**: Types and Elements of composition- (Narrative, Descriptive, Argumentative, Expository; elements of composition writing- introduction, Body and conclusion, pre writing, writing, editing, arrangement of ideas.) **Literature**: - Figures of Speech: Simile, Metaphor etc.
3. **Speech Work**: Intonation, Stress and Rhythm: **Structure**:-Question Tags. **Vocabulary Development/ Comprehension**: Administration. Reading to understand the writer’s purpose: “***One Pendulum to Another***” **Composition**: - Formal letters: Types and Features of formal letter. **Literature**: - Oral Literature Myths and Legends. Read recommended text: **Priceless Jewel** by Chuks Generic
4. **Speech Work**: Contrasting- /i:/ and /i/, (e.g. beans/bins) ,/u:/ and /u/ (e.g. fool, full), **Structure** –Active and Passive voice. **Comprehension/Vocabulary Development** on **Law and Order**.Reading to Understand the Writer’s Purpose: ***My Hometown* Literature**: - Folktales-(African and Non-African) Features- didactic, entertainment, magical, myths and legends. Read the recommended text: Poetry**: Structure, themes and literary devices in “My Mother” by Bisi Olugboyega**
5. **Speech Work**:-Consonants Contrast-/s/ and /z/(so, sit, cell, zero, zoo, freezer, rise as in /s/, /z/;either feather, thank, thought, (as in /Ө/ and /ð/.) **Structure**: “The WH” Question: Who, Where, When, Why, What. **Comprehension/ Vocabulary Development** on “School Administration”. Reading to Identify the Meanings of Words in Various Contexts**(***NOSEC Pages 43-44***) Composition**: - Features and outline of an informal letters. **Literature**:-Figures of Comparison- (Alliteration and Assonance) Read the recommend text: **Priceless Jewel** by Chuks Generic
6. **Speech Work**:-Types of vowels- Monophthongs, Diphthongs and Triphthongs. Treating Diphthongs /au/, /ei/, /eə/ and /ai/. **Structure**: - Tenses (Present, Past and Future)**Comprehension/ Vocabulary Development** on Administration 2 (Office). Reading to Understand the Writer’s Purpose: ***Do you have a Goal ?*Composition** – Narrative Essay (Linking Paragraph Together– “A Village Market”). **Literature**:-Irony and Paradox. Reading the recommended text**: Priceless Jewel** by Chuks Generic
7. **MID-TERM BREAK**
8. **Speech Work**-Morphemes- Word boundaries – Prefix. **Structure**: - Prepositions and Prepositional Phrases. **Comprehension/ Vocabulary Development.** Reading for Speed (NOSEC Pages 63-64)**Composition**- Narrative Essay: on ***“A Memorable Day”* Literature**:-Read recommended Text: Poetry- **Structure, themes and literary devices** in ***”The Outcast”*** by Flourish Amoo and Yinka Akindele
9. **Speech Work** – Suffix. **Structure** – Conjunction: Types and Usages. **Comprehension /Vocabulary Development** on Sports. **Composition**- Stating the differences between Formal and Informal Letters. **Literature**:-Figures of Speech. (Synecdoche, Metonymy, Pun, etc.)
10. **Speech Work** - Triphthongs. **Structure**: Making Request using- will, could, please e.g. could you please come? Will you make out time, please? **Comprehension/ Vocabulary Development**. **Composition** – Formal Letter of Invitation (As a Guest Speaker).**Literature**: - Poetry: **Structure, themes and literary devices** in… **“The Usurpers**” by J. A. Olowofila
11. Revision.
12. Examination

**WEEK 1**

SPEECH WORK: Revision of Sounds- a, e, i, o, u

GRAMMAR: Revision of Parts of Speech-Noun, Pronoun, Verbs and Adjective

**COMPREHENSION/VOCABULARY DEVELOPMENT** – Reading to understand the writer’s purpose: ***“How we spent the Holiday”***

COMPOSITION: Writing an outline for the Narrative Essay – Topic “How I Spent my Last Holiday”

LITERATURE: Types and Feature of Prose

ASPECT: SPEECH WORK

TOPIC : PURE VOWELS

The vowels in English are classified into two main groups: pure vowels (also called monophthongs) and diphthongs. The pure vowels are sub-classified into short vowels and long vowels. These pure vowels are listed below with examples of words where they occur:

1. /i: / long vowels e.g. beat, seat, neat, feet.
2. /I/ short vowel e.g. bit, sit nymph, village.
3. /e/ short vowel e.g. bed, bread, said, bury.
4. /æ/ short vowel e.g. cat, lack, pack, rat.
5. /a: / long vowels e.g. car, dart, calm, heart.
6. / ɒ / short vowel e.g. pot, what, gone, wash.
7. /ᴐ:/ long vowels e.g. war, pork, saw, bought.
8. /u/ short vowel e.g. put, foot, book, could.
9. /u: / long vowels e.g. pool, blue, screw, shoe.
10. /Ʌ/ short vowel e.g. cut, come, blood, country.
11. /з: / long vowels e.g. first, purse, earn, bird.
12. /Ә/ short vowel e.g. about, baker, sailor, teacher.

*EVALUATION*

1. What is a vowel sound?
2. State the classification of pure vowels.

ASSIGNMENT:

Write out five pure vowels with two examples each.

**ASPECT: COMPREHENSION/VOCABULARY DEVELOPMENT**

TOPIC: Reading to understand the writer’s purpose: ***“How we spent the Holiday”***

Read NEW OXFORD JS 2 page 8 in unit one.

*EVALUATION: Answer questions 1 to 10 on page 9*

ASSIGNMENT: In two sentences, write the purpose of the writer.

ASPECT: COMPOSITION

TOPIC: NARRATIVE ESSAY -WRITING AN OUTLINE (NEW OXFORD JS 2 page 6 in unit one)

SUB- TOPIC: HOW I SPENT MY LAST HOLIDAY

CONTENT:

A narrative essay is an essay in which you tell the story or give an account of what has happened. ”How I Spent my Last Holiday” is a narrative essay because it gives an account of what has happened. It should be true to life i.e.it should be believable because it is possible in real life.

In writing this essay, you must think carefully: what are the various stages in the sequence of events?

The holiday could be divided into weeks, so that the events of each week could be covered in a paragraph of the essay. Alternatively, you could divide the holiday into the various periods spent in particular places e.g at home, in Abuja,with your uncle or grand ma etc. and make a paragraph to cover the interesting or memorable events in each period.

The concluding paragraph must tell us your impressions or feelings at the end of the holiday and the preparation you have to make for the resumption at school.

In a narrative essay like this, past tense forms of verbs should be used because it recounts past events. Don’t use short forms like don’t, I couldn’t, I’m etc. and avoid the use of slangs.

EVALUATION: Students should be made to share with the class how they spent their last holiday.

ASPECT: LITERATURE

TOPICS: **Types of Prose and** **Features of Prose**

CONTENT:

A Prose is a written or spoken language that is not in verse form. It’s structure is in terms of sentences and paragraph.

**TYPES OF PROSE**

Narrative Prose: This prose work tells story

Descriptive Prose: This prose work describes a thing, a person, a place, an event etc.

Note: Narrative and Descriptive Prose can be either fiction or non-fiction depending on the style of author.

**Features of Prose/Elements of Literature in a Prose Work**

Plot, style, setting, theme, character, characterization.

***PLOT:*** This is the arrangement or organization of events in a work of art. It follows the principles of cause and effect.

***STYLE***: It is the way a writer writes his work.

***SETTING:*** This is the totality of the environment of a story. It refers to the period, place, atmosphere, etc.

***THEME***: This is the central or main idea that is discussed in a novel. It is what the work is all about, that is, the major message that is discussed in the work.

***CHARACTER***: The people that act in a play.

***CHARACTERIZATION***: This is the way the author reveals the peculiar qualities of his characters. It is also the way the author makes the characters seem real.

**EVALUATION**:

1. List and explain the features/element of literature in a prose work.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is prose work that tells a story.

**WEEKEND ASSIGNMENT**:

1. Write a narrative essay on “How I spent my Last Holiday”
2. Write a short story.

**WEEK 2**

SPEECH WORK: Consonant /t, g, k, l, p, s/

COMPREHENSION:

GRAMMAR: Verbs, Transitive and Intransitive verbs

COMPOSITION: Types of Composition

LITERATURE: Figures of Speech

**ASPECT: COMPREHENSION**

TOPIC: HOW to Make Candle Stand Up

Read NEW OXFORD JS 2 page 13 in unit one.

*EVALUATION: Read the passage and answer questions 1 to 6 on page 14*

**Vocabulary Development: Increase Your Word Power** - “**Health” in** NEW OXFORD JS 2 page 3 and 4 in unit one

ASSIGNMENT: *Read the passage and answer questions 7 to 12 on page 14*

TOPIC: SPEECH SOUND

SUB-TOPIC: CONSONANT / g, k, l, p, s /

CONTENT:

/ g, k, l, p, s / are consonant sounds.

/g/ -voiced velar plosive

e.g. goggle, dog, good, green

/k/- voiceless velar plosive

e.g. key, catch, school,

/l/- lateral sound

e.g. love, tall, fellow,

/p/- voiceless plosive

E.g. price, puppy, pot.

/s/- voiceless alveolar fricative

e.g. crease, purse, peace

EVALUATION: Give word examples of these consonant sounds. /S/, /l/, /p/, /k/

ASPECT : STRUCTURE

TOPIC: Verb-Transitive and Transitive Verb

CONTENT:

Verbs are used to say what people do. They express an action. E.g. laugh, walk, run, sleep, and take .g. some verbs do not express an action. They just say people or things are something. E.g. the verb to be – am, is, are, was, were. Others are have, has, had, can, will, may, shall etc.

Transitive verb:

Before we discuss transitive verb there is the need to discuss object.

Object: Object is the receiver of the action. It shows somebody or something involved in the subject. It is what the verb is done to. e.g.

I took the book.(“book” is the object while “I” is the subject-the performer of the action)

Direct Object: refers to a person or thing affected by the action of the verb.

He opened the door (“door” is the direct object)

Transitive Verbs: they are verbs that take direct object. When a verb has an object that receives the action of the verb, that verb is transitive. E.g.

1. I sold some books.
2. Ngozi took the pen.
3. I understand her question.
4. The woman slapped the boy because he was rude.

The verbs “sold, took, understand, slap” in the above sentences are transitive because they take the direct objects “books, bus, question, the boy”

Other examples of transitive verbs are have, broke, sold, bought, love, throw, develop, kick, eat, see etc.

Intransitive verb: They are verbs that do not take object. So, a verb is intransitive when it does not have an object after it. E.g.

1. I slept at 7pm yesterday.
2. The students in the class are singing.
3. The pawpaw tree fell this morning.
4. She coughed.

The verbs”slept, singing, fell, coughed” are intransitive because they do not take verb what we find after the verbs in 1 and 2 are adverbs.

Other examples of intransitive verbs are run, cry, rise, live, result, dwell, swim, improve, sing etc.

**EVALUATION:**

1. What is transitive verb?
2. Give five (5) examples of intransitive verb and make sentences with two of them.

**ASSIGNMENT:** Do exercise a and b on page 30 of the NEW OXFORD JSS 2.

**ASPECT:** COMPOSITION

**TOPIC**: **Types and Elements Of Composition**

CONTENT:

The types of Composition are narrative, descriptive, argumentative and expository.

***NARRATIVE COMPOSITION***: Is an essay in which you tell the story or give an account of what has happened. The story could be a true one or could be made up yourself. Whichever way, however, it is important that it should be true to life i.e. it should be believable because it is possible in real life. E.g. “My First Day in Deeper Life High School”.

***DESCRIPTIVE COMPOSITION***: This is an essay written to give the reader a mental picture of a person, object or place. The composition should be written in such a way that the reader will have a good picture of the person, place or object in his mind. E.g. ”Describe your school hall for someone who has not been there”.

***ARGUMENTATIVE COMPOSITION***: It is a composition written to argue that an opinion is superior to some other opinion. It is an essay written to persuade the reader to accept one opinion and reject some other opinion. E.g, “Females are better leaders than males”

***EXPOSITORY COMPOSITION***: This is an essay that describes *how* something is done, planned or organized, made, how something works etc. E.g. “Describe how your favourite meal is prepared”, or ” The Game I like best”.

**Elements of Composition:** The elements of composition are the different parts that make up an essay.

These include: Heading/title, introduction, body/ content, conclusion.

An award winning composition should ensure these processes; pre-writing, writing, arrangement of ideas, editing.

**EVALUATION:**

1. List and explain the types of composition.

2. ‘Describe your best teacher in your school’. What type of composition is this?

**ASSIGNMENT:**

Describe your best teacher in your school in not more 200 words.

**ASPECT: LITERATURE**

**TOPIC**: FIGURES OF SPEECH

CONTENT: Simile, metaphor, personification, and hyperbole

**SIMILE**: This is the comparison between two things with the use of comparison words such as “as” or “like” e.g.

1. Dennis stood fluttering like a leaf.
2. He talks like a parrot.
3. She is as gentle as a dove.

**METAPHOR**: It is a direct comparison between two things without the use of comparison words such as “as” or “like. E.g.

1. I am the angel of this community.
2. Mercy is a dove.

**PERSONIFICATION**: Inanimate objects are treated as human beings. Human attributes are given to inanimate objects e.g.

1. The sky is weeping profusely.
2. My car is coughing.

**HYPERBOLE**: This is an overstatement or exaggeration for emphasis, comic effect or satirical effect. E.g.

1. Bamax is a glutton, he can finish an elephant.
2. I will fly to the moon to prove my love for you.

**EVALUATION:**

Identify the figures of speech used in the sentences below.

1. This is the season the sky cries all day.

2. She came looking for you a million times.

3. Make this earth an Eden

4. God make our homes heaven on earth.

5. I will not leave my wife in a million years.

**WEEKEND ASSIGNMENT:**

Choose from the options lettered A-E the one that contains the given phonetic symbol

1. /s/ a. chicken b. easy c. essay d. husband e. sure

2. /k/ a. charity b. cheat c. chemist d. chest e. knight

3. /p/ a. Alpha b. Page c. Orphan d. Phone e. Physics

4. /l/ a. Psalm b. Walk c. Salmon d. Talk e. Shelter

5. /g/ a. manage b. gnat c. grove d. George e. malign

6. Do exercise (a -d) in the NEW OXFORD JS 2 on page 12

**WEEK 3**

SPEECH WORK: INTONATION, STRESS AND RHYTHM

GRAMMAR: QUESTION TAG

COMPOSITION: TYPES AND FEATURES OF FORMAL LETTERS

LITERATURE: MYTHS AND LEGENDS

VOCABULARY DEVELOPMENT/ COMPREHENSION

Content: Read the passage on page 22 and 23, unit 3 in NEW OXFORD JS 2 to learn vocabularies associated with administration.

EVALUATION: JEPSS BK II: Question 4(1-11)

ASSIGNMENT: JEPSS BK II: Exercise D. Vocabulary: (Word families: in the hospital), JEPSS Workbook II

TOPIC: SPEECH WORK

SUB-TOPIC: INTONATION, STRESS AND RHYTHM

CONTENT: Make reference to page 101 and 102, unit 11 in NEW OXFORD JS 2 .

**Intonation**: It is the rise or fall of the voice in speaking. Intonation helps us to show our feelings or attitude to what we are saying or to what someone else says. There are two main types of introduction in English falling tune and rising tune. The falling tune is often shown by a downward arrow(↘) while the rising tune is shown by an upward arrow (↗)

The falling Tune: this is commonly used for statements, commands and questions that begin with words like where, what, when, how, which.E.g.

**Statements:**

1. Heaven and hell are real.
2. DLHS is a mission school.
3. You do not have an excuse not to succeed.

**Command:**

1. Go out now!
2. Do your homework.
3. Eat your food.

**Questions with Wh-words:**

1. Where will you spend eternity?
2. What is your dream?

The rising tune: it is commonly used for *yes*/no questions, polite request, and listing. E.g.

Yes/no questions:

1. Is she your model?
2. Are you ready to pay the price to who God want you to be?

Polite requests:

1. Could you lock the box, please?
2. Will please, cook the lunch?

**Listing:**

1. James was given a pencil, an exercise and a box of crayon.
2. Josephine washed, spread, and ironed his clothes.

When we are listing items, the voice rises (rising tune) until we come to the last item and then the voice falls (falling tune)

**STRESS**:

To understand what is meant by stress, we explain syllable. Syllable is any of the unit which a word may be divided, usually consisting of a vowel sound with a consonant before or after it. E.g

House,mouth,door------- one syllable

Cup-board, class-mate, ta-ble --------- two syllables

Im-por-tant, be-lie-ver, me-ta-phor---------- three syllables

e-lec-tri-ci-ty, ma-ni-pu-late-------------- four syllable

Stress is an extra force used when pronouncing a particular word or syllable. To stress a syllable is to make it more strongly to make it louder and prominent than the other syllables making up the word. The syllable that is pronounced strongest is known as the stressed syllable. It is represented by capital letter. E.g re-fu-GEE, un-der-STAND, PLEA-sure, sta-TE-gic, PO-si-ti-ve-lyetc .

Some words of two syllables that function as noun and verb are stressed thus

NOUN VERB

IM-port im-PORT

EX-port ex-PORT

CON-duct con-DUCT

EX-cort ex-CORT

SUB-ject sub-JECT

The noun is stressed on the first syllable while the verb on the second syllable.

**RHYTHM:**

It is a strong, regular repeated pattern of sound. English is by nature a rhythmic language: there is rhythm in all spoken English, whether poetry, prose or simple conversation.

Many of those who use language well have a natural ear for rhythmic patterns: they know how to make the language sing. If we consider the great speeches of Winston Churchill, or Martin Luther King, we can see that one of the things that raise simple public speaking to the level of oratory is the ability of the speaker to use rhythmic devices to reinforce meaning and control the emotions of the audience.

This, too, is what we as poets hope to do, whether we choose to use the traditional metrical forms or write in free verse. In order to do this better, it helps if we have an understanding of the nature of the language we are using.

**ASPECT:** STRUCTURE

**TOPIC:** Question Tag

CONTENT:

Question Tag is a short question which follows a statement either to get agreement (Yes) or disagreement (No) .These are usually a kind of Yes or No questions. They are attached (or tagged on) to the end of a statement. If the statement is positive, the question tag will be negative and if the statement is negative, the question tag will be positive. For example:

**Positive Statement**

1. *You are a student ,aren’t?*
2. *Sola ate the cake, didn’t she?*

**Negative Statement**

1. *You are not a student, are you?*
2. *The girls are not rude, are they?*

The subject of the verb in the statement is usually repeated in the tag.

*He is here, isn’t he?*

Use ‘It’ only when the subject being referred to is a little baby, an animal, an object or an abstract noun thus:

1. *The dog has eaten its food, hasn’t it?*
2. *My baby is sleeping, isn’t it?*
3. *A good idea is vital to progress, isn’t it?*
4. *The rain is heavy today, isn’t it?*

**Answer tag questions**

1. *You are leaving now, aren’t you?*

*No, I am not or yes, I am.*

1. *The dog has eaten its food, hasn’t it?*

*No, it hasn’t or yes, it has*

1. *My baby is sleeping, isn’t it?*

*Yes, it is or No, it isn’t*

1. *You bring them every day, don’t you?*

*Yes, I do or No, I don’t*

EVALUATION:

Give a suitable statement to these question tag.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, didn’t he?
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will they?

ASSIGNMENT:

Do exercises A, B and C on page 78 and 79, unit 18 in the NEW OXFORD JS 2 Workbook.

**ASPECT**: Composition

**TOPIC:** Types of Features of Formal Letters

Content:

Formal letters are letters written on someone on official or business matter. Hence, they are known as official or business letters.

**EXAMPLES OF FORMAL LETTERS**

1. Application for Employment.
2. Letter for Permission.
3. Letter of Apology.
4. Application for Admission to Educational institutions
5. Petitions to a Government office.
6. Letters of complaint to the police.
7. Letters of inquiry to a company.
8. Letter commenting on Editorials of Newspapers.
9. Applications for suppliers to manufacturing company.
10. Letter of Invitation.

**Features of Formal Letters**

1. Address of the writer with date.

2. The recipient’s/ receiver’s address

3. The salutation.

4. The heading / title.

5.The body of the letter/ content.

6.The complimentary close or subscript.

**EVALUATION**

1. Mention 3 examples of formal letters

2. Outline the features of a formal letter.

**ASPECT**: Literature

**TOPIC**: Myth and Legend

Content:

Myth is a traditional story about heroes or supernatural beings, often attempting to explain the origins of natural phenomena or aspects of human behaviour. It is widely held but mistaken belief. It is a widely held but mistaken belief. It is a narrative that through many retelling has become an accepted tradition in a society. It explains when the world began, how human being and animals came to being, how divine and human interact.

Legend: it is a story that has been passed down for generations, especially one that is presented as history but is unlikely to be true. They are traditional narratives or collections of related narratives, regarded as historical fact but are a mixture of fact and fiction. They are believed by both narrators by both narrator and audience; it covers a variety of subject: saints, wolves, ghosts and other supernatural creatures, adventures of real heroes and heroine.

**EVALUATION:**

1. Explain the concept myth?
2. What is legend?

**Vocabulary Development/ Comprehension**

Content: Read the passage on pages 22 and 23, unit 3 in NEW OXFORD JS 2 to learn vocabularies associated with administration 1.

**Comprehension**

**Topic:** “***One Pendulum to Another***”

Read the comprehension passage on pages 25, unit 3 in NEW OXFORD JS 2.

**EVALUTION**: Do exercises A and B on page 11in NEW OXFORD JS 2 Workbook.

**WEEKEND ASSIGNMENT**: Do the exercises on CONTINUOUS WRITING and PUNCTUATION on pages 11 and 12 in NEW OXFORD JS 2 Workbook.

**WEEK 4**

SPEECK WORK: Nasal Sounds/n/Long and Short Vowel Contrasting.

COMPREHENSION:

GRAMMAR: Active and Passive Voice

COMPOSITION: Summary Writing

LITERATURE: Oral Literature-Folktales-African and Non-African

ASPECT: COMPREHENSION

TOPIC: My Hometown

Read the comprehension passage on pages 33, unit 4 in NEW OXFORD JS 2

EVALUATION: Do question 1- 10 on page 34 in NEW OXFORD JS 2

ASSIGNMENT: Read the passage on pages 113 and 114, unit12 in NEW OXFORD JS 2 to learn vocabularies associated with Law and Order and exercises 1- 10 on page 50 in the Workbook.

**ASPECT:** SPEECH WORK

**TOPIC**: CONTRASTING VOWELS /i:/ and /i/; /u:/ and /u/

CONTENT:

Long and short vowel contrasting./i:/ and /i/, /u:/ and /u/

/i:/ /i/ /u:/ /u/

beans bins fool full

wheel will pool pull

wheat wit food foot

beat bit cooled could

seat sit hood hewed

feet fit wooed wood

Evaluation: Do exercise B (1-10) on page 6 in NEW OXFORD JS 2 Workbook.

**ASPECT**: Structure

**TOPIC:** Active and Passive Voice

CONTENT:

A verb is said to be in the Active Voice when the subject performs the action described by the verb. E.g.

Paul wrote a letter.

“Paul” is the subject. That is, the performer of the action “wrote”. ”wrote” is the Active Voice since the subject of the verb “Paul” is doing the writing.

Passive Voice: when the object of a sentence takes the place of the subject and the subject is placed in the position of the object while the verb “be” is used with the past participle, then the verb is said to be in the Passive Voice. In order words, when the subject receives the action described by the verb, then the verb is in the Passive Voice.

Mary was slapped by her mother.

“Mary” is the receiver of the action “slap” and so “slap” is in the passive voice.

1. I helped Prudence (Active)
2. Prudence was helped by me.(Passive)
3. Students read some books.(Active)
4. Some books were read by the students.(Passive)

The following changes usually occur while writing the passive voice,

Active Passive

I me

He him

She her

We us

They them

The subject pronoun changes to object pronoun

Active Passive

saw seen

ate eaten

wrote written

drove driven

sang sung

The past tense verb changes to past perfect tense

**EVALUATION:** Change the following sentences from active into passive.

1. Our principal handled the Leadership Study.
2. The students are disciplined for their misdemeanour.
3. Mr. Eraiga gave us some challenging questions.
4. They killed the rats.

**ASPECT**: Composition

**TOPIC**: Summary Writing

CONTENT:

A summary is an aspect of writing that requires the shortened version of a longer piece of writing. It is also a way of trying to represent accurately but in a reduced manner, important points in a original piece of spoken or written material.

**EVALUATION:** Read passage on pages 115 and116, unit 12 in NEW OXFORD JS 2 and do the exercise that follows.

**ASPECT**: Literature

**TOPIC**: Oral Literature

CONTENT:

Oral literature also known as orature may be in prose or verse. The prose is often mythological or historical and can include tales of the trickster character.

Folk literature, also called folklore or oral tradition, the lore (traditional knowledge and beliefs) of cultures having no written language. It is transmitted by word of mouth and consists, as does written literature, of both prose and verse narratives, poems and songs, myths, dramas, rituals, proverbs, riddles, and the like. Nearly all known peoples, now or in the past, have produced it.

**Anansi Goes Fishing (A Tale from West Africa)**

Foolish Anansi thought he could trick a fisherman into doing his work for him. "Let's go fishing," he suggested.

"Very well," said the fisherman, who was clever and quite wise to Anansi's tricks. "I'll make the nets and you can get tired for me."

"Wait," said Anansi, "I'll make the nets and you can get tired for me!" Anansi made nets as his friend pretended to be tired. They caught four fish.

The fisherman said, "Anansi, you take these. I'll take tomorrow's catch. It might be bigger."

Greedily imagining the next day's catch, Anansi said, "No, you take these and I'll take tomorrow's fish."

But the next day, the nets were rotting away and no fish were caught. The fisherman said, "Anansi, take these rotten nets to market. You can sell them for much money." When Anansi shouted, "Rotten nets for sale!" in the marketplace, people beat him with sticks.

"Some partner you are," Anansi said to the fisherman as he rubbed his bruises. "I took the beatings. At least you could have taken the pain." Anansi never tried to trick the fisherman again!

**WEEKEND ASSIGNMENT:** Change the following passive sentences into the related active sentences.

1. It was broken carelessly by her.
2. Water was brought to the workers in the morning by Chinyere.
3. The bottle was broken by him.
4. Smaller cars are preferred by ladies
5. The farm was harvested by them.

**WEEK 5**

SPEECH WORK: Consonant /s/, /z/, /ð/

COMPREHENSION:

GRAMMAR: The WH Question

COMPOSITION: Features and Outline of an Informal Letter

LITERATURE: Figures of Speech

**ASPECT: COMPREHENSION**

TOPIC: Reading to Identify the Meanings of Words in Various Contexts

Read the comprehension passage on pages *43 and 44*, unit 5 in NEW OXFORD JS 2.

EVALUATION: Do exercises 1- 8

**Vocabulary Development** on “School Administration”.

ASSIGNMENT: Workbook

**ASPECT:** Speech Work

**TOPIC**: Consonant /s/, /z/, /ð/,/Ɵ/

CONTENT:

/s/, /z/ and /ð/ are consonant sounds./s/ is a voiceless alveolar fricative while /z/ is a voiced alveolar fricative.

/ð/ and /Ɵ/are called “th” sound.

/Ɵ/ is voiceless dental fricative while /ð/ is a voiced dental fricative.

Word examples of /s/, /z/ and /Ɵ//

/s/- sank, pass, salt,

/z/- breeze, sues, lays

/ð/- the, that, leather, with, breathe, father, mother, clothes, soothe, there etc.

/Ɵ/ - thank, thin, think, thought, path, breath, cloth, third, north, health, earth.

**ASPECT**: STRUCTURE

**TOPIC**: The WH Question

CONTENT:

These are the questions beginning with the wh-words *what, who, when, where etc. and how* Examples:

1. Who is waiting for me?
2. What are you doing to achieve your goals?
3. When Jesus returns, will you be found ready and worthy?
4. How long is your school from your house?

*Wh-* questions require answers other than *yes or no.* they require answers like:

1. It was a boy in our class.
2. He ate rice.
3. I returned yesterday.
4. It happened by chance.

**Formation of wh- question**

The wh- item usually has to come first in the wh-question, and then the auxiliary in the statement is used in the question. However, when there is no auxiliary at all in the statement, an appropriate form of DO (do, does, or did) is used in question. Examples:

A-They have called for some reasons.

Q-Why did they call?

A-They met somebody.

Q-Who did they meet?

However, note that when the verb in the statement is verb TO BE (am, are, is, was and were) there is no need for the auxiliary DO

A- Moses is somewhere now.

Q-Where is Moses now?

A-They are in my library.

Q-Where are your journal?

**EVALUATION:**

1. Give five wh- questions
2. Form wh- questions for these statements.
3. She is here.
4. I was doing my assignment.
5. My name is Rose Johnson.

**ASPECT:** COMPOSITION

**TOPIC:** Features and Outline of an Informal Letter

CONTENT:

Informal letters also known as private letters are letters written to your close friends, classmates and relations who are younger than you or about your age.

**Features of an Informal Letter**

* The writer’s address and date
* The salutation(opening greeting)E.g. My dear Mike, Dear Jenifer
* The opening paragraph(concerned with greetings and pleasantries)
* The main body of the letter
* The concluding paragraph
* The subscript or complimentary close. e.g. Yours ever, Yours affectionately, Yours sincerely (is the most appropriate) .

Note the following with respect to the language of the informal letter

* The use of shortened form e.g. it’s, you’d, shouldn’t etc.
* The use of slangs
* The use of proverbs and jokes
* A general relaxed and pleasurable atmosphere created by the use of simple, chatty language.

**EVALUATION:**

Write a letter to your friend telling him about a quiz competition that will take place in your school of which you will participate in and inviting him to witness it.

**ASPECT:** Literature in English

**TOPIC**: Figures of Speech(Alliteration and Assonance)

CONTENT:

**Alliteration**: It is a sound device which involves the repetition of the same consonant sound in sequence. E.g.

Mummy, make indomie for me. (Repetition of /m/ sound)

Some students saw Smith stone the squirrel. (Repetition of /s/ sound)

She gave birth to a Bouncing baby boy

Dusk demand day light

Private personal preparation prevents poor public performance. (repetition of /p/)

**Assonance:** It is a device involving the repetition of the same vowel sound in words which occur in succession e.g.

The boy wet his bed and his belt. (Repetition of /e/ sound)

Phoebe beats the tree with a key.(repetition of /i:/ sound)

**EVALUATION:**

1. What is alliteration and assonance?
2. Give two examples of alliteration and assonance.

**WEEKEND ASSIGNMENT**: Choose the word that contains the same sound as the sound represented by the underlined letters in the given word.

1. dogs
2. loose
3. shout
4. zeal
5. James
6. cease
7. rose
8. call
9. quick
10. student
11. those
12. cloth
13. smooth
14. wealthy
15. healthy
16. breathe
17. throw
18. them
19. width
20. mirth
21. bats
22. works
23. boys
24. debris
25. dogs

**WEEK 6**

SPEECH WORK: Types of Vowel (Monophthong, Diphthong, Triphthong)

GRAMMAR: Tenses (Present, Past, Future)

COMPOSITION: Narrative Essay(A Village Market)

LITERATURE: Irony and Paradox

**ASPECT: COMPREHENSION**

TOPIC: ***Do you have a Goal***

Read the comprehension passage on pages *50 and 51*, unit 6 in NEW OXFORD JS 2.

EVALUATION: Do exercises: 1- 11 on page 51

ASSIGNMENT: Read the passage on **Vocabulary Development** on Administration 2 (Office) page 39, unit 5 in NEW OXFORD JS 2 and do questions 1- 10 on page 18 in the Workbook.

**ASPECT**: Speech Work

**TOPIC:**Monophthong, Diphthong, Triphthong

CONTENT:

All languages have monophthongs and many languages have diphthongs, but triphthongs are relatively rare. English has all three types: the vowel sound in “hit” is a monophthong /ɪ/, the vowel sound in “boy” is a diphthong /ɔɪ/, and the vowel sounds of “flower”, /aʊə(r)/, is a triphthong.

**MONOPHTHONG**:It is a vowel sound whose quality doesn't change over the duration of the vowel . Monophthongs are sometimes called "pure" or "stable" vowels. E.g. /e/, /u:/, /I/,/ə/, /æ/, /ↄ:/

**DIPHTHONG**:It is a vowel sound that glides from one quality to another. It is also referred to as two quality sound. There are eight of them in British English /ei/, /ai/, /ↄi/, /eə/, /ʊә/, /aʊ /, /iә/, /әʊ/

**TRIPHTHONG**: Is a vowel sound that glides successively through three qualities. E.g. /aiә/ as in fire,/aʊə/ as in flower

**EVALUATION:**

1. Explain the following: monophthong, diphthong, triphthong.
2. Give two examples of diphthong, triphthong, and monophthong.

**ASPECT**: Structure

**TOPIC:** Tenses (Present, Past, and Future)

CONTENT:

Tenses are the different forms of a verb that expressed time.

**Present Tense**: A verb in the present tense normally refers to present time.

“s” is added to the singular present tense form , while the plural present tense form does not take “s”.E.g

**The singular present tense form**

1. The sun shines every day.
2. Ebere brushes her teeth every morning.
3. Mr. Okon speaks English quite well.
4. He steals people’s wrist watches

**The plural present tense form**

1. Spiders have eight legs.
2. Petrol and kerosene burns easily.
3. Our teachers have many books.
4. Those women cook every day.

**Past tense:** Verbs in the past tense are expressed by actions that have taken place at a fixed time in the past. E.g.

1. Mr. Okere visited us last week.
2. The principal was here five minutes ago.
3. I read my English note last night.
4. He kept the books on the table.

**Future tense:** Verbs in the future tense show actions that will take place sometime in the future. It is often expressed using the modal auxiliaries “will!” and “shall”. E.g.

1. He will leave for Enugu tomorrow.
2. She will be here in an hour’s time.
3. I shall see her Friday.

Apart from “will” and “shall”, “may” can be used to refer to future situation. E.g.

1. He may travel in the afternoon.
2. She may visit her uncle next week.

**EVALUATION:** Use the appropriate forms of the verbs in brackets in the in the following sentences:

1. I have not (meet) her recently.
2. Good! Yakubu (do)his homework now.
3. I (live) in London when I first met him.
4. Before the celebrations, many children(buy) new clothes.
5. It (be) the new students’ turn tomorrow.

ASPECT: COMPOSITION

Topic: Narrative Essay

Sub-Topic: A Village Market

Content: Educator should use related sample topic as a guide.

**ASPECT**: LITERATURE

**TOPIC:** Irony, Paradox and oxymoron (pages 27, NEW OXFORD JSS2)

CONTENT:

**Irony**: This is the use of words to suggest a direct opposite of what is said . It is a subtle form of humour.

1. You must be very clever for scoring 10% in your examination.
2. Isn’t it comforting to watch one’s car being driven away by armed robbers?
3. He is so respectful and obedient that he is always being punished by the principal.

**Paradox**: It is an expression which is absurd or false on the surface, but in a larger context or upon reflection, it is true. E.g.

1. The child is the father of the man.
2. Nigeria’s unity lies in her diversity.
3. The more you look the less you see.

**Oxymoron**: Words of opposite meaning or suggestion are used together, with one serving as a qualifier for the other. It can also be defined as the side by side placement of two contrasting words. E.g.

1. A wise fool.
2. Death is a cruel kindness.
3. It was a sweet bitter experience.

**EVALUATION:** Do questions 1- 10 on page 13 in the JSS2 Workbook.

**WEEKEND ASSIGNMENT:**

Use the most appropriate options from the alternatives lettered A-D to fill in the gaps in the following sentences.

1. Nowadays, Nduka \_\_\_\_\_\_\_\_\_ a novel every week A. read b. has read c. have read d. reads
2. We have already \_\_\_\_\_\_\_\_\_ the carpet on the floor a. lain b. lay c. laid d. laying
3. He \_\_\_\_\_\_\_\_ at the university before he got married a. has finished b. have finished c. had finished d. was finished
4. The poor old woman \_\_\_\_\_\_ her pepper on the stone for twenty years a. has ground b. had grinded c. has grind d. has grounded
5. Mummy was cooking when daddy \_\_\_\_\_\_\_\_ a. has returned b. returned c. had returned d. returns

**WEEK 7: MID-TERM BREAK**

Week: 8

Speech work: Morphemes (Word boundaries-prefix)

Grammar: Preposition and Prepositional Phrases

Comprehension: Summary Writing

Composition: Narrative Essay (***“A Memorable Day”***)

**Literature**:-Read recommended Text: Poetry- **Structure, themes and literary devices** in ***”The Outcast”*** by Flourish Amoo and Yinka Akindele

Aspect: Composition

Topic: Narrative Essay- ***“A Memorable Day”***

Content: Educator should contextual or related event as a guide to teach the topic.

**ASPECT:** Speech Work

**TOPIC**: Morpheme -Word boundaries-prefix

Content:

Affixes are small word bits. They are added to the base forms of particular words. There are two main kinds in English: prefixes and suffixes.

**Prefixes**: prefixes are affixes added to the beginning of the base forms. e.g. un , dis, im, non, il, in, mis, mal, over, sub, sur, out, inter, trans, pre, pro, post. Ex, re, E.g.

Un-(not) e.g. unhappy, unkind, unreasonable, ungrateful, unwise etc.

Non- e.g. non-alcoholic, non-violent, non-verbal, non-standard etc.

Dis e.g. disloyal, disagree, disapproval, disorder, disobey, disrespectful etc.

Il- e.g. illogical, illegal, illiteracy …

Mis- e.g. miscalculate, misunderstand, misrepresent …

Mal- (bad) e.g. maltreat, maltreatment, malpractice…

Sur- (extra) e.g. surcharge, surtax

Sub- (lower than) e.g. substandard, subhuman, subcommittee

Counter (against) e.g. counterattack,

Re- e.g. repay, resettlement, reuse, reconstruct etc.

Ex- (former) e.g. ex-husband, ex-president, ex-student, etc.

**EVALUATION:**

Form two words each with these prefixes.

Pre, ex, sub, super, non, over, out

**ASPECT:** Structure

**TOPIC**: Preposition and Prepositional Phrase

Content:

Prepositions are words that show relationship between a noun or pronoun and other words a sentence. E.g. in, on, beside, in front of , under, above, outside, to, over, by, beyond etc.

The river flows into the sea.

She apologized for her wrongdoing.

The suspects were arraigned before the court.

***Prepositions can be used in this manner.***

According to; afflicted with; agree to(something), agree with(somebody), aim at, angry at(something), angry with(somebody), apply for(something) apply to(somebody), change for(something), change with(somebody), disgusted at(something),disgusted with(somebody), die of, differ from(opinion), complain of, divide among(many), divide between(two), conscious of, filled with, full of, inferior to(something), part from(somebody), part with(something), prevail on, tired of(something) tired with(action), meddle with, dislike for, suffer from etc.

**Prepositional phrase**:A preposition with the noun, noun phrase or pronoun following it is known as prepositional phrase.

She campaigned for them

Adeyoju went there with him.

Buy the bag on the shelf.

She lost to some extent.

The Basic 8 will resume in the evening.

**Prepositional phrases with special meanings**

Prepositional phrase often has meanings that are not clear. Such grammatical phrases are actually idiomatic expressions. Some examples are:

1. *above board (*completely honest and open)

Joseph handling of the company was above board.

1. *across the board (*affecting all groups, members*)*

There is a 100% increase in discipline across the board in DLHS.

1. *beyond once widest dream.(*better than one imagined or hoped for*)*

*Receiving the price for mathematics was beyond my wildest dreams*

1. *off the cuff(*spontaneously, without being planned or practiced in advance*)*

He made the remarks off the cuff.

It was an off-the- cuff remark.

1. *through thick and thin(in all conditions, good or bad)*

The students in continued in DLHS through thick and thin.

**EVALUATION:** Identify the prepositional phrases in these sentences.

1. They were not very happy with him.
2. Those who live in Abuja saw her.
3. The police ordered the tugs out of the building.
4. The students in class were given mid-day meal.
5. They did not come on account of you.

**ASPECT: Literature**

Read recommended Text: **Priceless Jewel** by Chuks Generic

Poetry- **Structure, themes and literary devices** in ***”The Outcast”*** by Flourish Amoo and Yinka Akindele on pages179-182 in *SIMPLIFED APPROACH TO NECO LITERATURE- IN- ENGLISH* FOR JUNIOR SECONDARY SCHOOLS.

**WEEKEND ASSIGNMENT**:

Complete each of the following questions with the most appropriate of the options lettered A-D.

1. Students should not discriminate \_\_\_\_\_\_ one another a. against b. at c. between d. from
2. I was worried \_\_\_\_\_\_\_\_\_ his lateness a. at b. over c. for d. about
3. Mr.Uche was always pleased \_\_\_\_\_\_\_\_\_\_ his wife a. about b. by c. with d. for
4. He lent his bicycle \_\_\_\_\_\_\_\_ a boy he hardly knew a. for b. from c. to d. with
5. Only a fool would prefer a car \_\_\_\_\_\_ a wife a. above b. for c. than d. over

**Week 9**

Speech: Suffix

Comprehension: Reading for Speed

Structure: Conjunction (Types and Usage)

Composition: Stating the differences between Formal and Informal Letters.

Literature: Figures of speech (Apostrophe, Euphemism, Metonymy)

**ASPECT: COMPREHENSION**

TOPIC: Reading for Speed

Read the comprehension passage on pages *62 and 63*, unit 7 in NEW OXFORD JS 2.

EVALUATION: Do exercise 1- 14 on pages *64 in* NEW OXFORD JS 2.

ASSIGNMENT: Do the test on pages 65 -66 *in* NEW OXFORD JS 2.

**ASPECT**: Structure

**TOPIC**: Suffix

Content:

Suffixes are the affixes added after the base forms. It can be used to form noun, verb, adjective, adverbs. It may more than one meaning. e.g. ness, ify, ize, en, ful, al, tion, er, ship, ant, hood, less, ish, wise etc.

**Use of suffixes to form Nouns**

adjective+ ness happiness (the state of been happy),

wickedness, foolishness, sickness, awareness, etc.

**Use of suffixes to form verb**

Noun/adjective+ ify beautify (cause to be beautiful), simplify, electrify

Ize synthesize, terrorize, sympathize, practicalize

Adjective+ en darken (become dark), sharpen, quicken, widen

**Use of suffixes to form adjective**

Noun+ ful delightful, hopeful, mouthful, fruitful

Noun+ al practical, presidential, theoretical, instrumental…

Verb+ ment achievement, establishment, punishment…

Verb+ er/or/-r singer, amplifier, conductor, narrator, receiver…

Verb+ ation/tion education, introduction, interpretation…

Noun+ less noiseless, childless, harmless, careless…

Adjective+ -ish smallish, greenish, darkish, grayish…

**Use of suffixes to form adverbs**

Adjective+ ly beautifully, attentively, independently, quickly…

Noun/adverb+ ward(s) homewards, northwards, downwards, coast wards…

Noun+ wise clockwise, technology-wise, business-wise, education-wise...

**Evaluation:** Write the noun form of these adjectives:

noiseless, careless, delightful, fruitful, practical, instrumental, wicked, happy, aware.

**ASPECT**: Structure

**TOPIC**: Conjunction (Types and Usage)

Content:

Conjunctions are words used for joining other words, or groups of words, in sentences. There are three types of conjunctions;

1. Coordinating conjunctions
2. Correlative conjunctions
3. Subordinating conjunctions

**Coordinating conjunctions**: They are also known as coordinators. They are *but, or, and. examples*

Boys and girls sometimes think differently.

The little girl sang and danced.

He promised to bring it, but he never did.

You may come yourself, or you may send someone.

**Correlative conjunction**: These are conjunctions that are used in pairs. E.g both…and, either…or, neither…nor, not only…but also.

1. Both Mary and Ngozi are his cousins.
2. Either Tony or Bolu will be chosen.
3. She neither came nor send someone else.
4. Not only did she insult him but also slapped him.

**Subordinating conjunctions**: they are also known as subordinators. Examples are when, where, while, although, because, if, until, till, that, unless etc.

1. I shall see you *when I come back*.
2. The teacher explained *why the sun always rises from the east*.
3. *Unless you work hard,* you may not pass.
4. *While she was working*, the child sneaked out*.*

**Evaluation:** Underline the conjunction used in the following sentences and identify the type of conjunction used in each case.

1. Come if you please.
2. We saw a man, woman and a little girl.
3. He not only wrote but also sent some money.
4. Both Bimbo and Sola look alike.
5. You can see me when you are leaving.

**ASPECT**: Composition

**TOPIC**: Stating the Differences between Formal and Informal Letter.

Content:

**Differences between Formal and Informal Letter**

|  |  |
| --- | --- |
| Formal letter | Informal letter |
| Two addresses(address of the writer and addressee) | One address (writer’s address) |
| Salutation(Dear Sir/Madam) | Salutation(Dear Tony, My dear sister) |
| heading/ title | No heading/ title |
| Strict and polite language | Loose language. |
| No shortened form | Use of shortened forms like I’m, it’s. |
| No slangs | Use of slangs and jokes. |
| Complimentary close (Yours faithfully) | Complimentary close (Yours sincerely) |
| Signature and Full name | No signature, only first name is written |

**EVALUATION:** State the differences between formal letter and informal letter.

**ASPECT:** Literature

**TOPIC:** Apostrophe, Euphemism, Metonymy

Content:

**Apostrophe**: It is essentially an address to an absent person, a dead person or a non-living thing, e.g.

“Africa”

“Africa my Africa,

Africa of proud warriors in the ancestral savannahs”

Lines 1 and 2

**Euphemism**: It is the presentation of an unpleasant thing or experience in a pleasant way. e.g.

1. The king has joined his ancestors.

2. The girl has been put in family way.

3. The madman’s sores have a gentle odour.

**Metonymy**: The use of one thing to stand for another thing with which it has a direct relationship. E.g.

The pen is mightier than the sword.(pen represents journalism, sword represents the soldier)

**WEEKEND ASSIGNMENT**:

From the alternatives lettered A-D, choose the best option for the gap in each of the following sentences

1. That kind of excursion is \_\_\_\_\_\_\_\_ possible at this time of the year a. in b. il c. un d. im
2. None of the following can take the prefix *dis*-EXPECT \_\_\_\_\_ A. soft b. make c. act d. able
3. In the word anti- robbery, the prefix *anti*- means \_\_\_\_\_\_\_\_ a. between b. across c. against d. for
4. All the following can take the suffix –*hood* EXCEPT\_\_\_\_\_\_\_\_\_ A. adulthood b. brother c. boy d. sing
5. In the word mal-treatment the prefix *mal*- means \_\_\_\_\_\_\_\_ a. better b. extra c. for d. bad

**WEEK 10**

Speech work: Monophthongs

Grammar: Making Request Using will, could, please

Composition: Formal letter of Invitation (As a Guest Speaker)

Literature: Figures of speech (synecdoche, Onomatopoeia, Antithesis)

**ASPECT: COMPREHENSION**

EVALUATION: Do the test on pages 67 and 68 *in* NEW OXFORD JS 2.

**ASPECT:** Speech Work

**TOPIC**: Monophthongs

CONTENT:

***MONOPHTHONGS***: They are vowel sounds whose quality doesn't change over the duration of the vowel .It is a speech sound that consist of only one vowel sound. Monophthongs are sometimes called "pure" or "stable" vowels. E.g.

/e/- set, pet

/u:/ - boot, school

/I/- sit, big

/ə/- away, police

/æ/- bag, bad

/Ӡ:/- bird, burn

/D/ - Pot, hot

/Ʌ/- love, run

/Ʊ/ - book, bush

/ↄ:/ - saw, horse

**EVALUATION**

1. What is monophthong?
2. Give five examples of monophthong with two examples each.

**ASPECT**: Structure

**TOPIC:** Making Request Using Will, Could, Please

Content:

We use language to request something from other people for example, when we want to borrow something. We use “will”, “could” and “please” to make request. Examples are:

Will you pass the ruler, please? (very informal, common between classmates)

*Response: certainly, here you are.*

Would you pass the water, please? (more formal)

Would you mind passing the book, please? (most formal)

*certainly*

Would you mind lending me your pen?

*I’m afraid I can’t. I need it at the moment*.

Can I borrow your English textbook? (very informal)

*Sorry, not at the moment.*

Could I borrow your pen? (more formal, polite and respect)

*I’m afraid not. I’m using it.*

Could you help me with my assignment? (More Formal)

*Sure, here you are.*

Please, give me your laptop.

*With pleasure. Of course.*

Please, help me wash my handkerchief. (More Formal)

*Certainly not!*

**EVALUATION:** Make appropriate request for the following situation.

1. Student-student
2. Student-senior student
3. Student-teacher
4. Teacher-teacher

**ASPECT:** Composition

**TOPIC**: Formal Letter Invitation (As a Guest Speaker)

Content:

Formal letter of invitation is a letter of favour or assistance. It can be written to an individual being an invitation as a guest speaker and if such is reasonable, it is often granted. Below are some useful hints on writing a letter of invitation.

1. Make a reasonable request.
2. Identify what you need and give detailed information about it.
3. Send information about the group, association or club.
4. Mention if someone has suggested to you to contact the individual.
5. Ask for alternative help if your request cannot be met.
6. It is better address the letter to the individual to quicken attention.(This should be courteous and friendly without flattery)

**EVALUATION:** Write a letter of invitation to a guest speaker to speak on a topic of your choice at an event to hold in your school.

**ASPECT**: Literature

**TOPIC:** Synecdoche, Onomatopoeia, Antithesis

Content:

**Synecdoche**: The use of a part of a thing to represent the whole, or the use of the whole to represent a part e.g.

1. Thousands of heads were counted during the census exercise (the head represents the whole body)

2. All hands should be on deck.

**Onomatopoeia**: It involves words that echo or imitate the sounds of the things they represent. E.g.

“crash”, “cuckoo”, “squeak”, “sizzle”, “click”.

“creaking and shuffling… thus, as five hundred boys of different sizes lowered themselves into the chains”

**Antithesis**: it is the choice and arrangement of words to emphasize oppositeness or contrast, e.g.

1. Man proposes, God disposes.

2. This is an insult on both the dead and the living of the village.

3. I toil day and night.

**WEEKEND ASSIGNMENT**:

Choose the appropriate form of verb in the bracket to fill in the blank space.

E.g. I have never visited (visit) Lagos.

1. They have \_\_\_\_\_ (drive) a very long way, so they must feel very tired.
2. Listen! The clock \_\_\_\_\_\_\_\_( strike) seven, eight, nine!
3. Johnson has \_\_\_\_\_\_\_ (grow) a lot in the last year.
4. He often \_\_\_\_\_ (fall) sick with malaria, and I often buy medicine for him.
5. They (sleep) when the thief entered their room.